

Superintendent's Entry Plan
Westport Community Schools
Dr. Fran Roy
September 15, 2025



Rationale

The purpose of the Superintendent's Entry Plan is to provide a structured, inclusive approach for gaining a comprehensive understanding of the district and its impact on the children of Westport. The plan is designed to ensure that diverse voices and perspectives are heard, valued, and incorporated into decision-making processes. Hence, this plan engages a broad spectrum of stakeholders—staff, families, students, community partners, and elected officials.

To ensure a thorough understanding of the district, much of the data will be collected through in-person meetings and focus groups, enabling me to build personal connections with constituents and establish a foundation for lasting partnerships. Alongside these interactions, I will also engage in a comprehensive review of key district documents and artifacts (e.g., audits, student data, evaluations, surveys, and policies). This review should highlight current District conditions to include, underperforming student subgroups, opportunity gaps, and potential systemic issues in policy, structures, and practices. Furthermore, my day-to-day operations will shed light on the needs of the district, providing contextual data for reflection. This multi-faceted approach will provide a complete picture of the district's strengths, challenges, and areas for growth.

Timeline at a Glance

The Entry Plan is designed to unfold over several stages, each building upon the insights gathered from the previous phase. The data and feedback collected will inform both immediate actions and long-term strategies for the district. Specifically, the findings will be integral in shaping the next iteration of the Westport Community Schools Strategic Plan for 2026-2029, which will build on the current Strategic Plan set to expire in 2026.

The following timeline outlines the key stages and milestones for the Entry Plan process:

Stage	Dates	Description
Stage 1	July 2025 - August 2025	Transitioning into the role; Building relationships and establishing the leadership team.
Stage 2	September 2025 - November 2025	Listening Tour; classroom observations; central office and team review; and data collection
Stage 3	December 2025 - January 2026	Data Analysis; Findings Presentation at January School Committee (SC) Meeting.

Stage 4	February 2026 - July 2026	Development of the 2026–2029 Strategic Plan.
Stage 5	August 2026	District Strategic Plan Presentation and Vote for Approval at August SC Meeting

Guiding Principles

The design of this plan is grounded in my firm belief that children thrive when schools seek to inspire students' innate curiosity, hold a growth mindset of all learners, ground their work in community, and care deeply for the whole child. These principles will serve as the framework for data collection of the Entry Plan and subsequent findings.

Hence, the lens through which I conduct this work is through my core values:

- **Dignity and Value of All**

Every individual—student, staff member, family, and community partner—is worthy and valued. Each person's voice, perspective, and relationship to the district are respected and essential.

- **Community Connection**

A strong, inclusive community serves as the foundation for student growth and development. When schools are deeply rooted in authentic relationships with students, families, staff, and local partners, they create the conditions for every child to thrive academically, socially, and emotionally.

- **Whole Child Development**

A deep commitment to whole child development is essential to a transformative and lasting education. Schools must intentionally support each student's academic, social, emotional, and physical well-being—creating environments where every child feels safe, valued, and empowered to thrive today and be well-prepared for the future.

- **Growth Mindset for All Learners**

Every child possesses distinct strengths, talents, and passions. A true growth mindset demands that schools not only recognize these individual assets, but actively cultivate them—empowering students to pursue their passions, explore meaningful pathways, and see themselves as capable, evolving learners.

- **Communication and Interdependence**

Open, honest, and transparent communication is critical for building trust and maximizing our collective impact. Schools are intertwined in local and national contexts, and success depends on mutual support and strong relationships.

Overarching Questions

To ensure the entry plan captures the most pressing needs of the district and reflects the aspirations of the community, several overarching questions will guide the process. These questions reflect the core values, serving as a starting point for discussions with stakeholders.:

1. **What do you value about the Westport Community Schools (WCS)?**
Reflecting on your experiences, what aspects of WCS have had the greatest impact on you or provide the most meaning?
2. **What are the strengths of WCS?**
What positive attributes, practices, or characteristics contribute to the district's success and reputation?
3. **What challenges are WCS currently facing?**
What obstacles or areas for improvement do you believe need attention within the district?
4. **What are the unmet needs of the children of Westport?**
Are there specific gaps in resources, support, or opportunities that should be addressed to better serve the diversity of youth and children that live in Westport?
5. **What are your aspirations for the children of Westport and the larger community?**
What are your hopes and dreams for the students in Westport and the community as a whole?

Stakeholder Engagement

The success of this entry plan is contingent upon engaging a broad and diverse array of stakeholders. The perspectives of parents, students, staff, community members, and elected officials will be essential to identifying the strengths, challenges, and needs of the district. To ensure that the full spectrum of input is captured, a variety of focus groups and forums will be held, each designed to address the unique perspectives of specific groups.

The following groups will be engaged in the listening and data collection phases:

- **Parents and Caregivers**
 - Forums by school
 - School Site Councils and Parent Organizations (e.g., PTO's, SEPAC)
 - Parents of recent graduates
- **Students**
 - Focus groups by school
 - Focus groups by academic pathways
 - Focus groups by extracurricular involvement

- **Staff**

- Teacher focus groups by school
- Staff focus groups by department (e.g., nutrition, custodial, and maintenance)
- Special Education (SPED) focus groups by school
- TA focus groups by school

- **Community Members and Partners**

- Town Departments (Fire, Police, COA, Library, and Recreation)
- Community Partners (e.g., Westport River Watershed Alliance, Westport Food Pantry, and Historical Society)
- Elected officials (School Committee, Select Board, and State Legislatures)

Document and Data Review

In addition to stakeholder engagement, a thorough review of key district documents, procedures, and data will be conducted to provide a detailed understanding of current practices, performance, and areas for growth.

The documents, processes, and data to be reviewed are listed below and organized by the MA DESE Rubric for Superintendent Evaluation:

Standard I: Instructional Leadership

- Student Achievement Data by Subgroup (e.g., MCAS, AP, Early Literacy)
- School Improvement Plans
- Administrator and Teacher Evaluations
- Assessment System
- Discipline reports (DESE)
- Vocal Data

Standard II: Management and Operations

- Emergency Operation Plans and Procedures
- Capital Improvement Plan
- School Handbooks
- District Policy and School and Faculty Handbooks
- Collective Bargain Agreements
- Technology Audits

Standard III: Family and Community Engagement

- Family Communication Documents (e.g., newsletters)
- MTSS paperwork

- MOA's with Community Partners
- Parent Communication documentation
- Family Surveys

Standard IV: Professional Culture

- District Improvement Plan
- Enrollment Data by Pathways by Subgroups
- Staff Meetings Agendas
- Staff Surveys



PARENT FORUM

Please attend one of the Superintendent's listening sessions. Share your experiences and insights, and aspirations for our children.

Your voice matters—let's work together to support our students and schools!

Scan to Register

15 October, 2025

@ WES 5:15 - 6:15

TBD October, 2025

@ TBD 5:15 - 6:15

3 November, 2025

VIRTUAL 6:30 - 7:30



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