

COLLEGE COMMUNITY SCHOOL DISTRICT

Superintendent Entry Plan for Jamie Coquyt

July, 2014

Goals

The following entry plan establishes broad goal areas and entry actions for my first year as Superintendent.

1. Foster a culture in which all adults believe and consistently demonstrate their belief that ALL students can learn.
2. Use data to drive instructional decisions and eliminate achievement gaps.
3. Build collaborative and trusting relationships with all stakeholders through open, honest, and reciprocal communication.
4. Learn about the district and its rich history.
5. Review resource allocation methods to ensure that they align with our district vision and mission.
6. Assess district strengths, needs, and opportunities for growth.
7. Deliberately and purposefully structure transition activities to ensure my transition into the district is smooth and effective.
8. Recognize and celebrate the great things currently happening in the district. Acknowledge the contributions of students, staff members, and community members.

District Vision:

“Success for All.”

District Mission:

“Quality Learning Today for Tomorrow.”

“You must be careful how you walk and where you go, for there are those following you who will set their feet where yours are set.”

~Robert E. Lee



Kindergarten students learning about plants. Each student planted a flower.

Phase II: Entry (first year)

To reach the goals outlined on page one I will use the following principles during my first year at CCSD:

Listening—Spend time with students, teachers, parents, administrators, directors, supervisors, and other CCSD employees, community and business members, and local and state leaders to hear about district strengths and opportunities for growth. LISTEN.

Learning—Analyze and study performance data and other student achievement data. Read and review existing district policies, procedures, practices, and implementation of reforms. Gather data from students, parents, staff, and the community.

Sharing—Get to know the community by listening to the CCSD story and sharing my leadership experiences, philosophies, and values. Strive to establish a productive tone with all stakeholders.

Building—Establish strong working relationships with the Board of Education, CCSD leadership, the CCEA, and employees; as well as community, state, and local leaders.

Planning—Review the current strategic plan with specific action steps to guide the work of CCSD and the Board of Education and the prepare for the district's future.

Phase I: Pre-Entry (prior to first day of work)

The pre-entry process is primarily for me to listen and learn about the district and how it functions. It will include the following events; however, this not an all inclusive list. These meetings will be arranged through the current Superintendent and will not disrupt the day-to-day operation of the district.

- Informal meetings with each Board member.
- Meetings with each Cabinet member, Director, and other district leaders.
- Administrator meetings and retreats.
- Employee orientations and/or trainings.
- Meetings with community members and/or groups.
- Attending community events.
- Attending district activities.
- Visiting with AEA personnel who provide district support.
- Attending area Superintendent meetings.
- Regularly meet with outgoing Superintendent.
- Join community service groups



Success for All

- All students can and want to learn.
- Student learning must be driven by outcomes of significance and be assessed in authentic ways.
- Learning must be purposeful, challenging, stimulating, and rewarding for both students and staff.

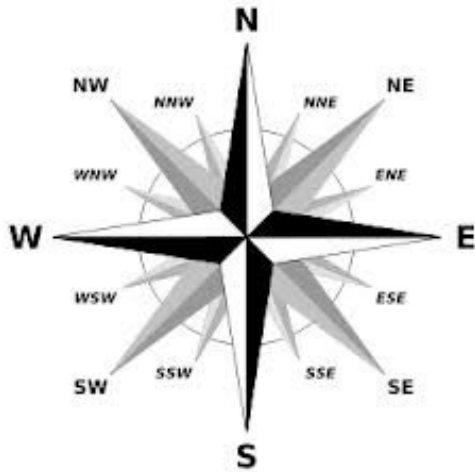


Integrating technology into curriculum and instruction.

Phase II: Entry

Key Listening and Learning Activities:

- Formal Board retreats and work sessions to discuss expectations, roles, and district needs.
- School and classroom visits.
- Invite all employees to meet with me individually to talk about district strengths and opportunities for growth. LISTEN.
- Meet with a variety of stakeholder groups (students, staff, families, government partners, educational partners, business partners, faith-based organizations, media partners, etc.) to discuss district strengths and opportunities for growth. LISTEN.
- Information gathering, document review, data collection and analysis based on feedback.



