



## SUPERINTENDENT'S ENTRY PLAN

### Introduction

“You belong in Barnstable” – the school district’s motto has bolstered my transition into Barnstable Public Schools. The kindheartedness and warm welcome of the Barnstable community has provided me with confidence and optimism as we embark upon a collaborative journey in service of our 5,000 students.

In order to lead our collective journey I need to connect with stakeholders in our schools, and within our broader community, to learn where the system has been, where it stands now, and where it wants to be as we move forward together. School districts are complex organizations comprised of multiple stakeholders who contribute to the development of our youngest citizens. A comprehensive entry plan will guide my developing understanding of Barnstable Public Schools, creating the foundation for collective planning and decision-making.

I was appointed in December 2015, which created opportunities to spend time in Barnstable schools prior to my July 1, 2016 start date. My pre entry activities – an initial opportunity to “listen and learn” - included visits to classrooms in 8 of Barnstable’s 9 schools, as well as meeting with district staff to learn about the district’s priorities and areas of focus. While visiting schools I was able to hold small informal focus groups with students, teachers, parents and community members. These school and district visits have informed my transition goals, and have affirmed my aspiration to engage in a formal entry plan process whereby I can cast a wide net to listen and learn from multiple constituencies.

My entry plan details entry plan goals, general methodology, activities and timelines. It is designed to support a structured collaborative inquiry approach outside of the day-to-day context of the district. The public and transparent process intends to address the following transition goals:

1. Develop a deeper understanding of the district’s strengths, challenges, and opportunities through the lens of school and community members.
2. Build trust and confidence through a process of open, honest, and respectful communication and presence in the community.
3. Learn about the core values, norms, expectations, and goals of the district and community.
4. Understand district capacity in terms of human, financial, capital and instructional resources.
5. Produce collective new thinking and innovation after engaging in group sense making of entry plan findings.

My entry plan process is structured into three distinct phases. Phase 1 involves the systematic review of documents and external reports to identify patterns and trends related to student performance, district policies and procedures, as well as current initiatives and priorities. Moreover, Phase 1 encompasses group and individual interviews from the “inside out.” Through the design of structured interview questions I will seek to gain an understanding of various perspectives from key internal and external stakeholders. Interviews will be conducted with confidentiality, yielding patterns and trends for reporting purposes without identifying specific individuals or commentary. The format of interviews ranges from individual to group. The identification of individual versus group interview is largely arbitrary, and based upon my strategy to engage the largest number of constituencies prior to January 1. That said, I am committed to meeting with any stakeholder who would prefer an individual interview.

As I enter Phase 2 of the plan, having completed all interviews and a systematic review of documents, I will collate the data through the lens of patterns and discrepancies. In following an “inside out” approach, it will be important to present my initial patterns and trends data to district and school leadership, including the School Committee, Barnstable District Leadership Team members, and association leadership in order to check for assumptions and understandings. This process will allow us to collectively examine our beliefs, assumptions, and values grounded in interview data. The rationale on first sharing my initial findings with internal groups is to examine our internal practices and functions, knowing those practices ultimately impact and effect all stakeholders. Upon completion of Phase 2, a draft report of findings will be publicly shared at a School Committee meeting, providing opportunity for further discussion, and opportunities for public input.

Phase 3 of the plan involves the development of a strategic plan based upon the understandings that occur through discussions in Phase 2. A strategic plan offers the opportunity to plan for short and long-term goals. Additionally, a strategic plan creates another alignment opportunity to ensure district and school improvement plans provide for a coherent prek-12 continuum of services for Barnstable students.

### **Phase 1 – Learning**

*July 1, 2016 – December 31, 2016*

Phase 1 is an opportunity to listen and learn through interviews with key stakeholders, including school committee members, town officials, school and district leaders, teachers, students, parents, and community members. It is also an opportunity to systematically review documents related to student performance, district and school operations, financial planning and capacity, and policies and procedures. As detailed below, I will conduct individual or group interviews with various constituencies, guided by a set of predetermined questions in order to collate data. While the questions are preselected, interviews by their very nature allow for sub questions and information based on participant responses. Interviews

are intended to be conversational and confidential in nature within a set of expected questions. Each group of questions creates four or five key areas for data analysis: strengths, values, change, leadership and relationship to the school department.

***Interview questions for School Committee Members (individual interviews):***

- Tell me about yourself. Why is the success of our school system important to you? What areas are you most proud of?
- What is our school system's greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?
- Are we headed in the right direction, and pursuing it in the right way?
- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?
- What kind of leadership are you looking for from me? What will be the cues that tell me if I am on or off track? What are the norms for giving me feedback?

***Interview questions for Principals, BTA & BAO Leadership (individual interviews):***

- Tell me about yourself. Why is the success of our school system important to you? What areas are you most proud of?
- What is our school system's greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?
- Are we headed in the right direction, and pursuing it in the right way?
- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?
- What kind of leadership are you looking for from me? What will be the cues that tell me if I am on or off track? What are the norms for giving feedback upward?
- Are there specific ways I can support your work and growth?

