



Hamilton School District Superintendent Entry Plan

*Taking the LEAP:
Learning. Evolving. Achieving. Progressing.*

Dr. Paul Mielke

Entry Plan Overview

Effective executive leadership transition is a critical step to success. This entry plan sets activities to guide my transition into the role of Superintendent of the Hamilton school community. It is my intent to listen and learn as much as possible about the district. Throughout the first 100 days, the entry plan has been used as a guide to focus on collecting, analyzing and synthesizing information from stakeholders within and outside the organization. These activities will continue to enable me to gather information about the school community and its organization; discuss a strong community presence; assess the district's strengths, identify critical issues, attack areas of immediate concern, build upon staff strengths, and to create a network of contacts and resources that will assist in improving the school district.

Entry Plan Goals

The entry plan addresses the following goals:

1. Create a smooth and successful transition into the role of superintendent.
2. Begin/continue the process of creating a trusting environment that is built on collaboration, transparency, visibility and approachability.
3. Gain a thorough and deep understanding of the Hamilton community by evaluating the history, community norms, traditions and expectations of the various stakeholder groups.
4. Review and assess organizational structure, culture/climate, teaching and learning, operational systems, business and budgeting systems, performance appraisals, and key work processes and practices in order to ensure alignment of resources to meet the needs of all students.
5. Assess the strengths, weaknesses, opportunities and threats affecting the Hamilton School District.

Process

It is imperative to understand the perspective of as many stakeholders as possible. Only through active listening is it possible to gather information regarding the needs and desires of individuals and the district as a whole. To reach the discussed goals of the entry plan, the following process will be used:

- Listen:** Spend time with students, teachers, parents, administrators, support staff, community and business members to hear about significant accomplishments and greatest challenges.
- Learn:** Analyze and study student achievement data and other performance data. Review and evaluate existing district policies.
- Share:** Help the community get to know me by sharing my educational philosophies and core values. I will strive to present a positive tone and responsive nature.

- Build:** Discuss strong working relationships and build rapport with the Board of Education, employees, community and local leaders.
- Plan:** Review and report findings to the School Board in order to assist in creating direction for future success.

Data Collection Methods

The following collection methods will be used to gather information:

1. Individual interviews / dialog
2. Focus group interviews / dialog
3. Surveys
4. Site visits
5. Document analysis

Information from the following stakeholders and sources will be used to gather information and to perform an internal audit of the current organization:

Internal Stakeholders

| | | |
|-------------------------------|-----------------------------------|------------------------------|
| Board Members | Campus Staff | Booster Clubs |
| District Adm. / Support Staff | Teachers (select group by campus) | Coaches and Sponsors |
| Principals | Students (select group by campus) | Maintenance and Trans. Dept. |
| Assistant Principals | Administrative Support Staff | Food Service |
| Counselors | Parents | District Legal Counsel |

External Stakeholders

| | | |
|---|-----------------------------------|-------------------------|
| Elected officials/Municipal Administration | Media Representatives | Not for Profit Leaders |
| Religious Leaders | Realtors | Business Owners/Leaders |
| Chamber of Commerce, Hamilton Education Foundation, Rotary Club (this is not a comprehensive list, other groups will continue to be identified) | Students (select group by campus) | Community Members |

Document Review and Analysis

| Teaching and Learning | Human Resources | Communication | Finance & Operations |
|----------------------------------|---|--|---|
| District School Site Plans | Employee Handbooks | Communication Plan | All Budget Documents (2011-2016) |
| District and School Report Cards | Job Descriptions | District's Safety and Crisis Plan | Technology Plan |
| Professional Development Plan | Any Department Evaluation Reports (2011-2016) | Board Policy and Board Operating Procedures | City Growth Trends, Census Data |
| Curriculum Alignment | Administrative Evaluations | Board Minutes (2011-2016) Board Reports (2011-2016) | Facility Studies, Efficiency Studies, Operational Audits, (2011-2016) |
| Assessment practices | | Internal Board Weekly Updates (2011-2016) | Legal Proceedings, Past and Current (2011-2016) |
| | | Media Reports (2011-2016) | Audit Reports |