YOU'VE GOT TO THINK ABOUT BIG THINGS WHILE YOU'RE DOING SMALL THINGS, SO THAT ALL THE SMALL THINGS GO IN THE RIGHT DIRECTION.

~ALVIN TOFFLER

Phase II: Entry

The Iowa Standards for School Leaders

The Iowa Standards for School Leaders outline the knowledge, skills, and competencies that an administrator must be able to demonstrate. Administrators use the standards to develop professional development plans and the standards are used as part of the evaluation process. Each of the entry activities outlined in the month-by-month plan are tied to one of these standards.

Standard #1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

Standard #2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

Standard #3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

Standard #4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

Standard #5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

Standard #6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

Phase II: Entry

Timeline of Monthly Entry Plan Activities

The following is a list of activities organized by month that will be completed in an effort to accomplish the goals outlined on page one of this entry plan. The principles of listening, learning, sharing, building, and planning that were defined on page two of this plan will be integral to the plan's success. In addition to this plan I will use the [calendar](#) provided by the Iowa Department of Education to ensure that the district is meeting all state reporting deadlines.

July, 2014

Send out a letter inviting the public/staff to stop in for a meeting (sit and listen). (Standard 4)

Purpose: The purpose of these meetings will simply be to listen to stakeholders, get to know the district and learn about district strengths and opportunities for improvement. Data collected during these meetings will be used to help me set priorities and will be shared with the Board. The following questions will be asked of each person:

- What does the district do well?
- Why do you stay in the district?
- What do we need to do to improve?
- What advice can you give me?

Ask each board member for a list of 5 people in the community the new superintendent should meet. Ask each board member to include at least one person who they would not consider a strong supporter of the district. (Standard 4 & 6)

Purpose: Collect information about the district from community leaders with varying viewpoints. The following questions will be asked of each person:

- What does the district do well?
- Why do you stay in the district?
- What do we need to do to improve?
- What advice can you give me?

Phase II: Entry

Timeline of Monthly Entry Plan Activities

July, 2014 (Continued)

Meet with every board member for lunch/breakfast. (Standard 1, 4, 5 & 6)

Purpose: Build a strong working relationship with each board member. Begin to establish personal goals with each board member. Share data that has been collected from stakeholder meetings. Discuss their preferences as to meeting routines, procedures, communication from the Superintendent, etc.

Send out a letter to “civic groups” such as the Pastoral Association, Kiwanis, Rotary, Knights of Columbus, etc. offering to speak at meetings in regards to the future of the school district. (Standards 1, 4 & 6)

Purpose: Develop strong working relationships with community groups and their members. Share the district mission, vision, direction, and goals. Celebrate district successes. Contribute to civic organizations.

Meet with every administrator in the district (including food service director, transportation director, and buildings and grounds director). (Standards 1, 2 & 3)

Purpose: The purpose of these meetings will be to build relationships, learn about each administrator and their department/building. Review their department/building goals, initiatives, budget, policies, practices, and procedures. Begin to build a commitment to collective efficacy. During these meetings I would ask each administrator the following questions:

- What does the district do well?
- Why do you stay in the district?
- What do we need to do to improve?
- What advice can you give me?

The journey of a thousand miles begins with one step.

~Lao Tzu

Phase II: Entry

Timeline of Monthly Entry Plan Activities

July, 2014 (Continued)

Arrange a tour of each district facility with the principal, director, or supervisor in charge of the building. I will also work with city officials to arrange for a tour of each community (Standard 3 & 6)

Purpose: During these tours I will begin assessing the strengths and opportunities for improvement when it comes to district buildings and infrastructure. I will also assess district security (cameras, alarms, building access, building entrances, etc.). During the city tours I will look for opportunities to partner with the city to ensure that we are providing as many services to our students as possible--without duplicating services.

Schedule a meeting with the local leaders of the newspaper (Standard 1 & 6)

Purpose: To ensure that my first contact with the local media is positive and build a strong working relationship. I will review the board policy, processes, procedures, and protocols that are related to media communications. Build Trust.

