

Superintendent Entry Plan



Dr. Dana T. Bedden

Boyertown Area School District

October 2018



The purpose of the entry (transition) plan is to create an intentional process for the transition of the new superintendent into Boyertown Area School District during the first 100 days after Board approval. This document outlines specific strategies to provide Superintendent Dana T. Bedden with the opportunity to learn about the school district and to enable the development of a keen understanding about the people, partners, and the community that support Boyertown Area School District. This process is designed to (1) create ideas for sustaining and enriching the record of success, and (2) work with stakeholders to identify those areas where intensive focus may be needed. Primarily, the entry plan process will explore what things the Boyertown Area School District is doing well, what areas can be improved, and how the key stakeholders can advise the Superintendent in both of these areas.

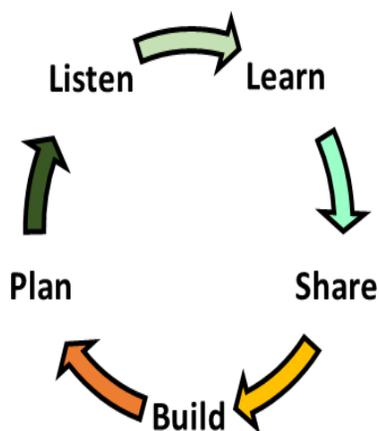
Enable All Students to Succeed in a Changing World.

GOALS:

- Establish Productive School Board, Superintendent and Community Relations
- Acquire Knowledge and Understanding of Boyertown Area School District
- Engage in Critical Issue Analysis
- Establish Effective Communication and Engagement Process and Procedures

DESIRED OUTCOMES

- 1) Establish a culture of leadership by listening.
- 2) Influence the implementation of the strategic vision, goals, and priorities approved by the school board.
- 3) Engage many stakeholders working together collaboratively to achieve academic excellence for every student.



STRATEGIES:

To reach these goals, the following will be done.

Listen — Spend time with students, teachers, parents, principals, school district administrators and other district employees, community and business members, and state and local leaders, to hear about opportunities and challenges.

Learn — Analyze and study performance data and other achievement data. Read and review existing district policies and the implementation of reforms. Receive issue and policy briefings from employees and education organizations.

Share — Get to know the community better by sharing my leadership experience and my educational philosophies and core values. I will strive to establish a positive tone and an urgent pace.

Build — Establish strong working relationships and build rapport with the school board, BASD leadership, and employees, and community, state and local leaders.

Plan — Review the current strategic/improvement plans with specific action steps to guide the work of BASD and the Board of School Directors and to prepare for future academic, program, and budget activities.

Goals and Transition Actions

1. ESTABLISH PRODUCTIVE SCHOOL BOARD, SUPERINTENDENT AND COMMUNITY RELATIONS

To cultivate a healthy, collaborative relationship with the school board and municipal administration that develops processes and expectations for a reliable and productive team.

Rationale: A positive relationship between the school board members, superintendent and municipal administration is vital to creating a foundation on which to build a framework of success. Collaboration based on trust and mutual respect, and the quality of relationships within an organization will largely determine how well that organization performs.



ENTRY ACTIONS

- Introduce an entry/transition plan to the school board for recommendations and modifications.
- Meet with all school board members individually to get to know them and to learn about their goals, perspectives, and aspirations for the school district. Establish a regular meeting time with the board leadership (weekly or bi-weekly) during the entry/transition period and beyond.
- Schedule a school board retreat to discuss board procedures/protocols, roles, and responsibilities, expectations for the first year, development of a formal meeting agenda and calendar.
- Meet and discuss goals and Key Performance Indicators (goals), etc.
- Develop and utilize appropriate communication protocols and expectations between the school board and the superintendent.
- Establish process and procedures for regular communication with the proper municipal leadership.
- Establish a structure and expectations for constituent services (response and assistance).
- Schedule a meet and greet, in partnership with school board members, to engage external constituents.

Goals and Transition Actions

2. ACQUIRE KNOWLEDGE AND UNDERSTANDING OF BOYERTOWN AREA SCHOOL DISTRICT

To become familiar with the people, programs, and partnerships that represent the diverse voices and constituents within the school district as quickly and effectively as possible.

Rationale: The success of every student can be achieved by gaining insight into the needs of the community, regularly collaborating with community leaders, and mobilizing community resources to benefit students academically, emotionally, and socially.

ENTRY ACTIONS

- Conduct meetings with professional associations/ organizations to discuss their views and thoughts on the school district.
- Conduct meetings with principals to get their perspectives and ideas for moving the Boyertown Area School District forward.
- Conduct school visits (before and after school) using a structured protocol to gather insights. Engage teachers and support personnel during these school visits.
- Meet with student leadership from the district's secondary schools.
- Conduct central office department listening session using a structured protocol.
- Develop process and procedures to establish (if not existing) advisory groups representing the business community, parents, teachers/staff, and students.



