

October
2026

SUPERINTENDENT ENTRY PLAN

Prepared By:
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**DIMAN REGIONAL
VOCATIONAL TECHNICAL
HIGH SCHOOL**



PURPOSE

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The purpose of this Entry Plan is to ground my leadership in the authentic voices, experiences, and aspirations of the Diman community. By intentionally listening to students, families, educators, staff, industry partners, and regional stakeholders, I aim to develop a clear, shared understanding of what makes Diman strong, where we can grow, and how we can collectively advance opportunities for every learner. This listening process is designed to build trust, strengthen relationships, and ensure that the district's direction reflects the insights and priorities of those we serve. Through open dialogue, thoughtful inquiry, and inclusive engagement, this Entry Plan will guide my transition into the role and lay the foundation for a strategic, collaborative path forward for Diman Regional Vocational Technical High School.



GUIDING PRINCIPLES

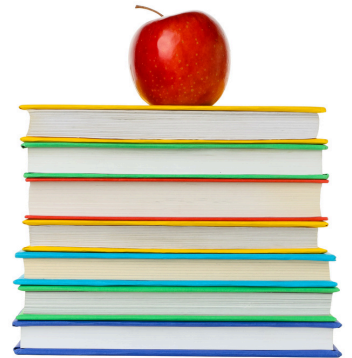
Transparent Leadership

As I listen to students, families, educators, staff, and industry partners, I will openly share what I am hearing, what themes are emerging, and how those insights are shaping my understanding of Diman's strengths and opportunities. This transparency builds trust and signals that stakeholder voice is not only welcomed but actively shaping the direction of the district.



Collaborative Culture

Collaborative leadership means treating students, families, educators, staff, and industry partners as co-constructors of knowledge. Throughout my Entry Plan, I will invite them into structured conversations, focus groups, and listening sessions that surface shared priorities and deepen collective understanding of Diman's strengths and needs.



Advance Excellence Through Continuous Improvement

My commitment will be framed around high-quality teaching, rigorous technical training, and the use of evidence based practices. I will champion a continuous-improvement mindset, using data, labor-market trends, and reflective practice to refine programs, strengthen outcomes, and expand opportunities for every student. Our work will be forward-looking, innovative, and anchored in preparing learners for a rapidly changing world.



Guiding Commitments:

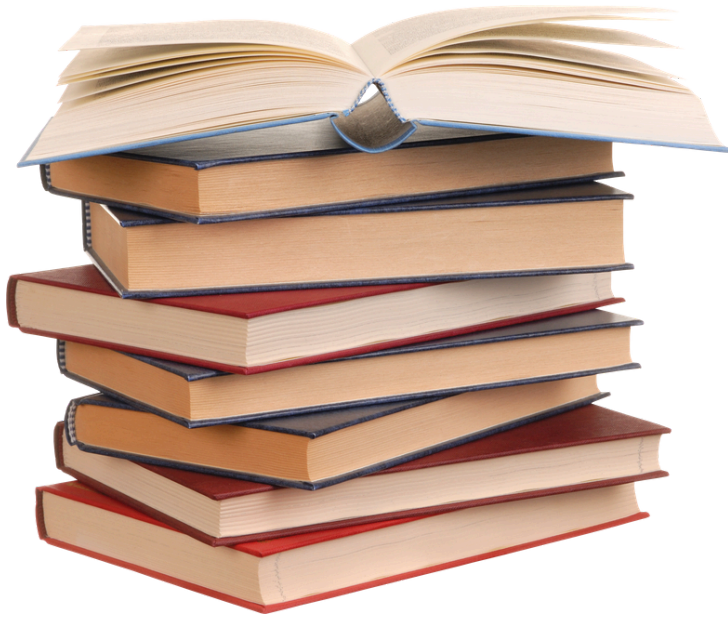
- Lead through intentional listening, authentic engagement, and equitable inclusion
- Build trust through transparency, clear communication, and shared ownership of equitable outcomes
- Advance excellence through data-driven improvement, equity-focused analysis, and strategic innovation
- Use multiple data sets to inform my strategy
- Strengthen and deepen trusting relationships
- Prioritize student experiences and outcomes.