Attend Fiscal Management Conference. (Standard 3 & 5)

Purpose: IASB, ISFIS, and other organizations offer financial management conferences in the late summer and early fall. As a new Superintendent it will be essential for me to keep up with the ever-changing world of school finance. I will find a mentor with a strong background in finance to meet with regularly and seek out professional development opportunities throughout the year.

Review district's financial projections (including a meeting with the financial planner) resource allocation and the process for building the annual operating budget; assess how it is aligned to support achievement by all students. (Standard 3)

Purpose: To ensure that the district is financially strong. During this meeting I will be sure to review all budget processes, forecasting, assumptions, and allocation processes. During this meeting it will be vital to ensure that the district mission and vision are reviewed and to communicate to everyone involved in district finance that our resource allocation methods should be tied to our vision, mission, and goals.

Phase II: Entry

Timeline of Monthly Entry Plan Activities

July, 2014 (Continued)

Schedule regular meetings with my mentor. (Standards 2, 3, 6)

Purpose: These meetings will help me to develop professionally; provide me with a non-biased third party who can listen, ask questions, and provide feedback; and serve as a resource when I have questions and need to be pointed in the right direction.

July 15- SAI New Superintendent's Institute

Purpose: Professional development and networking.

July 15 - Business office begins distribution of electronic budget worksheets to building administrators. (Standard 3)

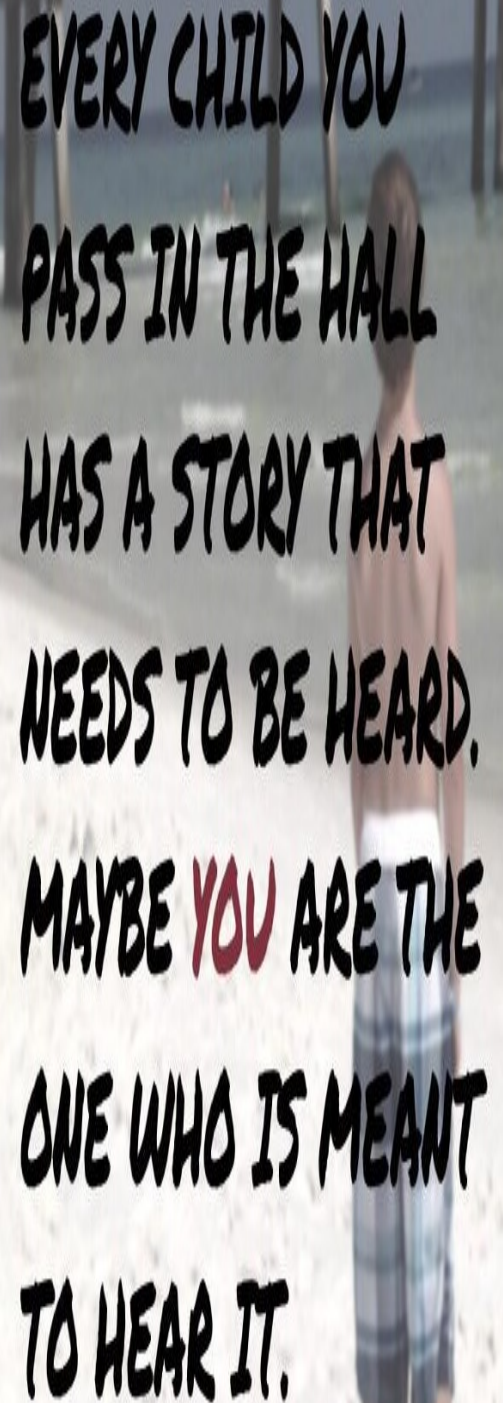
Action Item: Meet with Executive Director of Business Services and administrators to review how this process has worked in the past and make any necessary changes.

July 31 - Building administrators will submit electronic budget worksheets. (Standard 3)

Action Item: Building budgets will be entered into the district accounting system. Building activity and grant carryover balances will be reviewed and added to line item budgets. Final line item budgets entered into the district accounting system.