| OBJECTIVES | | Strategies / Deadlines | Progress |
|-------------------|--|--|--|
| 1 | To become acquainted with programs and build relationships with staff and students at each school site. | Meet and Greets at each school by June 1 Weekly school visits, ongoing through first school year | <input type="checkbox"/> Completed at all schools |
| 2 | To identify strengths and weaknesses of educational programs at each school site. | | |
| 3 | To build relationships with all members of the Board of Education and gain their perspective of the District's strengths and challenges and develop Board/Superintendent goals for 2016-17. | One hour individual meetings w/Board Members, July 30 Review progress of Entry Plan at 3, 6, 12 months, ongoing | <input type="checkbox"/> Completed (Sept. 7 – new board member) |
| 4 | To determine effectiveness of school programs as related to student outcomes. | Review standardized test results, June 1 Review recent / future plans for staff and curriculum development, June 1 | <input type="checkbox"/> Completed (August, results released in August) |
| 5 | To build relationships with each administrator/director/supervisor in the district and to discuss their expectations of the superintendent and for the superintendent to discuss expectations of the individual administrator/director/supervisor. | Individual meetings with individual administrators, directors, supervisors. See objective 5 below for complete list, July 15 Create Administrative Retreat to meet needs based on outcome of individual meetings. July 29 | <input type="checkbox"/> Completed (July 25) <input type="checkbox"/> Completed (July 20) |
| 6 | To become familiar with district level planning, policy, handbook and regulation documents. | Review all current planning documents, June 15 Review all district policies Review all district handbooks | <input type="checkbox"/> Completed (June 13) |
| 7 | To become familiar with current or potential “key communicators” and representatives of important school supporters and community organizations. | Individual meetings with key communicators. See objective 7 below for complete list, ongoing | <input type="checkbox"/> Met with village officials <input type="checkbox"/> Member of Rotary <input type="checkbox"/> Attended Chamber Events <input type="checkbox"/> Member of HEF Board |
| 8 | To communicate to the entire staff a collective vision for the district and the changes necessary to accomplish objectives. | Summer staff mailing, Aug. 5 Weekly District updates for staff, ongoing | <input type="checkbox"/> Completed (Aug. 5) <input type="checkbox"/> Ongoing |
| 9 | To build relationships with president of teacher union to establish a positive and respectful working relationship. | Review all negotiated contracts, July 19 Meet with Teacher Union Representative | <input type="checkbox"/> Completed <input type="checkbox"/> Met with Teacher Union Rep in June |
| 10 | To become familiar with school attendance zones and neighborhoods in the district. | Complete driving tour of district, Aug. 15 | <input type="checkbox"/> Completed (Aug. 1) |
| 11 | To become better acquainted with the goals and objectives of the district's parent organizations. | Meet with officers and building reps, Oct. 1 | <input type="checkbox"/> Completed (District Parent Meeting-monthly) |
| 12 | To become familiar with the quality of athletic teams/music/co-curricular groups, the conduct of coaches/directors, and the extent of student and parent participation in attending events. | Attend events regularly, ongoing | <input type="checkbox"/> Ongoing |

