



EASTMONT SCHOOL DISTRICT  
*Relationships, Relevance, Rigor, Results*

# HIT THE GROUND LISTENING AND LEARNING: SUPERINTENDENT'S ENTRY PLAN

**DR. BECKY BERG**

AUGUST 22, 2022



*The mission of the Eastmont School District is to graduate all students.*



## *Introduction*

I am honored to be the new superintendent of the proud Eastmont School District, and to partner with our students, families, educators and community members to ensure that we meet the district's vision of graduating all students. I am deeply committed to this charge and am excited to learn more about how this mission is being implemented in Eastmont's schools.

As your new superintendent, I am grateful for the comprehensive hiring process in which our community engaged last spring. During this process, I was able to get an introduction to the many voices in our community and I cannot wait to hear more. Eastmont has a strong legacy of educating the whole child, authentically partnering with our families and community, and of values driven leadership. I want to honor and build upon that legacy on behalf of each of our students.

Although we have so much to be proud of, we will not rest until we fulfill our mission of every single student walking across that graduation stage. My first 90 days of service will be guided by the following structured Entry Plan. I want to learn as much as possible about what is working for our students, and what are our next challenges ahead. Our public schools are the bedrock of our community, and we need to ensure that we are rising to the challenge. Please do understand that although this document describes a detailed entry plan, the work of public school leaders is to constantly listen to and learn from their stakeholders and to take action on behalf of the children of the community. The listening and learning never ends. It should also be noted that the work of entry occurs simultaneously with the responsibility of leading and operating the district.

One priority of this plan is to reach out to the diversity of stakeholders. A number of these sessions have been naturally occurring since my first day in Eastmont on July 1, 2022. The groups and individuals mentioned in this plan in no way constitute a complete list of all school and community organizations. If an individual or group was inadvertently left off of this list, please schedule a meeting via our Superintendent's Executive Secretary Brandy Fields at [FieldsB@Eastmont206.org](mailto:FieldsB@Eastmont206.org).

I look forward to this opportunity to listen, to learn, and to partner with you. Together, we can unlock the promise in each of our children to reach for the stars.

In partnership,

  
Becky Berg, Ed.D.  
Superintendent

## ***Eastmont Vision, Mission, Motto and Core Beliefs***

### Vision

Before I describe the entry plan process, I want to remind us of our current vision, our motto, and our beliefs about students and their learning.



### Mission & Motto

The entire Eastmont School District team is responsible for fulfilling the mission of the Eastmont School District to “graduate all students”.

In doing so, one must understand that this audacious and just goal is built upon the foundations of relationships, relevance, rigor, and results (which constitute our motto).

### Core Beliefs

We also have core beliefs about learning which inform our actions and constitute the ‘way we do business’.

1. Students learn in different ways and at different rates.
2. Students’ physical, emotional, social, and academic development will always be considered.
3. Schools must adapt and adjust as students, parents, and employees change.
4. Students must be capable in both the hard skills as well as the soft skills needed in the workplace.
5. Test scores are helpful in planning instruction, but are not the only indicator of student success.
6. Mistakes are as valuable as successes in the process of learning and work.
7. Trust is built on the demonstration of fair, equal, and transparent decisions and operations.
8. Culture and improvement are the result of what is promoted, permitted, and measured.
9. Fiscal management, communication, planning, and transparency are essential to District operations.



# Goals



My goals for this entry plan are:

- To acquire a comprehensive view of the Eastmont School District in order to gain insight into our assets and challenges so that we can best discover the promise in each of our students.
- To understand how our district’s initiatives and priorities are being implemented in each of our schools and departments by our outstanding employees.
- To learn about the values, norms and expectations of the communities that the Eastmont School District serves.
- To engage broad, diverse and non-traditional voices in discussing their lived experiences in the Eastmont School District.

