

SUPERINTENDENTS' ENTRY PLAN

Dr. Alan H. Cron

Introduction

To ensure a smooth transition from the high school principalship to the superintendentcy on July 1st, I have created this entry plan to help clarify and communicate my goals and activities for the first six months as Superintendent of Rockland Public Schools. These activities are designed to enable me to quickly and effectively listen and learn from a wide range of people involved directly and indirectly with Rockland students.

Phase 1: Pre-Entry

July 1 – October 18

CONSTITUANTS	ACTIVITY
School Committee	<ul style="list-style-type: none">● Conduct individual meetings with members of the school committee● Review entry plan
Leadership Team	<ul style="list-style-type: none">● Conduct individual meetings with central office administrators and central office support staff● Conduct individual meetings with school administrators● Conduct individual meetings with all other district-level administrators● Conduct individual or small group meetings with collective bargaining association leaders
Internal Stakeholders	<ul style="list-style-type: none">● Conduct school-led site visits to all schools● Attend faculty meetings● Visit classrooms● Conduct focus group sessions with faculty at each school● Conduct focus group sessions with support staff at each school● Conduct focus group sessions with parents at each school● Conduct focus group sessions with Rockland High School and Rogers Middle School students● Attend meetings of school councils, parent booster organizations, and Rockland Foundation for Education● Attend school functions and activities● Solicit parent volunteers to host parent coffees

External Stakeholders

- Conduct individual meetings with town manager, town accountant, and town department heads
- Conduct individual meetings with Town Board chairs (Board of Selectmen, Finance Committee, Library Trustees, Health, Recreation, Historical Commission, Youth)
- Attend meetings of local community organizations (Rotary, Eagles, Kiwanis, Chamber of Commerce, others)
- Conduct individual or small group interviews with other key community leaders
- Conduct individual or small group meetings with state legislators
- Conduct individual meetings with local media
- Attend community functions and events

The following questions will serve to guide the individual and small group meetings with constituents.

Interview Questions

- Tell me about yourself and why is the success of our school system is important to you?
- What are the greatest strengths of our school system? From your perspective, what have been our most notable recent achievements?
- What do you see as the one or two key issues or challenges facing our school system?
- What are the recent important events (positive or negative) that have impacted our system? What lessons can we learn from these experiences?
- What do you feel our most important district goal should be and what will be most critical to our achieving it?
- What is our school system's core strength? What is the one thing that needs to be preserved at all costs?
- What are your expectations for me as superintendent?

Below is a list of the key documents, evidence, and data that I will review and analyze. This list may be reduced or expanded based on availability of the specific items and identification of additional important items.

- District and school improvement and strategic plans
- Organizational charts
- Student handbooks
- Budget documents, presentations, and reports
- Enrollment projections, trends, and reports
- School committee agendas, packets, and minutes
- Collective bargaining agreements
- Individual employment contracts

- Curriculum guides
- Program descriptions and programs of study
- Past district climate and culture surveys
- Annual town reports
- District accommodation plans for special education
- Emergency management plans
- Professional development plans
- Leadership meeting agendas and minutes
- Administrator, teacher, and support staff evaluation reports
- Student performance and demographic data
- Policy and procedure manuals
- Employee handbook
- Adult and community education brochures
- Facilities capital, maintenance, and master plans
- Technology plan

Phase 2: Sharing

October 1, 2016 – February 1, 2017

Together with district and school leaders, we will analyze interview results as well as data and evidence collected in order to identify major trends and themes. The purpose of the initial sharing is to validate observations and patterns by working collaboratively to make sense of the data. It is particularly important to have those who will be most involved in implementing the plans we develop involved in this sharing process. This is necessary for developing shared understanding and commitment to decisions made about district priorities.

A draft report of findings will be developed and shared with key individuals and stakeholders for initial feedback. The final report will synthesize all the evidence collected, identify the strengths of the district and the most critical areas for improvement, and identify next steps for further inquiry and study. This report will then be shared with our school community through public presentations and distributed via multiple media pathways. The public sharing of the report findings and associated joint sense-making activities will allow for even higher levels of insight, analysis, transparency, and trust-building. What will be shared publicly are major themes identified and common responses collected. Individual feedback will remain confidential so as to allow for candid and open exchange during interviews and meetings with all participants in this entry plan process.

Phase 3: Planning

February 1, 2015 – July 1, 2015

This phase of the entry process will allow us to develop an action plan that will identify key student learning and improvement goals for the district and key strategies for

accomplishing these goals. A Strategic Planning Committee consisting of district, school, and community leaders will reflect on the report, analysis, and the public feedback received during Phase 2 to develop a draft action plan that will lay out our goals and a plan for achieving them. Action planning meetings will seek to answer the question, “What do we do now that we think we understand?” The goal is to translate what we have learned into detailed plans for taking action in our effort to improve student achievement for all students. The action plan will then be shared publicly and may be revised based on reactions and suggestions from constituencies.

In essence, what we will be producing is a set of Strategic Objectives that will inform and guide the district’s governance team over the next three to five years. These multi-year strategic objectives will help to inform both the annual district improvement goals as well as our annual school improvement goals. This alignment between district, school, and team goals is essential to ensuring that we are spending our limited energy and resources on the activities that are most likely to allow us to achieve our mission – enabling our students to be productive, respectful citizens, capable of adapting to a changing world and its technology.