SUPERINTENDENT’S ENTRY PLAN

Dr. Angela Pringle Hairston
Experience, proven leadership, and a record of accomplishment are just a few of the things that immediately made Dr. Angela Pringle Hairston stand out. As the Board began listening to our community earlier this year, those qualities - along with a focus on equity, diversity, and financial stability - were common traits our community told us they expected in a new superintendent. Members from all facets of Forsyth County came to listening sessions, submitted surveys and spoke at our meetings about the type of person they hoped this Board would look for to be our district’s next leader. We are confident we have found the right person.

Dr. Pringle Hairston has enjoyed a long and successful career in public education spanning more than 30 years in Virginia and Georgia. Since 2014, she has served 31,000 students as superintendent for the Richmond County Schools in Augusta, Georgia. Prior to assuming her current position, Dr. Pringle Hairston served as a region superintendent and principal for the DeKalb County School District (Georgia’s third largest school district). She also previously served as director of human resources, a principal, and an assistant principal for the Gwinnett County Public Schools (Georgia’s largest school district), and as a principal and assistant principal for the Danville Public Schools in Virginia. Dr. Pringle Hairston began her career in public education as a math teacher in Virginia Beach and Danville, Virginia. From the classroom to the boardroom, her qualifications set her apart from the other candidates.

We know the Winston-Salem/Forsyth County Schools have a lot of important work ahead. We must focus on student achievement, improving literacy skills, and closing equity gaps. We must address aging facilities while keeping up with today’s ever-changing technology. We are confident that with the selection of Dr. Pringle Hairston, we have made the best choice to lead this district - and all 55,000 of our students - to success. We welcome Dr. Pringle Hairston and are eager to support her immediate goals and our combined long-term vision for our district.

Sincerely,

Winston-Salem/Forsyth County Schools Board of Education
A superintendent’s *Entry Plan* is an organized process that enables a superintendent to establish relationships with internal and external stakeholders while gaining a deeper understanding of the district’s strengths and challenges. Critical to the process are opportunities to listen to responses to key questions that reflect the history, norms, and practices that led to our current status. This is also an opportunity to learn more about expectations that may be used to chart a course forward that not only defines responsibility, but also establishes accountability. My hope is to implement key pieces of this plan within 90 days.

As superintendent, I will ask critical questions such as:

- How do we as a district and a community ensure that every student who graduates from Winston-Salem/Forsyth County Schools is college- and career-ready?
- How do we ensure that all children in our care have access to great schools in their respective communities?
- Why are there gaps in student achievement throughout our district and how do we close them?
- How can we engage or re-engage our parents and community in the process of providing a high quality education for all?

These questions set the foundation of what I hope to achieve as the WS/FCS Superintendent.

In my role as superintendent, I want to focus our energy on creating classrooms that are engaging centers of learning for ALL children, where highly effective and caring teachers hold high expectations based on understanding each student’s strengths. As we strive for academic excellence, I want to ensure that we support our students’ social, emotional and mental growth in order to facilitate the development of those skills and abilities necessary to navigate school and life. Student success in every classroom requires a student-centered approach to leadership in an inclusive school and classroom environment that inspires student learning and celebrates students accomplishments.

While every role in our district is important, the principal’s role, above all others, is a pivotal component in developing and sustaining successful schools. The school leader must have a deep understanding of his/her role in establishing a culture with a shared vision for teaching and learning where students are successful. I will guide our district office employees, parents, and community members to clearly understand our collective responsibility to support the schoolhouse. Our students are counting on all of us to own their success.

In this entry plan as superintendent, my goal is to create a platform based on answering the aforementioned questions and identifying solutions that are sustainable and build a stronger future for our community. I look forward to receiving input from members of the Board of Education, employees, parents, and community members as we develop a strategic direction that will cultivate crucial partnerships, improve relationships and trust, and promote collaboration. The emphasis of our work will be a shared vision, that Every Child Matters!

Sincerely,

Angela Pringle Hairston, Ed. D.
SUPERINTENDENT’S ENTRY PLAN GOALS

GOAL 1
Learn about the history and current direction of the Winston-Salem/Forsyth County Schools as fully as possible in order to gain insight into its strengths, challenges, and areas of opportunity to better serve our students.

GOAL 2
Develop an instructional plan that will set the course for the district for the next five years and ensure we focus on aligning resources, work, and initiatives that lead to college- and career-ready students as well as a reduction in achievement gaps.

GOAL 3
Assess organizational effectiveness and efficiency to ensure high performance and support to schools.

GOAL 4
Develop a standard for benchmarking equity and inclusion across the district.
By September 30th, learn about the history and current direction of the Winston-Salem/Forsyth County Schools as fully as possible in order to gain insight into its strengths, challenges, and areas of opportunity to better serve our students.