Meet with central office staff. (Standard 3)

Purpose: Review central office functions, processes, procedures. Learn who is responsible for which tasks to ensure that everything is being done accurately and efficiently. During this meeting I would share my belief with the staff that the central office exists to support students and staff. Our job is to ensure that employees have what they need and that students are receiving a world class education.



EVERY CHILD YOU
PASS IN THE HALL
HAS A STORY THAT
NEEDS TO BE HEARD.
MAYBE YOU ARE THE
ONE WHO IS MEANT
TO HEAR IT.

BETHANY HILL

Phase II: Entry

Timeline of Monthly Entry Plan Activities

August, 2014

Meet with all appropriate administrators/directors to review building security practices and procedures--do this prior to school starting and have a plan in place before students arrive. (Standards 1, 3, 4)

Purpose: To ensure the safety of students and staff. Local law enforcement, homeland security, and others will be invited to this meeting to assist in reviewing our security and emergency plans. Having local officials involved in this process will be invaluable if the district encounters an emergency situation. Develop procedures and protocols (for example chain of command) that will be used during a security breach or crisis situation.

Schedule a board retreat. (Standard 1)

Purpose: To begin to develop a shared vision for the board. During this retreat we will review the district vision, mission, and goals. We will review the most recent site visit report, student assessment data, and financial data. I will share data that has been collected from stakeholder groups to date. We will begin to establish goals for the Superintendent, Board, and District. We will review the Superintendent evaluation process. This meeting will be facilitated by a third party (probably AEA personnel).

Connect with Teacher Association Leaders. (Standard 1, 5 & 6)

Purpose: To build strong working relationships with individuals and the CCEA. I would like to schedule monthly meetings with association representatives in an effort to be proactive and responsive to employee needs. During the initial meeting I will ask the following questions:

- What does the district do well?
- Why do you stay in the district?
- What do we need to do to improve?
- What advice can you give me?



Phase II: Entry

Timeline of Monthly Entry Plan Activities

August, 2014 (Continued)

Audit district communication avenues. (Standard 1 & 3)

Purpose: Meet with the district Community Relations Director and Director of Technology (include others, if necessary) to review district communications practices, procedures, and policies as they relate to internal and external communications. What is the primary mode of communication? Is it working? What could we be doing better? What other stakeholders may be able to assist? Create an action plan to improve district communication, if needed.

Keynote beginning of the year celebrations district-wide. (all standards)

Purpose: Create a sense of collective efficacy by continually reminding people of the district's vision, mission, and goals. Celebrate successes, challenge all groups to improve a little every day. Share district initiatives and build excitement for moving the initiatives forward. Be visible, present, and accessible at all of these events as they are wonderful opportunities to meet with stakeholders and get a pulse for what is happening in the district.

Visit every school to walk halls and be visible. (Standard 2 & 3)

Purpose: Visiting each building and being visible to students, staff, parents, and community members will show that I am invested in the district and care about what is happening in each building. It will also give me an opportunity to see what is happening in the classrooms, assess effectiveness, and ensure accountability.

Meet with building leadership teams. (Standard 1 & 3)

Purpose: Attending these meetings will be less about participating in the meetings, and more about seeing how the leadership teams function. I will be interested to find out what issues the team is addressing and determining if it is functioning at a high level. I will offer support and resources as needed.

Attend monthly conference and AEA superintendent's meetings. (Standard 3,5 and 6)

Purpose: Attending these meetings will help me to develop professionally, network with other Superintendents, and stay current on local, state, and national issues related to education.

Phase II: Entry

Timeline of Monthly Entry Plan Activities

I'm a great believer that any tool that enhances communication has profound effects in terms of how people can learn from each other, and how they can achieve the kind of freedoms that they're interested in.