Paul Mielke Entry Plan **Quick Summary of Objectives and Strategies**

| | OBJECTIVES | Strategies / Deadlines | Progress |
|----|--|--|---|
| 13 | To build relationships with support staff. | Meet with all groups in a large group setting, Oct. 1 | <input type="checkbox"/> Visited Dairyland- (Aug. 31) |
| 14 | To discuss working relationship with the administrative team; to develop a vehicle for clarifying issues, and discussing administrative procedures and regulations, to improve two-way communication, to provide direction for operations of schools, etc. | Discuss regular weekly meeting, July 12 Review current communication practices Discuss regular “One on One Meetings” with all Principals throughout school year | <input type="checkbox"/> Completed (July 12) <input type="checkbox"/> Completed (July 20) <input type="checkbox"/> In progress, all meeting times scheduled (Aug. 15) <input type="checkbox"/> First “One-on-One” completed with all Principals (Sept. 22) |
| 15 | To review all litigation cases confronting the district. | Meet with school attorney, July 12 | <input type="checkbox"/> Completed (June 3) |
| 16 | To build relationships with the leadership/ representatives of select secondary student organizations. | Meet with secondary student groups, ongoing | <input type="checkbox"/> Completed (Nov 16) |
| 17 | To provide orientation for all realtors in the district as to strengths of the school program while gathering their perspective on the school program to encourage their clients to enroll in our public schools. | Breakfast meeting, Nov. 1 | <input type="checkbox"/> Met with local realtor to help plan event (Nov 8) <input type="checkbox"/> Planning in progress, based on recommendations from realtor and delay in release of State Report Card, moved to January |
| 18 | To build relationships with local college officials for the purpose of better preparing students for future options. | Collaborative interactions, Nov. 1 | <input type="checkbox"/> Selected to be Board Member of Carroll College President Advisory Council (June 15) <input type="checkbox"/> Selected to be a Board member of WCTC –Early College Opportunities (Sept. 22) |
| 19 | To gain a better understanding of the complete financial outlook of the district. | Review previous 5 years of financial reports, procedures, contracts with Bryan Ruud, ASAP Review short and long range planning with Bryan Ruud, ASAP Review previous referendums | <input type="checkbox"/> Completed (July 8) <input type="checkbox"/> Completed (July 8) <input type="checkbox"/> Investigating potential referendum requirements (Sept. 20) |
| 20 | To gain a better understanding of current status and progress of the District’s Strategic Plan | Hold Strategic Plan review session, ASAP Meet with Tactic leaders Oversee new Tactics for school year Oversee process for development of new District Strategic Plan | <input type="checkbox"/> Completed (July 25) <input type="checkbox"/> Completed (July 25) <input type="checkbox"/> In progress, on going <input type="checkbox"/> Beginning in Oct. |

Objectives and Procedures

OBJECTIVE 1: To become acquainted with programs and build relationships with staff and students and at each school site.

OBJECTIVE 2: To identify strengths and weaknesses of educational programs at each school site.

Procedure for Objectives 1 and 2

Visit each school site. It is expected that the superintendent will make a minimum of 5 visits to each school between September 1 and December 31, 2016.

Superintendent will meet with Principals in “One on One” meetings on a regular basis. Superintendent will then briefly observe teachers and students in selected classrooms as time permits.

OBJECTIVE 3: To build relationships with all members of the Board of Education and gain their perspective of the District’s strengths and challenges.

Procedure for Objective 3

Conduct individual one-hour meetings with each Board member. Regularly review progress and observations stemming from the Entry Plan process. Provide the Board with a written status report on the Entry Plan results at three months, six months and twelve months.

OBJECTIVE 4: To determine effectiveness of school programs as related to student outcomes.

Procedure for Objective 4

Review all standardized test results and recent student achievement data. Review all recent and future plans for staff/curriculum development. Meet with Instructional Services.

OBJECTIVE 5: To build relationships with each administrator/director/supervisor in the district and to discuss their expectations of the superintendent and for the superintendent to discuss expectations of the individual administrator/director/supervisor.

Procedure for Objective 5

Superintendent will arrange a one-hour conference by August 1 with each of the following. (Job descriptions, responsibilities, and performance evaluation will be primary topics of discussion):

- Assistant Superintendent-Business Services – **(list name)**
- Instructional Services Supervisor— **(list name)**
- Special Services Supervisor— **(list name)**
- Human Resources / Organizational Development Director— **(list name)**
- Information Technology Director— **(list name)**
- Buildings and Grounds Manager— **(list name)**
- Principals
 - Willow Springs Early Childhood— **(list name)**
 - Lannon Elementary —**(list name)**
 - Maple Avenue Elementary —**(list name)**
 - Marcy Elementary — **(list name)**
 - Woodside Elementary — **(list name)**
 - Templeton Middle School —**(list name)**
 - Hamilton High School—**(list name)**
- Athletic and Activities Director / Dean of Students—**(list name)**
- Transportation—**(list name)**
- Food Service Manager —**(list name)**
- Fine Arts Center Coordinator— **(list name)**
- Public Information Coordinator—**(list name)**

OBJECTIVE 6: To become familiar with district level planning, policy, handbook and regulation documents.

Procedure for Objective 6

Review all current strategic planning documents and initiatives. Review all district policies, handbooks, etc.

OBJECTIVE 7: To become familiar with current or potential “key communicators” and representatives of important school supporters and community organizations.