EQUITY LENS



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" I will ensure that policies, instructional practices, technical programs, and support reflect UDL and MTSS principles by proactively reducing barriers, increasing flexibility, and expanding equitable access to high-quality learning for every student."



Diman's Core Values

- Integrity: Diman promotes honesty and ethical behavior among students and staff.
- Respect : Diman fosters a community where individual differences are valued and respected.
- Community Engagement: Students are encouraged to participate in community service and local initiatives, enhancing their civic responsibility.
- Vocational Excellence : The focus is on developing vocational skills that prepare students for successful careers in various fields.



DIMAN

Mission

2027

Diman's mission, to prepare students for meaningful careers, postsecondary success, and lifelong learning, is deeply important to me. I am committed to honoring the traditions that have shaped this school while embracing the innovation required to meet the demands of a rapidly changing world. Our students deserve nothing less than a district that is forward-thinking, inclusive, and relentlessly focused on excellence.

THREE-PHASE ENTRY PROCESS

Phase 1: Listening & Learning November 2026- January 2027

Purpose:

I will spend my first months listening closely to students, academic teachers, vocational instructors, support staff, administrators, families, School Committee members, business partners, union leadership, and community members. My goal is to understand their proudest accomplishments, core values, priorities, and the challenges they face.

Key Actions:

- Focus groups and 1:1 conversations with students, families, faculty, and staff.
- Meetings with School Committee members from Fall River, Somerset, Swansea, and Westport, municipal leaders, and union representatives from all bargaining units
- Visits to vocational, academic classrooms, and cooperative education sites
- Attendance at Back-to-School events, Open Houses, Parent Conferences
- Participation in advisory board meetings and industry partner events
- Attendance at fall sports, extracurricular activities, and community celebrations



THREE-PHASE ENTRY PROCESS

Stakeholder Engagement Plan

Student/Family/Community	School-based	District Level
<ul style="list-style-type: none">• Students of all demographics and subgroups• Parents/Guardians• City & Town Leaders and Managers• Police & Fire Departments• Community Leaders• Alumni & Foundation Representatives• Advisory Board Members	<ul style="list-style-type: none">• Teachers• Paraprofessionals• Cafeteria Staff• Maintenance & Custodial Staff• Department Heads• Administrative Assistants• Business Office Personnel	<ul style="list-style-type: none">• School Committee Members• Administrators• ASCFME Leaders• DTA Leaders• DAA Leaders



Guiding Questions

Stakeholder Engagement Plan

Sample Questions

- What do you believe to be the areas of strength and improvement for our school district?
- What do you believe to be the key challenges we will face over the next five years?
- What do you want to preserve most about Diman and why?
- Is there agreement about what constitutes effective or high-quality instruction? What evidence or artifacts demonstrate that?
- To what degree does trust exist among members of the Leadership Team, and is productive disagreement welcomed?
- What accountability should Leadership Team members have for owning and implementing district decisions?
- What role does student voice play in decision-making and in providing feedback?
- How are school improvement plans, professional development, and educator evaluation connected?
- Where are our greatest opportunities to improve student experiences, access, achievement, and outcomes?

THREE-PHASE ENTRY PROCESS

Phase 2: Analysis & Strategy Creation

February 2027 - May 2027

Purpose:

I will analyze student performance data, program outcomes, and operational systems to understand Diman's current state.

Key Actions:

- Review existing policies, initiatives, and program structures to identify strengths and opportunities for improvement.
- Assess how district systems, structures, and priorities align with Diman's mission and strategic goals.
- Analyze access, experiences, and outcomes for key student groups to identify inequities and opportunity gaps.
- Examine central office roles, workflows, and team operations to determine how effectively they support instructional quality, operational coherence, and equity-focused improvement.
- Engage fully in the DESE District Review process and use the findings to strengthen alignment with state standards, improve systemwide coherence, and advance equitable practices across the district.
- Create a Superintendent's Leadership Team by creating Focus Groups that transform our systems around instructional practices, vocational program quality, operational systems, and equitable access.