~Bill Gates

September, 2014

Determine how communication and decision making will occur with the cabinet, establishing meeting protocols and systems designed to focus on increased student achievement and continuous improvement. (Standard 3)

Purpose: It is essential that the cabinet function purposefully, efficiently, and as a team. I will dedicate at least one entire meeting to establishing protocols, practices, meeting norms, and expectations. These norms, protocols, and expectations will be reviewed regularly. All cabinet meetings will begin with a review of the district vision and mission.

Assess current accountability measures and determine data to be collected, examined and analyzed at quarter, mid-year and end of year reviews; also examine quality control measures about the release of data. (Standard 3 & 5)

Purpose: Data drives most things that we do in schools. In order to not get "lost" in the vast amounts of data that are available it's important to review the types of data that will be collected and determine what will be analyzed, when it will be analyzed, and how the results will be used. We will also need to ensure that data is being used and handled in a legal and ethical manner.

Review process for Open Enrollment. (Standard 3 & 5)

Purpose: Meet with those who have worked with open enrollment in the past. Review board policies and district practices, processes, and procedures related to open enrollment. Determine what authority I have related to open enrollment and what authority is specifically designated to the Board.

September 15- Finalize and Upload C-PLAN and CAR. (Standard 3 & 5)

Action Item: Who has been responsible for developing, writing, and submitting the C-PLAN? Should we continue to use past district practices, or does this process need to be re-evaluated?

September 24- Attend ISFLC New Superintendent's Conference. (Standard 3, 5 & 6)

Purpose: Professional development and networking.

Phase II: Entry

Timeline of Monthly Entry Plan Activities

October, 2014

Snow days – talk with area superintendents and district’s transportation director to create partnership. (Standard 3)

Purpose: Safety is everyone’s top priority. It’s essential to have processes and procedures in place to determine how late starts, early dismissals, and snow days will be determined. Having a network of people who can provide timely information about road conditions and changing weather conditions will assist in making informed and prudent decisions.

Oct. 1 - Certified Enrollment Count Day. (Standard 5)

Action Item: What has been past practice for submitting this information? I will need to review the process and determine if the protocol needs to be changed.

Oct. 15 - Certified Enrollment Report due to the State. (Standard 5)

Action Item: What has been past practice for submitting this information? I will need to review the process and determine if the protocol needs to be changed.

November, 2014

Hold open forums with teachers, staff, district leaders, parents and students for personal communication about critical issues. (Standard 1, 2, 4 & 6)

Purpose: Be proactive in communicating with stakeholder groups. These meetings may look different for each group (coffee with parents, lunch with staff members, visiting student home rooms, etc.) but the purpose will be the same...to review district progress related to current goals, assess effectiveness, and gather input from the group. Listening during these meetings to get the pulse of the district is important. I will use data collected during these visits to assess our communication plan and evaluate the effectiveness of our district-level initiatives in affecting change at the building and classroom level.

Nov. 1 - Special Education Enrollment Count. (Standard 5)

Action Item: Who is responsible for collecting this information? What has been past practice for submitting this information? I will need to review the process and determine if the protocol needs to be changed.

November 19-20 Attend IASB Fall Conference. (Standard 3, 5 & 6)

Purpose: Professional development and networking.

Phase II: Entry

Timeline of Monthly Entry Plan Activities

December, 2014

Evaluate the effectiveness of the entry plan to date. (Standards 1, 2, 3)

Purpose: An effective entry plan must be flexible and fluid. There will likely be things that go very well and there will very likely be strategies and/or activities that are not as effective. After my first six months as Superintendent I will review the plan, assess it's effectiveness, share the results with the Board, and make any necessary adjustments to ensure that my transition is smooth, effective, and meaningful.

Collect evidence in regards to district goals (revisit strategic plan). (Standard 1, 2 & 3)

Purpose: Just as the entry plan will need to be revisited and assessed for effectiveness, district goals must also be assessed. December is a good time to collect some data and assess whether or not we are making progress towards our goals. If we are making progress and on target to meet our goals we will continue with what we are going. If we are not making adequate progress we will make adjustments and determine when we need to re-assess again.