Goals and Transition Actions

3. ENGAGE IN CRITICAL ISSUE ANALYSIS

To identify and analyze the critical issues in the Boyertown Area School District that represent opportunities and barriers to accelerate the performance of all students.

Rationale: An examination of academic, operational, and support services that exist is necessary to address barriers and opportunities, including fiscal and capital/facility resources. Once identified, the most critical issues requiring immediate attention should be addressed first using strategies that are collaboratively developed and prioritized. The process may include a root-cause analysis process of the performance of several departments, schools, and performance/achievement gaps.

ENTRY ACTIONS

- Conduct briefing meetings with staff on critical issue areas: facilities/construction, budget, litigation, data information systems and technology, any recent reorganization or audit, academic plans, etc. to review significant decisions needed in one month, three months and six months.
- Review upcoming key and required school board approvals, reports, and presentations.
- Review of key critical documents related to student achievement.
- Review the District Comprehensive Improvement Plan, initiatives for improvement, progress and key data (assessments, attendance, achievement gaps, dropout, graduation, etc.).
- Review and analyze current internal communication process and procedures (vs. how it has always been done).
- Review and analyze current human resources systems, procedures, processes, etc.
- Review and analyze special education systems, procedures, processes, etc.

- Analyze previous and proposed budget documents (short-term and long-term plans).
- Review and analyze current policies, procedures, and programs related to school climate, culture, and safety.
- Review existing and proposed grants to evaluate their purpose, timelines, effectiveness, and plans for sustainability.
- Meet and review with legal counsel any current and pending legal matters.
- Review plans for professional development, extended learning, and programs for the start of the 2019-2020 academic year.



Goals and Transition Actions

4. ESTABLISH EFFECTIVE COMMUNICATION AND ENGAGEMENT PROCESS AND PROCEDURES

To ensure effective communication and authentic community engagement by building relationships with key stakeholders and providing the delivery of timely, accurate information.

Rationale: Effective communication and authentic community engagement critical for building and maintaining trust and confidence in Boyertown Area School District.

ENTRY ACTIONS

- Review results of any key annual surveys.
- Review the district's safety and security plan, including plans for crisis communication.
- Schedule meetings with members of the municipal government leadership along with the corresponding district School Board member.
- Meet with key community leaders, including those from local service organizations, businesses (Chamber of Commerce) regarding the school district brand image and relationships.
- Meet with members of faith-based organizations regarding opportunities for engagement and support.
- Develop an avenue for regular outreach to under-represented communities and constituents.
- Establish introductory engagement with key representatives from state government, Pennsylvania Department of Education, higher education, and other area education officials.
- Schedule meet and greet with local media to listen and discuss process/procedures for communication to establish a healthy, honest, and collaborative framework for communication.

- Schedule listening sessions with parent representatives from the district's ten schools to hear their views and suggestions regarding school district opportunities for improvement with communication and engagement.
- Establish and use social media tools to gather input and ideas on ways to make the Boyertown Area School District the very best it can be.
- Review the current external communication process, procedures, data, etc. currently being used and to assess the effectiveness.





SUMMARY

The entry plan goals, rationales, and actions outlined in this document are designed to enable the new superintendent to gather information quickly about the Boyertown Area School District and the community, to establish a community presence early on, and to create a network of contacts and resources to tap as he enters the job. The actions are listed in no particular order; nor are they intended to be a checklist of activities. Thus all activities may or may not be completed depending upon the changing status and needs of the school district. It should also be noted that should attention be needed elsewhere; the superintendent may need to set this entry plan aside to focus his efforts on another project.

The superintendent welcomes input and feedback from members of the school board, staff, students, parents, community members, and other key constituents. Most important is that we keep the "Focus on Students" and work together to ensure - All Students Reach Their Individual Social-Emotional and Academic Potential. The entry plan is undertaken with the hope of creating a smooth transition into the district that provides for a solid foundation to support and focus efforts on the following some critical priorities along with responsive and accountable administrative leadership.

KEY PRIORITIES

- Comprehensive Improvement (Strategic) Planning
- Student Achievement
- Special Education Services
- Establishing a Portrait of a Graduate
- Expectation, Opportunity, Equity & Achievement Gaps
- Fiscal Stability
- Rightsizing Facilities
- Staff Recruitment & Retention
- Communication, Engagement and Relationship Building
- Culture, Climate, and Safety

RESPONSIVE AND ACCOUNTABLE

- Demonstrating Practices to Support Good Governance
- Producing College & Career Ready Graduates
- Having Effective and Strategic Communication
- Sound Fiscal Management
- Positive Brand Development
- Supporting Economic Development

