Entry Plan Matrix for Contractual Work
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Introduction:

The purpose of this entry plan is to establish a set of thoughtful procedures that will ultimately guide my transition to working with your district. The purpose of the matrix is to carry out 3 phases of the entry plan which include:

- ❖ **Establishing Foundational Communications and Procedural Fact Finding Activities**

- ❖ **Identifying Key Tasks and Beginning Initial Planning Processes**

- ❖ **Developing Action Plans and Long-Range Projects & Assessments**

Listening, learning, and leading are the three major leadership behaviors that will enable me to gather information quickly, assess your program strengths and potential improvements, identify critical issues, and plan future school and district effectiveness and efficiency. This plan will be conducted using a collaborative, shared decision-making model using practice, theory, and research to drive final decision-making.

Finally, this entry plan upholds a student achievement focused agenda and a culturally sensitive school- wide program, along with a respectful "customer service" foundation for those who are serviced by your school district (students, staff, parents, and community members)--while carrying out an acute awareness of all policies governed by your Board of Education or CEO. Policy recommendations will also be provided by me throughout the entry plan and long-term relationship.

Phase I. Establishing Foundational Communications and Procedural Fact Finding Activities
(Upon Initial Contract Date)

OBJECTIVE	KEY TASKS	PARTIES INVOLVED
1. Meet with Superintendent to establish an understanding of his or her desired communication system and urgent needs for establishing goals or projects that need to be fulfilled both in the short term and long term.	Understand norms and expectations of the district, recognize immediate tasks, and understand task deadlines, etc.	Superintendent
2. Collaborate with BOE if recommended by the Superintendent for understanding cultural perceptions and desires.	Meet, greet, and plan.	BOE (with Superintendent approval)
3. Review management and policy tools, along with all record keeping documents. Ensure that all legal and protective documents are up to date and current.	Review employee handbooks, contracts, enrollment data, registration data, school discipline data, policy and procedural manuals, contract services, Title grants, student achievement gains, financial projections, departmental budget, legal briefings, capital project documents, technology infrastructure specs, etc.	Cabinet and School Staff
4. Meet with Cabinet members regarding cross disciplinary issues/ideas/tasks that might also include student services topics, planning, or data relevant to the scope of the contracted work.	Cabinet meeting as directed by the Superintendent of Schools.	Assistant Superintendent for Curriculum and Instruction Assistant Superintendent for Human Resources Director of Special Education

		Director of Technology
5. Open up departmental, grade level, and individual staff appointments to discuss school program, plans, desires, etc.	Orient self to specific school cultures, uniqueness of school district, traditions, etc.	Department Heads and School Staff
6. Create a budget audit relevant to contractual work (i.e. curriculum, technology, etc.).	Budget analysis, purchasing scrutiny, assess needs and prioritize next steps.	Cabinet, Department Heads, and School Staff
7. Meet with contracted service providers/leaders and BOCES or Collaborative.	Review needs for upcoming school year, such as E-Rate Plan, Collaborative Services, Adaptive Technologies needed, etc.	Director of Student Services/BOCES/Collaborative Personnel Service Providers/Agencies

Phase II. Identifying Key Tasks and Beginning Initial Planning Processes (Months 2-3)

OBJECTIVE	KEY TASKS
1. Gather information from Phase 1 and report to the Superintendent of Schools.	Information reporting, data, and trend analysis.
2. Take direction from the Superintendent of Schools on desired planning process.	Brainstorming, problem-solving, prioritizing tasks, deciding on short term and long-term projects.
3. Initiate plan and coordinate operating budget relative to building the successful plan.	Budget analysis, gathering key team members to support projects.

Phase III. Developing Action Plans and Long-Range Projects & Assessments (3-4 month benchmark--and ongoing)

OBJECTIVE	KEY TASKS
1. With Superintendent approval, <u>develop</u> additional action plans prioritized by need.	Seek approval of plans. Create action plan objectives and timeline.
2. <u>Communicate</u> plans.	Develop news reports, web-site communications, inter-office memorandums, other external communications, etc.
3. <u>Implement</u> plans.	Create key measures for analyzing plans and monitoring the success of plans, use varied monitoring tools (statistical and qualitative tracking tools/instruments).
4. <u>Assess</u> plans.	Use data gathered from assessment tools to further develop the strengths of plans. Adjust plans based on data analysis.

<u>**Areas to Explore:**</u>

- Review district mission, values, policies, and any capital project scope-of-work.
- Study how the district utilizes and balances data types.
- Introduce perception surveys to stakeholders relative to contractual work.
- Carry out an audit of all relative programmatic structures and resources based on contractual tasks/assignments given.
- Set up a subcommittee planning team which will include a diverse set of stakeholders across the district.
- Look for virtual pathway gaps in instruction, technology deployment, or leadership pursuits and provide recommendation to reduce variance within overall district programming.
- Ensure that programming is age appropriate.

- Create a professional learning culture and identify training needs within three tiers: short term, long term, and cyclical planning.
- Discuss platforms for assisting with instructional goals and provide recommendations to the Superintendent and Board of Education.
- Analyze instructional goals, curriculum resources alignment, ESSA implications, staffing needs, hardware and software needs, licensing expirations, and other resources.