***Interview questions for teachers (3 sessions) and administrators (2 sessions), and support staff (2 sessions) focus groups:***

- Why is the success of our school system important to you? What areas are you most proud of?
- What is our school system's greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?
- Are we headed in the right direction, and pursuing it in the right way?

- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?
- What kind of leadership are you looking for from me? What will be the cues that tell me if I am on or off track? What are the norms for giving feedback upward?
- Are there specific ways I can support your work and growth?

*Interview questions for Assistant Superintendent, Director of Student Services, Director of Special Education, Data System Analyst (individual interviews):*

- Tell me about yourself. Why is the success of our school system important to you? What areas are you most proud of?
- What is our school system's greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?
- Are we headed in the right direction, and pursuing it in the right way?
- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?
- What kind of leadership are you looking for from me? What will be the cues that tell me if I am on or off track? What are the norms for giving feedback upward?
- Are there specific ways I can support your work and growth?

*Interview questions for Director of English Language Learner Programs, Director of Gateway, and Curriculum Coordinators (group interview):*

- Why is the success of our school system important to you? What areas are you most proud of?
- What is our school system's greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?
- Are we headed in the right direction, and pursuing it in the right way?
- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?
- What kind of leadership are you looking for from me? What will be the cues that tell me if I am on or off track? What are the norms for giving feedback upward?
- Are there specific ways I can support your work and growth?

***Interview questions for parent groups (3 open sessions):***

- Why is the success of our school system important to you? What areas are you most proud of?
- What is our school system's greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?
- Are we headed in the right direction, and pursuing it in the right way?
- What would a successful relationship look like between parents and Barnstable Public Schools?
- Why do parents opt out of sending their children to Barnstable Public Schools?
- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?
- What kind of leadership are you looking for from me? How can we increase parent engagement within our schools?

***Interview questions for town department heads – Police, Fire, DPW (group session):***

- Why is the success of our school system important to you? What areas are you most proud of?
- What is our school system's greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?
- What would a successful relationship look like between your department and Barnstable Public Schools?
- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?
- What kind of leadership are you looking for from me?

***Interview questions for consolidated services – human resources and finance (individual interviews):***

- Tell me about yourself. Why is the success of our school system important to you? What areas are you most proud of?
- What is our school system's greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?

- Are we headed in the right direction, and pursuing it in the right way?
- What would a successful relationship look like between your department and Barnstable Public Schools?
- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?
- What kind of leadership are you looking for from me?
- Are there specific ways I can support your work?

***Interview questions for Town Council (group interview, open meeting):***

- Why is the success of our school system important to the Council? What areas are you most proud of?
- What is our school system's greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?
- Are we headed in the right direction, and pursuing it in the right way?
- What would a successful relationship look like between Town Council and Barnstable Public Schools?
- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?
- What kind of leadership are you looking for from me? What will be the cues that tell me if I am on or off track? What are the norms for giving feedback to the Superintendent?

***Interview questions for Town Manager (individual interview):***

- Tell me about yourself. Why is the success of our school system important to you? What areas are you most proud of?
- What is our school system's greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?
- Are we headed in the right direction, and pursuing it in the right way?
- What would a successful relationship look like between town departments and Barnstable Public Schools?
- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?

- What kind of leadership are you looking for from me? What will be the cues that tell me if I am on or off track?

***Interview questions for Barnstable Community Horace Mann Charter Public School (BCHMCPS) Board of Trustees (group interview, open meeting):***

- Why is the success of our school system important to you? What areas are you most proud of?
- What is our school system's greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?
- Are we headed in the right direction, and pursuing it in the right way?
- What would a successful relationship look like between the Board of Trustees, the superintendent and school committee?
- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?
- What kind of leadership are you looking for from me?
- Are there specific ways I can support BCHMCPS?

***Interview questions for community groups (sessions TBD):***

- Why is the success of our school system important to you? What areas are you most proud of?
- What is our school system's greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?
- Are we headed in the right direction, and pursuing it in the right way?
- What would a successful relationship look like between community groups and Barnstable Public Schools?
- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?
- What kind of leadership are you looking for from me? How can we increase community engagement within our schools?

***Interview questions for Barnstable Youth Commission and BHS Student Council (group interview):***

- Why is the success of our school system important to you? What areas are you most proud of?

- What is our school system’s greatest strength? What are our greatest successes?
- What aspect of the school system should be maintained at all costs?
- Are we headed in the right direction, and pursuing it in the right way?
- Why did you choose to attend Barnstable High School?
- How can we increase student voice in our decision-making?
- What do you see as the one or two challenges facing our school system?
- What priorities should the district focus on?
- What does Barnstable Public Schools not provide you that you wish it would?

**Document Review:**

Below is a list of key documents and data that I will review and analyze.

