

Westford Public Schools

Superintendent Entry Plan

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Overview

The purpose of this entry plan is to articulate specific actions to be taken during the first few months as the new superintendent of Westford Public Schools. Having served as the principal of Stony Brook for the past seven years, I have been able to grow as a leader while learning about the district through a building specific lens. Now, my focus turns to continuing my growth as a leader while learning about the district through the lens of the superintendent.

The entry process utilizes multiple means of learning including developing positive relationships within the district as well as with stakeholders in the community of Westford at large, dedicating time to visit and listen to staff and students within each of our school buildings, and reviewing specific district documents and reports that can help inform areas of need for future development and improvement.

The three sources of data that will be analyzed through this process include:

- 1) Individual interviews, focus groups and forums with stakeholders
- 2) Observations of schools and classrooms
- 3) A review of key documents and data
 - School Improvement Plans
 - District Strategic Plan
 - School and District Report Cards (DESE)
 - School Discipline Reports (DESE)
 - District/School MCAS, AP and SAT Analysis
 - New England Association of Schools and Colleges (NEASC) Reports
 - Special Education Program Evaluations
 - Coordinated Program Review
 - School Safety Plans and Emergency Response Protocols
 - Superintendent Search Survey Results and Report
 - Collective Bargaining Agreements
 - Budget Documents (FY21) – School and Town
 - Financial Audits
 - Capital Improvement Projects and Facilities Data
 - Grants
 - Policy Manual

The entry plan will:

- Provide a specific process to gather data both qualitative and quantitative for me to assess and analyze.
- Build trusting collaborative relationships with key stakeholders. Establish efficient, effective and honest and open communications.
- Identify the strengths and critical issues facing the schools in order to develop goals and action plans to address challenges as we collaborate to develop a new strategic improvement plan for the district.
- Provide opportunities for more members of the community to come to know and understand me in terms of my own values, beliefs and leadership style.
- Support the continuous improvement of school and district operations

During the superintendent search process, the following leadership challenges and opportunities were identified through the focus group discussions and surveys:

- Maintaining and improving high academic performance
- Valuing and promoting diversity, equity and inclusion in students, staff and community
- Committing to social emotional learning, with a focus on student and staff mental health and well-being
- Developing and directing a strong administrative leadership team
- Understanding and recognizing good teaching, encouraging creativity in instruction, and empowering staff to use a variety of teaching methods
- Communicating and collaborating with diverse school and town groups

- Fostering a transparent and open budget process

Entry Plan Phases

1. Act One - Pre-entry/ Preparation: April 2021-August 2021
2. Act Two - Entry process/ data collection and analysis: September 2021-December 2021
3. Act Three - Entry findings Report: December 2021- January 2022
4. Act Four - Development of Strategic District Improvement Plan: February 2022-June 2022

Entry Plan Phase 1: Act One/ Pre-entry & Preparation (April 2021-August 2021)

- Hire Permanent Director of Finance
 - Follow-up on all FY21 expenditures and close-outs
 - Establish regular progress assessments for FY22 Budget expenditures
- Establish transition plans with both Supt. Olsen & incoming SB Admin
- Enroll and participate in New Superintendent Induction Program
 - Attend MASS Summer Conference
 - Join Merrimack Valley Superintendent Roundtable
 - Monthly meetings with coach/mentor from NSIP
- Guided Self-assessment with School Co
 - Summer Retreat
 - Setting priorities
 - Clarifying expectations
 - Meeting norms
- Collaborate with Dr. Clery to Plan Summer Leadership Institute
 - Develop timeline
 - Determine Goals & Learning outcomes
 - Secure resources for Institute
- Meet with Central Office Cabinet/Team individually during the summer if possible
 - Provide tools for feedback and input
 - Get personal responses as to their views of the future and immediate priorities
- Meet collectively with entire group and individually with each principal during the summer
 - Gather feedback regarding obstacles and supports CO can provide
 - Begin individual goal discussions and establish regular meetings

- Meet with Town Manager and department heads
 - Jodi Ross
 - Open communication and build positive working relationship
 - Director of Facilities Paul Fox
 - Establish regular meetings & tour all facilities together
 - Director of Technology Mike Wells
 - Explore new website and mass communication options
 - Support cyber security initiatives
- Ensure the preparation of the full opening of all schools for 2021-2022 school year
 - Clearly identify SEL goals for all staff and students
 - Articulate Transition opportunities for students and families

Entry Plan Phase 2: Act Two - Entry process/ data collection and analysis (September 2021-December 2021)

- Establish Regular Monthly Schedule for School visits
 - Timeline
 - At least once a week, Supt will be out of CO touring and visiting WPS schools
 - Visit each school at least twice a month in the fall
 - Quality more important than quantity
 - Identifiable and well communicated goals for visits
- Assess process on development of FY23 Budget
- Determine timeline for regular "Update" communications with families that doesn't conflict with principal emails.
- Conduct individual and group interviews with various stakeholders including students, staff, parents and community members
 - Potential questions include:
 1. What do you appreciate most about WPS?
 2. What does equity in WPS look like through your lens?
 3. Describe how you believe WPS has grown through the COVID pandemic?
 - a. Examples of things we should allow to sunset
 - b. Examples of things we should amplify and continue
 4. What do you believe to be the biggest challenges facing the district?
 5. Can you identify any barriers or obstacles that I can remove for you to be successful in your role?

Entry Plan Phase 3: Act Three - Entry findings (December 2021-January 2022)

- Identify emerging themes
- Generate a findings report
- Present findings to School Committee
- Post Findings Report on website to make easily accessible to all stakeholders

Entry Plan Phase 4: Act Four - Development of Strategic District Improvement Plan: February 2022-June 2022

- Establish working group with stakeholders across district to provide feedback and input on next Strategic District Improvement Plan
 - Members from SACs, PTOs, WEA, student voices
 - Identify Timeline
 - Develop meeting schedule that allows maximum participation
 - Review Entry Findings with working group
 - Facilitate working groups' development of priority focus areas for SDIP
 - Connect Larger Strategic process with Developing FY23 Budget
- Developing the new plan includes the following:
 - Establish measurable district goals
 - Articulate a Theory of Action
 - Prepare an action plan
- Present new SDIP to entire School Committee for review and approval
- Communicate the plan and make easily accessible for all stakeholders
 - Principals prepare to connect SDIP to their individual School Improvement Plans
 - Educators connect their individual goals to their respective School Improvement Plans