

JULY 1, 2023

# SUPERINTENDENT ENTRY PLAN

*"A great school district with a bright future!"*

## Charting A Path...

Transitions in leadership are an important time in any organization. While generally taking time to listen, learn, and understand the culture of an organization, leaders must also be purposeful about acting and operating in ways that minimize the uncertainty and anxiety often associated with a change in leadership. An entry plan serves to create a roadmap for addressing important questions and engaging in vital conversations that inform and facilitate a smooth and productive transition.

Over the course of my first 100 days, I will use this plan to identify pressing short-term issues and questions, while simultaneously creating a vision for the future. The process will involve opportunities for team building, collaboration, community conversations, and listening – lots of listening! Ultimately, each of these activities presents an opportunity to create deeper clarity for staff and community members, allowing us to more effectively partner so that we may better serve children and equip them for their future.

I look forward to working with the Board of Directors, dedicated staff throughout the district, and stakeholders from around the Mead community in the weeks, months, and years ahead. We'll articulate our shared commitments for improving the lives of kids and create a clear plan for how Mead will continue to offer exceptional learning experiences, ensuring that every student is "Future Ready." We have much to accomplish together!



## The Roadmap

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## Leadership and Governance

Support a governance and leadership framework in which the Superintendent, Board of Directors, and District Leadership Team carry out their respective roles with clarity of purpose, confidence, integrity, and transparency.

- Meet with school directors individually and as a team to deepen relationships, understand their aspirations for the district, and strengthen the dialogue in ways that solidifies a shared vision for the school district.
- Develop regular and meaningful communication patterns between the board and the superintendent.



- Plan initial board study sessions with agendas focused on establishing commitments, roles and responsibilities, engaging in self-assessment, drafting board goals for the school year, and continuing conversations about the relationship between the board's priorities and budget.
- Highlight for the board the contributions of district leaders and their role in making policy recommendations and informing district-level decisions.
- Cultivate in the District Leadership Team (DLT) a clear understanding of the needs and expectations of the board in their role as elected representatives of the community.
- Review the roles and responsibilities of the DLT personnel, focusing on developing cohesion, creating opportunities for open communication, and creating a vision for collaborative support.

*"Well-intentioned people will be unable to create clarity unless they have a deep, shared understanding of the conditions they are attempting to create, the ideas that should drive their work, and the obstacles they are likely to encounter as they move forward."*

MICHAEL FULLAN  
RICK DUFOUR







## Student Growth & Support

**Foster a culture where all conversations and decisions pertaining to leadership development, professional growth, and operational needs center around increasing student well-being and academic growth for ALL students.**

- Evaluate district performance metrics, current initiatives for improvement, and building improvement structures.
- Meet with the instructional leadership team to discuss achievement data, progress monitoring tools, opportunity gaps, curricular needs, and tiered systems of student support.
- Review priority action areas for Teaching & Learning.



- In collaboration with the District Leadership Team, identify how adult collaboration (such as late-start Wednesday, leadership meetings, and staff meetings) and professional development initiatives support growth in identified priority areas.
- Connect with/consult classroom teachers and visit classrooms to learn about and observe the current state of teaching and learning at every level.
- Evaluate data monitoring systems and the sources of actionable information for teachers and leaders to ensure that core instructional resources are effective, interventions are implemented, and all students are being challenged.
- Engage with students in a variety of settings, emphasizing the need to connect with a diverse cross-section of students. Host student focus groups at each school.

"WHILE DETERMINING WHETHER STUDENTS ARE LEARNING IS CRITICAL, CHANGING THAT VITAL OUTCOME IS DIFFICULT WITHOUT UNDERSTANDING HOW THEY ARE LEARNING AND WHETHER TEACHING AND LEARNING IN A CLASSROOM, SCHOOL, OR SYSTEM MEETS THE NEEDS OF INDIVIDUAL STUDENTS AND ENGAGES THEM IN LEARNING."

MARK ELGART





"COLLABORATION IS NOT ABOUT LETTING OTHERS WORK TO GET THE SYSTEM RIGHT SO THAT YOU WILL BE BETTER OFF. IT IS ABOUT EVERYONE DOING THEIR PART IN TWO ASPECTS: BEING AS GOOD AS ONE CAN BE DURING INDIVIDUAL AND COLLABORATIVE WORK, AND BEING AWARE THAT EVERYONE NEEDS TO MAKE A CONTRIBUTION TO IMPROVING THE LARGER SYSTEM."

MIKE MATTOS



## Collaboration & Relationships

**Through active listening, visibility, and modeling, create a culture for learning built on relational trust and shared leadership with a focus on results rather than intention.**

- Engage district and building leaders around refining core learning initiatives and identifying levers for growth, while simultaneously creating a plan for action.
- Develop timely and meaningful communication avenues between staff and the superintendent – solicit feedback from and thoughtfully consider differing viewpoints of various constituencies.



- Encourage and support environments where all teachers work together for the benefit of their students. Connect collaboration to school improvement in ways that allow teachers to serve as the engine of school and district growth.
- Recognize and acknowledge the contributions of all departments and classifications of employees and the role each plays in helping the district achieve its core mission.
- Model positive leadership skills by showing respect, open-mindedness, self-awareness, and communicating with sincerity and transparency.
- Embrace conflict as a natural element of group interaction and look for ways to turn difficult conversations into meaningful and productive dialogue.
- Identify multiple tools and mechanisms to publicize and celebrate excellent work and student success happening throughout the system.





*"COMMUNITY ENGAGEMENT IS A TWO-WAY STREET WHERE THE SCHOOL, FAMILIES, AND THE COMMUNITY ACTIVELY WORK TOGETHER, CREATING NETWORKS OF SHARED RESPONSIBILITY FOR STUDENT SUCCESS. SCHOOL LEADERS MUST ENGAGE IN WAYS THAT HELPS PROMOTE CIVIC WELL-BEING AND STRENGTHENS THE CAPACITY OF SCHOOL STAFF, FAMILIES, AND COMMUNITIES TO SUPPORT THE FULL DEVELOPMENT OF OUR CHILDREN."*

BERG, MELAVILLE, & BLANK



## Community/Civic Engagement

Maintain and build upon community ownership and support of our schools. Engage the community to hear what they value about Mead schools, what priorities they support, the challenges that they see, and the actions needed to address issues of concern.

- Attend established community groups' meetings to listen, answer questions, and provide information concerning priorities, programs, funding, legislation, enrollment, and other topics of importance.
- Solicit participation from diverse stakeholders in weekly communication events - "Coffee and Conversation" and "Soup with the Superintendent".



- Meet with key leaders in the community, including those from Greater Spokane Incorporated, Mead Education Foundation, athletics and activities boosters, local service organizations, business owners, and faith-based organizations.
- Connect with elected officials and key public service reps., including: state legislators, county commissioners, sheriff/law enforcement, as well as first responders and medical providers in the context of emergency planning and preparedness.
- Review the role of the district's Public Information Officer, learn about current communication structures and processes, and ensure a consistent stream of information is being shared with the entire community.
- Engage local media partners (print, digital, and broadcast media) with the goal of maintaining positive connections and open lines of communication.