- Meet individually with all nine board members to identify shared and divergent perceptions of opportunities and challenges of a strong governance team.
- Collaborate with the Board of Education on the design of a community engagement plan, including structure of the engagement, intended outcomes, process, and timeline.
- Collaborate with the Board of Education to develop a list of civic leaders, elected officials, faith leaders, philanthropic community members, and leaders from higher education to ask key questions and obtain feedback.
- Host community forums for the following groups with interpretation services and multi-lingual community members: high school students, parent/community members, the faith-based community, civic, and business leaders.
- Schedule retreats with the Board of Education to develop a Theory of Action that will guide the district’s plan for improved student achievement.
- Meet with principals and teachers to identify areas of success and areas of support.
GOAL 2

Develop an instructional plan that will set the course for the district for the next five years and ensure we focus on aligning resources, work, and initiatives that lead to college- and career-ready students as well as an elimination of achievement gaps.

❖ Meet with instructional leadership to discuss achievement gaps, instructional program alignment, current goals and priority areas for the district. I will:
  - assess the scope and breadth of the curricula and professional learning strategy and identify areas of support;
  - assess the degree to which the curricula is taught at a rigorous level in all classrooms and identify areas of support;
  - assess the alignment of the curricula with state assessment and identify areas of support; and
  - evaluate the level of support through federal programs for instruction.

❖ Inventory the technology-based instructional equipment; review technology plans for the district.

❖ By September 30th, meet with Instructional Superintendents to review performance results of their schools, assess the school improvement process, and determine the continuous improvement model used throughout the district.

❖ Review the plan of action for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools. Make immediate adjustments to increase support where necessary.
Assess organizational effectiveness and efficiency to ensure high performance and support to schools.

- Establish a process for the development of a strategic plan that will be informed by input from across the community.
- Review the financial status and determine areas of support.
- Examine interactions among departments or functions and assess the efficiency of process and decision-making patterns.
- Visit schools and classrooms.
- Meet with local superintendents, appropriate leaders from the North Carolina Department of Education and local education consortiums.
- Meet with Dr. Beverly Emory and Dr. Kenneth Simington to gain additional insight on organizational performance.
- Hire key staff members of the Executive Cabinet.
GOAL 4

Develop a standard for benchmarking equity and inclusion across the district.

❖ Conduct a comprehensive equity audit to assess diversity, equity, and inclusion for all schools by reviewing policies, programs, staffing, funding, and achievement.

❖ Meet with principals, teachers, students, parents, and community members to determine shared and divergent perceptions and values relative to equity and inclusion.

❖ Collaborate with the Board of Education to develop policies and goals that demonstrate a commitment to equity and inclusion.

❖ Continue regularly scheduled meetings with districtwide employee and student engagement groups to gain an understanding of the culture and how it’s manifested across the school district.

❖ Establish advisory groups throughout the district to remain grounded in the affects of change.
When meeting with individuals and groups throughout the community, questions will vary depending upon the audience. At a minimum, the following key questions will be used to guide my work to build a deeper understanding of the district’s strengths and challenges.

❖ What is important to you about a quality school or school district?
❖ Do you feel supported?
❖ How do you think our school district is perceived by parents? How do you think our school district is perceived by employees?
❖ How would you define equity in education?
❖ What are our greatest strengths?
❖ What are our greatest challenges?
❖ Can you identify a time when our WS/FCS was considered high performing in all communities? Please describe.
❖ Can you describe the existing goals of our school district?
❖ What are unique assets of our school community?
❖ What barriers could we remove that would help students be more successful?
❖ What actions could we take to increase success in our schools?
❖ How would you improve student achievement?
Review key documents important to the success of WS/FCS including:

- Board of Education policies;
- Teacher/principal retention, attendance and evaluation data;
- Five years of school achievement data;
- Student attendance and discipline data;
- School improvement plans for CSI and TSI schools;
- Special Project Outcomes;
- District’s Literacy Plan;
- Professional Learning schedule for 2019-2020;
- Local, state, and federal budgets for FY 2018 thru FY 2020;
- The Forsyth County budget;
- The ten-year capital plan for school facilities;
- School-level staffing allocations;
- Components of the North Carolina accountability model; and
- Outstanding litigation.
After 90 days and the successful completion of the action steps in this plan, I will report to the WS/FCS Board of Education a summary of findings and proposed plans during the second Board of Education – Superintendent retreat tentatively scheduled for November. This will enable the Board of Education and Superintendent’s team to create, revise, and/or adjust the direction of the district and modify the individual and district goals in the Superintendent’s evaluation.