

NOTE: [] Edited to protect the associate's identity, confidentiality, and sources. JMM

[] CENTRAL SCHOOLS
Current Superintendent Vacancy

ENTRY PLAN

Superintendent Development Program

Name []

[] Team

Date []

[] Central School District
Superintendent's Entry Plan

General Goals

1. Become a full fledged member of the district and community
2. Learn first hand the perspectives of different constituents and constituent groups across the community regarding:
 - o Expectations for student achievement
 - o Successes/weaknesses of the school's programs
 - o The need for change
3. Learn in depth the status of the district's financial operation while developing a positive working relationship with the Assistant Superintendent for Business
4. Begin to develop relationships with key people within the organization and in the community including the district administrators and staff, leaders of collective bargaining units, building principals and assistants, supervisors, and of course – secretaries!
5. Begin to develop relationships with area leaders and government officials including but not limited to: Town Supervisor, Fire Department/Ambulance Squad Chief, Bankers, State Assembly Representative, State Senator, Chamber of Commerce and Rotary Presidents, Commissioner of Social Services, County Officials, Bank Manager, etc.
6. Begin the process of developing a cohesive leadership team
7. Become conversant regarding locations, roads, geographical features, and business locations within the district
8. Develop a plan for the recreational activities that will help maintain my health

Post Appointment

Upon appointment I am able to resign with appropriate notice, providing time for me to establish a presence in [] in advance of assuming duties as the superintendent. The luxury of approximately two months will also allow me to accomplish the following:

- Secure a place to live within the district so that I can have immediate visibility in the district and community
- Learn about the technology and telecommunications utilized in the district and community to secure a new computer, software, and peripherals that will be compatible, and available immediately for use
- Meet with the Board of Education President to review parameters for the Pre-Entry Phase, and if possible make arrangements to attend Board of Education meetings during this time
- Meet with the Interim Superintendent as available to review current topics of interest. Two specific topics would be the status of contract negotiations, and most recent building project
- Meet with district office secretaries
- Meet with the BOCES District Superintendent to review services available to districts, and specifically to new superintendents. Consider attending a meeting of the area Superintendents
- Conduct a review of key documents in advance of entering the district including but not limited to:
 - ST-3
 - District grants
 - Auditor's report
 - BOE Policy Manual
 - Job Descriptions
 - Board Minutes
 - Comprehensive Education Plan (including PDP, APPR, AIS, CSPD)
 - Staff and student handbooks
 - District curriculum documents
 - Bargaining unit contracts
 - Emergency Response Plan
- Meet with district administrators, building principals and supervisors to help me begin to know the strengths, concerns, and perspectives of the leadership team. Absorb knowledge that will assist me in formulating goals and developing a strategy to lead the district. I'll ask them four questions:
 - What are you excited about in this district – that you'd like to see sustained?
 - What would you like to see changed? (Listen for how they would change it)
 - What do you expect the superintendent to take care of?
 - Who else should I be speaking to?
- Secure an invitation to the clubs and service organizations in the district

The First Month

The first weeks will be about the superintendent as a learner. I will have a high degree of visibility in the buildings. The goal is to put names with faces, to listen, and to be seen by all staff and students. I will keep my thoughts and beliefs to myself to a large degree so that individuals feel free to share their thinking. Steps include the following:

- Visits to the buildings interspersed with small blocks of private time where I can record observations and key information.
- Meet with the Board of Education to begin dialogue on the development of operating principles and communications structures
- Watch teachers teach and students learn
- Review the personnel file of every active employee
- Ride busses with students
- Eat in the cafeterias
- Spend some time with a custodian in each building after students have left for the day
- Schedule meetings with government officials and community leaders
- Formal meetings with assistant principals and board of education members asking two questions:
 - What would you like to see sustained in this district?
 - What would you like to see changed? (Listen for how they would change it)
- Continue to schedule meetings with key government and community officials
- Hold the first meeting of the District Supervision Team (all building and district instructional administrators and supervisors) to begin the process of identifying as a team and clarifying roles and communications. Note: may plan meeting in collaboration with Assistant Superintendent for Business
- Meet with district administrators and building principals individually to get to know them, and their personal/professional goals
- Meet with the officers of the student government and ask:
 - What would you like to see sustained in this district?
 - What would you like to see changed? (Listen for how they would change it)
- Establish a plan for scheduling routine meetings with Team of Instructional Administrators
- Respond to invitations to meetings with departments, grade levels, etc. in collaboration with the building principals. If invitations are not forthcoming, work with principals to secure them
- Share budget information at public meetings with the support of the administrative team

Two to Six Months

This time will be about continuous learning, while beginning the process of shaping the future goals and actions of the district.

- Commence regular meeting schedule as determined through the pre-entry and first month
- Initiate review of student performance information with instructional administrators
- Spend time in each building every week, but reduce level of presence somewhat to attend to organizational leadership e.g. a regular schedule of meetings with administrators, supervisors, teams, committees, the BOE, community leaders, etc.
- Continue making connections with different school, parent, and community groups
- Hear and address issues that arise as part of the learning and leading process always taking care to allow the problems to be solved as close to the source as possible
- Stay in close contact with the Board of Education President
- Keep a close eye on personnel changes and potential need for recruitment.
- Concerts – Plays – Sports – Sometimes the entire event, but sometimes the “show and fade” (leave 2 minutes before half-time – not at half-time when everyone sees you leaving)
- Special events
- Review student performance at the end of each quarter – continue to request observations from instructional administrators while sharing observations made by the superintendent
- Listen, listen, listen
- Ask questions. With each constituent meeting be sure to ask the two key questions:
 - What would you like to see sustained in this district?
 - What would you like to see changed? (Listen for how they would change it)
- Continue to engage in finance development and budget through collaboration with the Assistant Superintendent
- Share interesting reading with those you have come to know will be interested
- Utilize communication systems developed collaboratively with BOE and administrators
- Consider which clubs or services organizations to join making sure not to overextend
- Read to students – Read to teachers – model continuous learning
- Plan a retreat for the entire Supervisory Team

Following

Return to the Board of Education with a report on the feedback collected during the transition period including:

- What people would like to see sustained in this district?
- What people would like to see changed? (Listen for how they would change it)
- Include information from the continued review (including input from teachers) of student performance:
 - What strengths can we celebrate?
 - What learning gaps have been identified for action?
- Develop the first set of annual goals and measurement standards.
 - Goals for student learning
 - Professional Development to support learning goals
 - Goals for the BOE
 - Professional Development to support goals