# Phases

This entry plan is organized into three distinct phases:

Phase 1: July 1, 2022 - December 31, 2022  
Purpose: Listening and Learning

Phase 2: January 1, 2023 - February 28, 2023  
Purpose: Analyzing and synthesizing the inputs to discover trends and commonalities in the data

Phase 3: March 1, 2023 - June 15, 2023  
Duo Purpose:

- Developing summary report and key findings and broadly sharing the report
- Begin aligning resources to support ongoing successes, and to address areas for improvement

## Phase 1: Listening and Learning

This phase consists of meeting with district staff, school staff, community members and organizations, families and students to ask about their perspectives of the district strengths, challenges, and what they expect from the superintendent. Stakeholders are listed in the Appendix.

This phase also includes a deep dive into student learning data at all levels, specific program information, financial and other audit reports, and any documentation pertinent to the health of the Eastmont School District.



## Key Questions

1. What are the strengths of the Eastmont School District that should be built upon?
2. What are the challenges facing the Eastmont School District?
3. What are some opportunities that our district should explore further or develop?
4. Is there anything else that comes to mind that you want Dr. Berg to know about Eastmont?



## Meetings

One-on-one meetings with:

- School board members, elected officials, leaders of Wenatchee Valley agencies and organizations, school district senior leadership team members, employee union presidents, and principals.

Meetings with each district office team, including:

- Special education, technology, business operations, human resources, facilities and transportation, professional development, migrant/bilingual education, multi-tiered systems of support.



Meetings with key stakeholders including:

- Assistant principals, leadership interns, parent organizations and booster clubs, Eastmont Foundation leaders, student leadership groups, community organizations, employee unions, and higher education partners.

## Phase 2: Analyzing and Synthesizing

This stage represents where one turns raw data into usable information. Dr. Berg will examine the data and look for themes and categories. “Outlier” input that may not be shared by multiple sources will also be noted in order to help troubleshoot specific issues.



## Phase 3: Summary Report Sharing

From this study of the data, Dr. Berg will create a report to share with key stakeholders. “This is what I heard and learned. Did I get it right?” will be the learning stance she will take in this phase. Every effort will be made to present her findings broadly, so that we build knowledge and momentum for the district’s initiatives.

We know that successful organizations have a laser-like focus that galvanize human and fiscal resources on a few key initiatives. The information gleaned from this Entry Plan process will provide clarity and focus for us as we chart our future course.



It is hoped that this process will help to reassure stakeholders during a transition of leadership, and will provide solid input for future strategic goal setting. It will also begin the process of the superintendent building personal and professional relationships across the community.

Although the Eastmont School District is thriving, our work is not finished

until we can ensure that each of our graduates goes on to live a fulfilling life. After all, in the words of Max DePree, “We cannot become what we need to be by remaining what we are”. Please join me in this noble work.

We cannot become  
what we need to be  
by remaining  
what we are.  
~Max DePree



## Appendix

The following is a list of individuals and groups with which we will make contact in Phase 1:

School Board members  
District senior leadership team members  
Principals  
Student leadership classes  
Recent graduates and non-graduates  
Parent advisory groups: PTO's, Boosters, Migrant/Bilingual PAC,  
Union presidents  
Elected officials  
Police and Fire Chiefs  
County Sheriff  
Executive Directors of the YMCA and YWCA  
Wenatchee Valley Chamber & Hispanic Business Council  
CAFE: Council for the Advancement of Family Education  
Hand in Hand Immigration Services  
Wenatchee for Immigrant Justice and Immigrant and Latinx Solidarity Group  
Rotary/Kiwanis/Lions Club  
Serve Wenatchee/NCW Chaplains Association  
North Central Washington Association of Realtors  
East Wenatchee Public Library  
Wenatchee Valley College  
Eastmont Foundation  
Stemilt CEO/Northern Fruit CEO/McDougal & Sons CEO  
Regional School District Superintendents  
Wenatchee Valley Technical Skills Center Director  
North Central Educational Service District  
County Health District Director/Medical Organizations CEO

