

Editor's Notes: The development of this entry plan followed the scan of the district for outstanding issues. The first part of this entry plan is in a non-traditional format. The back part of this entry more traditional [will most likely look like everyone else], using lists of questions. This would be a good template for a post-contract entry plan, rather than a plan submitted as part of the interview process. The use of question sheets is typical in entry plans, but perhaps more questions than could be reasonably asked in the time available to a new superintendent [under promise, over deliver].

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### **Superintendent's Entry Plan**

[Name]

During the many interviews for the [District] Superintendency, it has become obvious to me that all constituents were concerned about:

- the support of the many educational programs for all students;
- the culture and climate of the Bloomfield school community;
- preparing our students to be successful in the 21<sup>st</sup> century;
- creating a fiscally sound financial picture to support the above;
- partnering with parents and political leaders to bring about the changes that will support future growth and a positive culture, not only in the school system, but in the community.

It is important for the new Superintendent to learn about the school community, its past and hopes for the future in order to be successful.

As is inherent for anyone in a new administrative position, it is imperative for the comfort and confidence of others and for the success of the new Superintendent to spend a great deal of time during the first three months meeting with key individuals for the purpose of building relationships and learning about background.

Attached you will find an action plan that will delineate people, organizations, documents, and timeframes. You will also see, where appropriate, a list of questions that will be asked in a meeting/interview setting.

Goals :

**Goal #1: Getting acquainted/ Building relationships:**

To get to know the school district and school community as quickly as possible so as to continue the forward momentum of Bloomfield Schools with regard to the culture and climate of the district and the instructional programs needed to carry out the vision for the future of our students.

**Goal #2: Knowledge of documents, manuals, procedures:**

To have a working knowledge and understanding of the processes of the district, manuals, contracts, procedures, key people, committee functions, agendas, roles, and responsibilities.

**Goal #3: District priorities:**

To understand, through the use of data, any issues that need to be addressed with an order of priority.

**Goal #4: the District as it relates to the community, the area, the State:**

To build relationships with local and state political leaders and fellow superintendents to advocate for future growth and stability of the economic, financial, and academic future of [Name] School District

**Goal #1: Getting acquainted/ Building relationships:**

To get to know the school district and school community as quickly as possible so as to continue the forward momentum of Bloomfield Schools with regard to the culture and climate of the district and the instructional programs needed to carry out the vision for the future of our students.

Tactic #1	People to Involve	Timeline	Evidence of Accomplishment
<p>Schedule "get to know" meetings to build relationships surrounding the many facets of the school community to garner a deeper understanding of the history, challenges, dreams and visions for the future. (interview questions attached)</p>	<p>1. Each member of the Board of Education</p>	<p>During first 20 days</p>	<p>Meetings:</p>
	<p>Each member of the District Leadership Team, including Directors of Transportation, Food Service, Facilities, and Technology.</p>	<p>During first 20 days</p>	
	<p>Union Leadership</p>	<p>During first 20 days</p>	
	<p>Support Staff Leadership</p>	<p>During first 30 days</p>	
	<p>Student leadership</p>	<p>During first 30 days</p>	
	<p>Key parents from parent organizations, boosters, and volunteers</p>	<p>During first 40 days</p>	
<p>Community members: Business leaders, Political leaders, Industry leaders</p>	<p>During first 60 days</p>		

**Goal #2: Knowledge of documents, manuals, procedures:**

To have a working knowledge and understanding of the processes of the district, manuals, contracts, procedures, key people, committee functions, agendas, roles, and responsibilities.

<b>Tactic</b>	<b>People to Involve</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
<p>1. Read District manuals, contracts, descriptions, and publications such as:</p> <ul style="list-style-type: none"> <li>• Board of Education goals and Board minutes,</li> <li>• District goals,</li> <li>• Policy manual,</li> <li>• Administrative goals,</li> <li>• Teacher contracts,</li> <li>• Shared Decision Making Plan,</li> <li>• Faculty Manuals,</li> <li>• Curricula and management plans,</li> <li>• Student achievement data/reports,</li> <li>• Financial reports,</li> <li>• Internal and External Audit Reports,</li> <li>• Budget history,</li> <li>• Safety Plans,</li> <li>• Preventative maintenance systems,</li> <li>• Job descriptions,</li> <li>• Hiring and recruiting practices.</li> </ul>	<p>Superintendent and key people from each one of the plans or documents listed</p>	<p>During first 30 days</p>	
<p>2. Where necessary, set up meetings with key personnel related to the above –to gain perspective on the processes, procedures, strengths, and areas for growth.</p>	<p>Superintendent and key people from each one of the plans or documents listed</p>	<p>During first 40 days</p>	

**Goal #3: District priorities:**

To understand, through the use of data, any issues that need to be addressed with an order of priority.