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| <ul style="list-style-type: none"> <li>• School Improvement Plans</li> <li>• Student Achievement Data</li> <li>• MTSS District Plan</li> <li>• Budget Documents FY 15 &amp; 16</li> <li>• Policy Manual</li> <li>• Collective Bargaining Agreements</li> <li>• Job Descriptions</li> <li>• Curriculum Documents</li> <li>• Employee Evaluations</li> <li>• Student Handbooks</li> </ul> | <ul style="list-style-type: none"> <li>• Professional Development Plans</li> <li>• Annual Town Reports</li> <li>• Capital Improvement Plan</li> <li>• DESE District Review</li> <li>• Coordinated Program Review</li> <li>• Technology Plan and Audits</li> <li>• Enrollment Projections &amp; Trends</li> <li>• Emergency Plans</li> <li>• Leadership Report conducted by MASC as part of Superintendent Search</li> </ul> |
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The entry activity time line as detailed below highlights key entry activities to take place during Phase 1. Individual and group interviews will be coordinated and scheduled through Jennifer Kruczek, Executive Assistant.

<b>Entry Activities Time Line – Phase 1</b>	<b>Interview Schedule</b>
<p><b>July</b></p> <ul style="list-style-type: none"> <li>• Individual meetings/briefings with principals, BTA President, BPS department heads</li> <li>• Attend MASS Conference</li> <li>• Review documents (student handbooks, SC policy manual, student assessment results, external reports, budget documents)</li> <li>• Establish/support expectations for School Improvement Plans</li> </ul>	<p>N/A</p>

<ul style="list-style-type: none"> <li>• Meet with building principals and central office team</li> <li>• Tour school facilities</li> <li>• Visit summer programming</li> <li>• Accept requests for appointments from stakeholders</li> <li>• Participate in media inquiries</li> </ul>	
<p><b>August</b></p> <ul style="list-style-type: none"> <li>• With central office team, plan and deliver Summer Leadership Institute with BDLT</li> <li>• With BDLT, identify district priorities for SY 2016-17</li> <li>• With central office team, plan BPS Convocation</li> <li>• Continue systematic review of documents (budget, collective bargaining agreements, emergency plans, job descriptions, PARCC results)</li> <li>• Meet with principals regarding School Improvement Plans and Management/Operations for SY 2016-17</li> <li>• Continue to meet with various BPS department heads</li> </ul>	N/A
<p><b>September</b></p> <ul style="list-style-type: none"> <li>• Hold individual meetings with principals to review SIPs (to include central office team)</li> <li>• Meet on capital planning needs</li> <li>• Visit classrooms</li> <li>• Discuss entry plan at September 7th School Committee Meeting, publicize plan</li> <li>• Draft District Improvement Plan with central office team for vetting with BDLT</li> <li>• Meet with BDLT on 2 topics (Educator Eval and SEL)</li> <li>• Weekly Town Manager Meetings</li> </ul>	<p>Schedule 8 interview slots:</p> <p><i>School Committee</i> (individual interviews)</p> <p><i>Central Office Team</i> (individual interviews)</p>
<p><b>October</b></p> <ul style="list-style-type: none"> <li>• Finalize District Improvement Plan with BDLT</li> <li>• Support development of district-wide professional development day on November 8</li> <li>• Visit classrooms</li> <li>• Weekly Central Office Team Meetings</li> <li>• Principals' Meeting (Learning Walk at BHS)</li> <li>• Weekly Town Manager Meetings</li> <li>• School visits aligned with SIPs</li> <li>• Alignment of principal evaluation goals with SIP</li> <li>• Community visits</li> <li>• Align schedule with FY18 Budget Development Calendar</li> </ul>	Schedule 18 interview slots to include individual and group interviews.
<p><b>November</b></p> <ul style="list-style-type: none"> <li>• Principals' Meeting (Learning Walk at Centerville)</li> <li>• Meet with BDLT on DIP priorities</li> <li>• Weekly Town Manager Meetings</li> <li>• Weekly Central Office Team Meetings</li> <li>• School visits aligned with SIPs</li> <li>• Community visits</li> <li>• FY18 Budget Development</li> </ul>	Schedule 12 interview slots to include individual and group interviews
<p><b>December</b></p>	N/A

<ul style="list-style-type: none"> <li>• Collate interview data</li> <li>• Principals' Meeting (Learning Walk at West Villages)</li> <li>• Weekly Town Manager Meetings</li> <li>• Weekly Central Office Team Meetings</li> <li>• School visits aligned with SIPs</li> <li>• Community visits</li> <li>• FY18 Budget Development</li> </ul>	
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**Phase 2 – Sharing**

*January 1, 2017 – February 28, 2017*

At this stage in the entry plan process interviews and the document review are complete. I will collate the interview data and present patterns and discrepancies to key groups. Similarly, we will identify and review trends and themes and collectively engage in examining our assumptions, beliefs, and values grounded in interview data. As a result of the sense-making meetings, a draft report of findings will be shared with internal stakeholders for initial feedback. Subsequently, a public report of findings will be presented to the School Committee for discussion.

**Phase 3 – Sense Making and Planning**

*March 1, 2017 – July 1, 2017*

Phase 3 of the entry plan will involve collaboratively developing a strategic plan to include long and short-term goals. Draft strategic plans will be tested and revised with key groups prior to making final decisions.