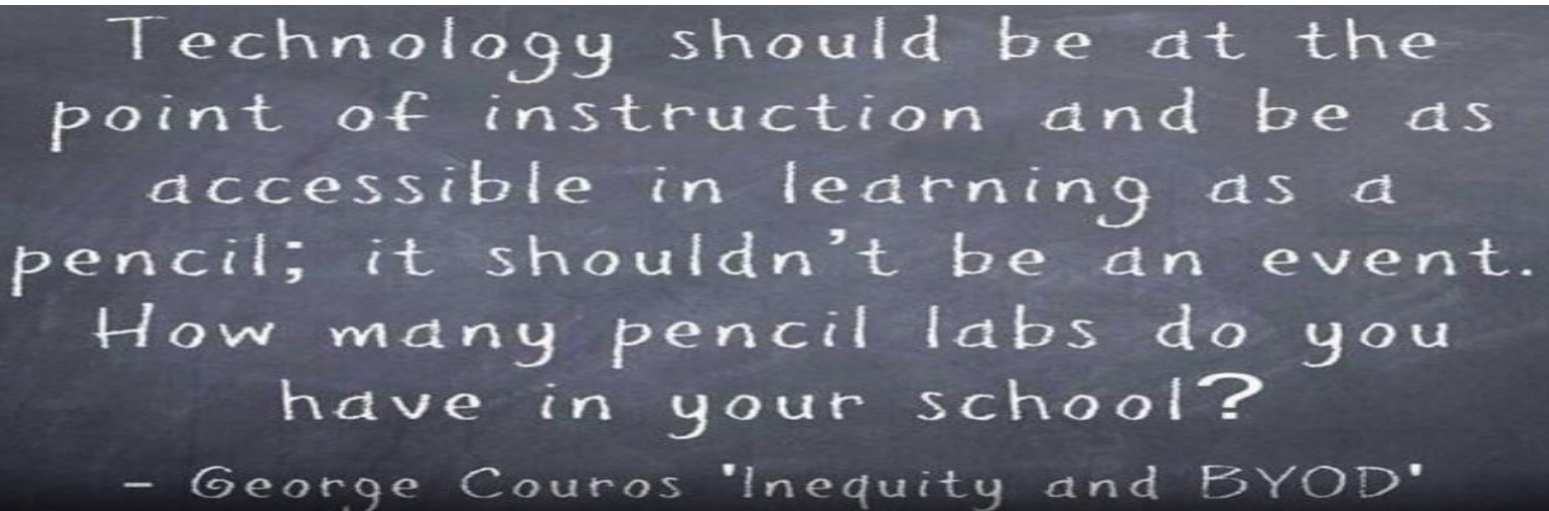
December 17-18 Attend ISFLC Conference. (Standard 3, 5 & 6)

Purpose: Professional development and networking.

January, 2015

Assessed Valuations received from County auditors and budget forms received from the Iowa Department of Management. (Standard 3)

Action Item: Review these documents with the Executive Director of Business Services. Determine the implications these documents have for the district. Proceed as necessary.



Technology should be at the point of instruction and be as accessible in learning as a pencil; it shouldn't be an event. How many pencil labs do you have in your school?
- George Couros 'Inequity and BYOD'

Phase II: Entry

Timeline of Monthly Entry Plan Activities

February, 2014

Superintendent and CFO Prepare Preliminary Budget. (Standard 3)

Purpose: Meet budget deadlines. Ensure district continues to be in good financial health. Align allocation of resources with district vision, mission, and goals.

February 19-20 Attend ISFLC conference. (Standard 3, 5 & 6)

Purpose: Professional development and networking.

Attend ISFIS Budget Workshop. (Standard 3, 5 & 6)

Purpose: Professional development and networking.

March, 2014

Board of Education sets the budget hearing date for April 14, 2014 and received preliminary review of the proposed budget from Superintendent and CFO. (Standard 3)

Attend ISFIS Budget Workshop. (Standard 3, 5 & 6)

Purpose: Professional development and networking.



