Superintendent's Entry Plan

Dr. Anna Cutaia
The First Six Months

Introduction

This entry plan outlines goals and activities to be accomplished during the first six months of my tenure as the Superintendent of Milford Public Schools. The purpose of the entry plan is to create a process that provides me the opportunity to learn about the staff, students and community. This plan is designed to provide me baseline data to build a direction toward continued academic excellence for all students.

The goals of the entry plan are:
1. Develop a strong, collaborative working relationship with the Board of Education.
2. Establish positive working relationships with administrators, teachers and support staff.
3. Build positive relationships with community members of Milford.
4. Understand the strengths, challenges and opportunities of the district's academic programs.
5. Assess operational and financial efficiencies and alignment.

The entry plan activities outlined in the pages that follow are designed to enable me to quickly and effectively listen to and learn from the people of Milford. It is based on one of Steven Covey's *Seven Habits of Highly Effective People*, "first seek to understand, then to be understood." This listen and learn process will allow me to understand the successes and needs as represented by various stakeholders of our school district.

Process

The entry plan process includes intentional efforts to listen, learn, and begin to develop plans to enhance the district's improvement efforts as outlined in its current improvement plans. Upon completion of the entry plan activities, findings and proposed strategies will be shared with the Board of Education.

The following are key components of the entry plan:
- Meeting with individual Board of Education members
- School visits
- One-on-one interviews with key community stakeholders
- Community conversations with students, staff, parents, and community members
- Data analysis and document review

Action Steps	
Who	**What**
Board of Education	- Meet with all Board members individually - Hold a Board of Education & Superintendent retreat - Establish communication guidelines for the Board and the Superintendent - Review protocols and processes for addressing constituent concerns - Understand short- and long-term interests
Internal Stakeholders	- Conduct one-on-one or small group meetings with central office administrators, school administrators, bargaining unit representatives, Parent/Teacher Organizations/Associations and student leaders - Conduct visits to all schools within first week of 18-19 school year - Host community conversations with teachers and support staff - Host community conversations with students - Develop understanding of internal communication processes
External Stakeholders	- Conduct one-on-one or small group meetings with community, business, political, and faith-based leaders - Host community conversations with parents and community members - Conduct one-on-one or small group meetings with local media - Develop understanding of external communication processes

Document Review	
Business Finance	- Annual budget documents (district and school level) - Budget cost savings and reductions implemented for the last five years - Budget requests for the last five years - Enrollment trends & projections - Long-range financial projection - Transportation
Communications	- Districtwide handbooks - Communications plans - Use of multi-media communication strategies

Student Achievement	☐ K-12 student achievement results (state and district assessments) ☐ Attendance data ☐ College and career readiness data ☐ Discipline data ☐ Historical graduation rates
Special Education	☐ Prevalence rates ☐ External audits/reports ☐ Behavioral supports
Facilities	☐ Preventative maintenance plans ☐ Long-range facilities plans ☐ Building projects for the last ten years
Human Resources	☐ Employee handbooks ☐ Collective bargaining units contracts ☐ Job descriptions ☐ Evaluation plans ☐ Hiring/staffing processes ☐ New teacher orientation/mentoring processes ☐ Procedures for dismissal ☐ Professional development plans ☐ Recruitment and staffing procedures
Curriculum, Instruction and Assessment	☐ Curriculum mapping plan ☐ District/School improvement plans ☐ High school program of studies ☐ Early intervention plans ☐ Literacy and mathematics initiatives ☐ ELL services ☐ Gifted services ☐ Foreign language programs ☐ Music, art and physical education programs
Technology	☐ Long-term technology plan ☐ Replacement cycle plan ☐ Technology requests for the last five years
Safety & Security	☐ Safety plans ☐ Crisis plans
Board of Education	☐ Agendas/minutes for the last three years ☐ Professional development opportunities provided for the last three years