THREE-PHASE ENTRY PROCESS

Phase 3: Communicating & Collaborative Designing June 2027- August 2027

Purpose:

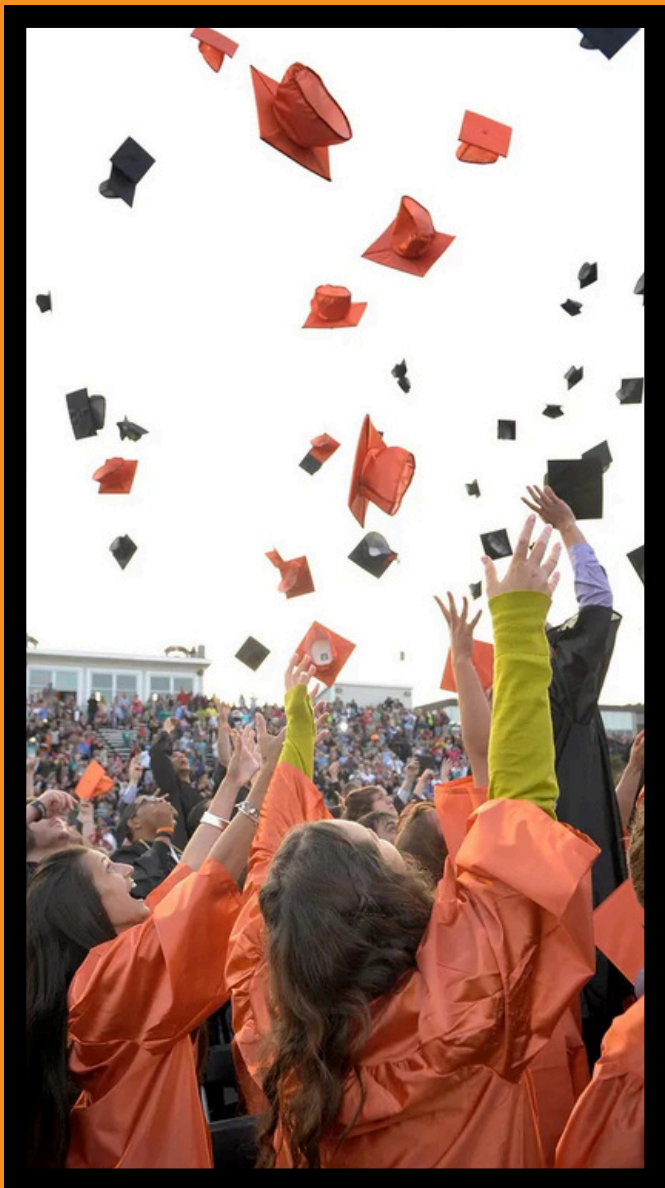
Share findings, celebrate strengths, and work together to identify growth opportunities.

Key Actions:

- Share the Entry Findings Report with the School Committee and make it publicly accessible to ensure transparency and community awareness.
- Collaborate with the Leadership Team to Use the Entry Findings to inform the development of the next strategic plan and to identify annual district priorities.
- Use Entry Findings and current data to identify priorities.
- Establish clear goals to strengthen academic, vocational, and operational excellence.
- Align district initiatives to ensure coherence and success for all students.
- Partner with school and district teams to embed equity and data-informed decision-making into improvement planning and budget development.
- Apply the Entry Findings to guide annual goal-setting, resource allocation, and professional learning priorities for FY28 and future years.



DELIVERABLES



Spring 2027

- Report Findings to the School Committee & the Community

Summer 2027

- Recommend Strategic Initiatives for a District Improvement Plan

Ongoing

- Continued use of focus groups through collaborative problem solving and resolution finding to refine goals

CLOSING THOUGHTS

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I enter this next phase with optimism, humility, and determination. Together, we will cultivate a culture of belonging, strengthen instructional and technical excellence, and ensure that every student is prepared for the future they choose. I look forward to continuing this work side-by-side with you, co-constructing solutions, celebrating progress, and advancing a shared vision for Diman's next chapter.

One Team. One Dream. One Focus.