Phase II: Entry

Timeline of Monthly Entry Plan Activities

April, 2014

April 14 - Board of Education conducts a public hearing to certify the Budget. (Standard 3)

Action Item: I visit with board members to discuss how these meetings have gone in the past. Do we have a large crowd for the hearing? What questions typically get asked? Review previous meeting minutes. Plan how the hearing will be conducted with board members prior to the meeting.

April 15 - Deadline to certify the budget. (Standard 3)

Action Item: Work with Executive Director of Business Services to ensure that they deadline is met.

April 18 - Regular board meeting conducted and date is set for budget amendment hearing, if necessary. (Standard 3)

Create a “State of the State”. (Standard 1)

Purpose: It will be important to share the data that I have collected and the conclusions that I have drawn from stakeholder meetings as part of the entry plan. Students, staff, parents, and community members will need to see something happen as a result of the meetings, discussions, and other activities in the entry plan. This “State of the State” can be shared by speaking to groups in different venues, including a written version in the district newsletter, and posting on the website. This communication will include goals and an action plan.

Create a district-wide employee engagement survey to gain a comprehensive picture of district culture and morale. (Standard 4 & 6)

Purpose: Some employees will not take advantage of the opportunity to meet with me and share their thoughts about the district. Even those who do meet with me may not share things face-to-face that they might share in a survey. The results of this survey will be reviewed by the administrative team and will be used as one data point as we begin to set goals and plan for the 2015-16 school year.

Great principals know the bottom line is to build the professional capital of their teachers to enhance student learning.

~Michael Fullan

Phase II: Entry

Timeline of Monthly Entry Plan Activities

May, 2014

May 27 - Board of Education conducts its budget amendment hearing and amendment documents are sent to the county auditor, if necessary. (Standard 3)

June, 2014

Review effectiveness of entry plan. (Standards 1, 2, 3)

Purpose: Although the initial timeline for this plan is one year it will be important to review the effectiveness of this plan to determine if all of my goals were met. If portions of the plan were not executed to my satisfaction, or the Board's satisfaction, I will create an action plan to address that portion of the plan.

Attend ISFIC Conference. (Standard 3, 5 & 6)

Purpose: Professional development and networking.

Spring BEDS due. (Standard 3 & 5)

Action Item: Who is responsible for collecting this information, completing the reports, and submitting them to the state? Have past district practices been effective, or do we need to consider changing the process?

"We plan. We develop. We deliver. We assess and evaluate the results of the assessment. We revise, deliver the revised material, and assess and evaluate again. Perfection is always just out of reach; but continually striving for perfection contributes to keeping both our instruction fresh and our interest in teaching piqued."

-E.S. Grassian

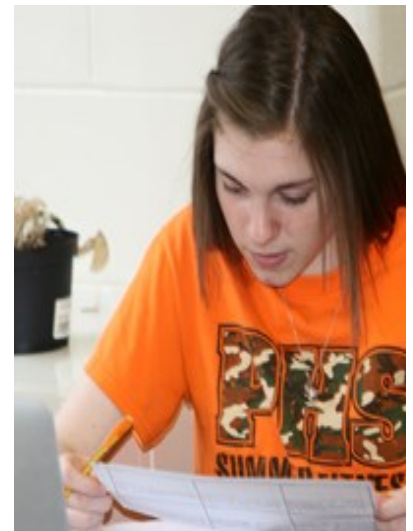
Phase III: Development of Next Steps

(begins July, 2015)

After completing phase I and II of the plan I will work with the Board of Education to identify next steps in our efforts to promote school improvement, increase student achievement, and eliminate achievement gaps.

I will:

- Present a final report to the Board which will outline the district's current strengths and opportunities for improvement.
- Work with the Board to find ways to build on our strengths and address opportunities for growth.
- Create a systemic and strategic plan for the district in collaboration with the Board and school district leaders.
- Collaborate with students, staff, administrators, families, community leaders, and all stakeholder groups in an effort to generate excitement and momentum for our school improvement plan.
- Implement the plan.
- Assess and evaluate the effectiveness of the plan. Determine if the plan has positively impacted student achievement and eliminated achievement gaps.



“Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline.”

— Jim Collins

