



# DORCHESTER SCHOOL DISTRICT FOUR

*Developing life-long learners who will have a positive impact on our global world*

500 Ridge Street, St. George, SC 29477 | Phone: 843-563-4535 | Fax: 843-563-9269

## Imagine Greatness

### Entry Plan

Kelvin T. Wymbs, Ed.D.

#### Day 1-30

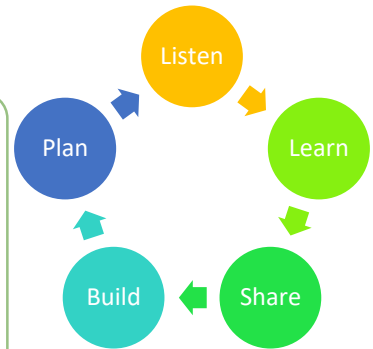
- Building relationships
- Learn the Culture
- Learn the Systems
- Identify Areas for Next Steps
- Begin Data Collection
- Formulate Next Steps

#### Day 31-60

- Continue Day 1-30 Goals
- Review Findings with Board of Education
- Present Ideas and Plans for Next Steps
- Implement Plan
- Continue to Collect and Analyze Data

#### Day 61-90

- Continue Day 1-30 Goals
- Review Progress with Board of Education
- Implement Plan
- Continue to Collect and Analyze Data
- Monitor, Review, Revise



*Ensure that all students acquire the knowledge, skills, behaviors, and attitudes to achieve their learning potential*

### Goals:

- ❖ Establish a respectful, positive district culture centered on teaching and learning.
- ❖ Establish and promote highly effective district governance by building a trusting, productive, collaborative relationship with the Board of Trustees.
- ❖ Build public trust capital and confidence through open, honest communication and positive relationships.
- ❖ Increase organizational effectiveness and efficiency and ensure high performance and support to schools.





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## **Imagine Greatness**

### **Educational Beliefs**

**Kelvin T. Wymbs, Ed.D.**

#### **PEOPLE**

People make the difference in any organization. Selecting, developing, evaluating, and retaining quality employees are essential requirements for every school system.

#### **INSTRUCTIONAL LEADERSHIP**

Leadership is stretched over the entire organization. It is the superintendent's job to build leadership capacity and allow others to lead. Principals must take the primary role for improving the teaching and learning process. It is the job of the principal, with the support of the superintendent, to set the culture, expectations and be supportive of teachers to ensure that maximum student learning occurs.

#### **TEACHERS AS LEADERS**

Teachers are instructional leaders and curriculum designers. What teachers do is much less important than what they are able to get students to do. Designing engaging work is the key to enhancing the teaching and learning process.

#### **HOME/SCHOOL/COMMUNITY**

Education and youth should be the center piece for any community. The quality of life greatly improves when we invest in our children. We have a moral obligation to teach our children.

#### **EARLY EDUCATION INTERVENTION**

Early intervention is critical. The earlier we are able to engage students in the teaching and learning process, the greater their chances of success. Early literacy is critical.

#### **HUMAN DEVELOPMENT**

A child must be balanced in three areas to thrive: education, health, and spirit. We have to adjust to meeting the needs of the child beyond just education. Children enter our schools with so many additional needs that we have to address before educating them. Our role in this arena will continue to expand.

#### **WISE AND PRUDENT USE OF FINANCIAL RESOURCES**

How we spend our money determines what we value. District money should be spent on teaching and learning.

#### **CURRICULUM ALIGNMENT**

What is tested must be taught. A focused process on data analysis, pacing of the content, and curriculum integration is necessary. Lessons should be developed with the design qualities that most engage students.

#### **SHARED VISION**

Professional learning communities have the best chance of increasing student achievement. Our focus should be on education, not schooling.

#### **21<sup>st</sup> CENTURY SKILLS**

We must teach our students to work in teams, create, and innovate. If we focus our attention only on standardized testing, we will only teach them to conform. The most powerful curriculum focuses on big ideas, not isolated facts. We must try to stimulate their natural curiosity for learning.