<b>Tactic</b>	<b>People to Involve</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
1. Meet with the Board to identify key goals and areas for growth with regard to expectations for the District	Board of Education Leadership	During first 20 days	
2. Identify key instructional issues and priorities: <ul style="list-style-type: none"><li>• identifying program changes/ additions;</li><li>• building level goals,</li><li>• district level goals,</li><li>• history of student performance data,</li><li>• staff development programming and plans,</li><li>• systems of accountability.</li></ul>	Meet with: Director of Curriculum & Assessment, Elementary Principal, Secondary Principal, Director of K-12 Technology, Department chairs, Teacher Leaders	During first 30 – 60 days	

<p>3. Meet with Business Manager for the purpose of understanding budget history supporting instructional programs and maximizing budgetary efforts.</p>	<p>Business Manager</p>	<p>During first 30-40 days</p>	
<p>4. meet with Director of Facilities to garner understanding of facility needs and preventative maintenance system in order to provide health and safety for children.</p>	<p>Director of Facilities</p>	<p>During first 30 days.</p>	

**Goal #4: the District as it relates to the community, the area, the State:**

To build relationships with local and state political leaders and fellow superintendents to advocate for future growth and stability of the economic, financial, and academic future of Bloomfield Central School District

<b>Tactic</b>	<b>People to Involve</b>	<b>Timeline</b>	<b>Evidence of Accomplishment</b>
1. Attend local town meetings, PTSA, BOCES Superintendent meetings.	Local government, BOCES District Superintendent, PTSA	During first 60 days and on-going	
2. Create a plan for meeting and advocating for economic and financial stability with local and State political leaders	Local and State political leaders	During first 60 – 90 days	
3. Meet with area and State superintendents for the purpose of lobbying for specific programs and funds for children, as well as economic stability in the area.	NYS Superintendents	During first 30 days and on-going	

## Interview Questions:

### **Administrative Staff**

1. Please give a brief autobiographical sketch of yourself?  
  
How many years have you been in education? Why education? Why administration? Why at this school district?
2. What Central Office (Building level) tasks are yours alone?  
  
What tasks do you share with other District Administrators?  
  
Are there areas where role responsibilities are unclear?
3. What are the key issues you are currently working on? Why? How did this come to be an issue (history)? What are you doing and who are you involving to resolve this issue?
4. What are the three top issues you feel the District must face?  
  
Why are they important?  
  
What should I know and remember about these issues?
5. What do you wish to change in this District?  
  
What do you hope to preserve?
6. Describe the kind of leadership the former superintendent provided.  
  
Describe the kind of leadership you wish to see in the future.
7. How do you think the Administrative Team functions as a group?  
  
How, if appropriate, would you like to see it improve?
8. What are your future areas for growth as an administrator? Where do you see yourself in five years? How can I assist you in your growth?
9. What advice would you like to give to me as your new Superintendent?



## Interview Questions:

### **Union Leadership**

1. Please give me a brief autobiographical sketch of yourself.  
How long have you been employed at this school district?  
Why did you seek a position here?
2. Why did you become active in your association?
3. What are your general impressions of this district?
4. What are the three top issues you feel the District must face?  
Why are they important?  
What should I know and remember about these issues?
5. How often do you meet with the Superintendent? What is the nature of your contact? Would you like to see it change in anyway? How?
6. What is the history of the relationship between the Association and the Superintendent and Board of Education?  
Would you like to see it change in anyway? How?
7. Describe the kind of leadership the Superintendent provided in the past.  
Would you like that leadership to remain the same or change? How?
8. What advice would you like to give to me as your new Superintendent?

## Interview Questions:

### **Parents and Community Members**

1. Please give me a very brief autobiographical sketch of yourself.  
How long have you lived in this school district?  
Do you have children or grandchildren attending our schools?  
Is there any information about you or your family that you would like to share?
2. What are your general impressions about our District?
3. What is the greatest strength or asset of the District?
4. What do you want to preserve in our schools?  
What do you want to change? Why?
5. What are the three top issues you feel the District must face?  
Why are they important?  
What should I know and remember about these issues?
6. Describe the kind of leadership the Superintendent has provided in the past.  
Describe the kind of leadership you wish to see in the future.
7. Do residents believe they receive good value and quality education for their tax dollars? If yes, why? If no, why not?
8. What do you expect from the Superintendent?

## Interview Questions:

### **Students**

1. Tell me about yourself. What do you enjoy doing? How long have you been a student at our school district?
2. If you were talking to a visitor at our school district, what would you tell that person?
3. What programs do you or your friends find helpful, interesting, and/or important?
4. On a typical day of school, what are your highlights?
5. What are the strengths of our district?
6. What do you think we can do to make improvements?
7. Describe the type of tests and assignments you are most frequently given.
8. Describe a typical Math class. Science? Social Studies? English?
9. Are there any programs that are not currently available for students that you feel would be beneficial? Which ones? Do we have programs that meet all different student interests?
10. What advice would you like to give to me as your new Superintendent?

## Interview Questions:

### **Local Business Leaders and Political Leaders**

1. Please give a brief autobiographical sketch of yourself. How long have you lived in the district? How long have you been in business (politics) in this area?
2. What led you to have a business (be in politics) in this community?
3. How so you think we are doing as a school district in this community?
4. How can the school district benefit your goals in your business (office)?
5. How can you in your business (political office) benefit our schools?
6. What are the most important issues facing this community?  
What are you doing to resolve these issues?
7. How do the schools fit into these issues?
8. What partnerships would you like to create between the schools and the community (chamber of commerce)?
9. How did the former superintendent partner with you?  
How would you like to see me partner with you as a new superintendent?
10. What advice would you like to give to me as the new Superintendent?