Procedure for Objective 7

Meet individually and/or in small groups with each key community representative or group. They may include, but are not limited to the following:

- Local government officials
- Clergy
- Chamber of Commerce members
- Rotary
- Editors of the local newspapers
- Parent Organizations at each school
- Hamilton Education Foundation
- Booster Clubs

OBJECTIVE 8: To communicate to the entire staff our vision for the district and the changes necessary to accomplish certain objectives.

Procedure for Objective 8

Send a letter to all staff during the month of August in preparation for school in September. Address the entire staff on an in-service day in August. **Highlight what is NOT going to change as well as the District’s next steps.**

Also, distribute regular communication regarding district initiatives and programs, BOE meetings outcomes and district celebrations.

OBJECTIVE 9: To build relationships with presidents of the teacher union to establish a positive and respectful working relationship.

Procedure for Objective 9

Review each negotiated contract. Discuss one-hour meetings with president of teacher union before October.

OBJECTIVE 10: To become familiar with school attendance zones and neighborhoods in the district.

Procedure for Objective 10

Accompany Assistant Superintendent Bryan Ruud on a driving tour of the district. Focus on new housing developments and current school properties that are currently undeveloped.

OBJECTIVE 11: To become better acquainted with the goals and objectives of the district's parent organizations.

Procedure for Objective 11

Meet with the parent organization officers and building representatives.

OBJECTIVE 12: To become familiar with the quality of athletic teams/music/co-curricular groups, the conduct of coaches/directors, and the extent of student and parent participation in attending events.

Procedure for Objective 12

Throughout the school year, attend events representing various district groups and activities. Attention will be given to different levels, boys' and girls' teams, sport seasons, and venues. Meet with directors/chairpersons (e.g., music, etc.)

OBJECTIVE 13: To build relationships with support staff (e.g., custodial, food service, paraprofessionals, drivers, etc.) and discuss the superintendent's expectations for their responsibilities.

Procedure for Objective 13

Schedule meetings with all of the aforementioned groups as needed.

OBJECTIVE 14: To discuss working relationship with the administrative team to develop a vehicle for clarifying issues, to discuss administrative procedures and regulations, to improve two-way communication, and to provide direction for operations of schools, etc.

Procedure for Objective 14

Conduct a regularly scheduled two-hour (maximum) meeting every week for the district administrative team.

Conduct regular "One on One" meetings with administrators during the school year.

OBJECTIVE 15: To review all litigation cases confronting the district.

Procedure for Objective 15

Arrange a meeting with school attorney(s) for review and updates before September.

OBJECTIVE 16: To build relationships with the leadership/ representatives of a variety of secondary student organizations.

Procedure for Objective 16

Meet with a variety of secondary student groups.

OBJECTIVE 17: To provide orientation for all realtors in the district as to strengths of the school program while gathering their perspective on the school program to encourage their clients to enroll in the Hamilton School District.

Procedure for Objective 17

Host a continental breakfast for area realtors. Prepare a package of school information, including educational programs, and respond to questions. This meeting will be scheduled prior to November.

OBJECTIVE 18: To build relationships with local college officials for the purpose of better preparing students for future options.

Procedure for Objective 18

Review all articulation agreements. Collaborate with local college and technical college officials to discuss ways and means by which our organizations can continue to work together to prepare students for future options.

OBJECTIVE 19: To gain a better understanding of the complete financial outlook of the district.

Procedure for Objective 19

Review budgets for the past five years with the Assistant Superintendent for Business Services.

- Analyze financial reports
- Review cash handling procedures
- Review all supplier contracts
- Review investment procedures
- Determine effectiveness of present procedures for budget development
- Review short and long range planning as it relates to the District's finances

OBJECTIVE 20: To gain a better understanding of current status and progress of the District's Strategic Plan.

Procedure for Objective 20

Hold Strategic Plan review sessions with tactic leaders and appropriate district personnel.

Interview Questions

Administrative Staff

1. Please give a brief autobiographical sketch of yourself? How many years have you been in education? Why education? Why administration? Why at Hamilton?
2. What Central Office (Building level) tasks are yours alone? What tasks do you share with other District Administrators? Are there areas where role responsibilities are unclear?
3. What are the key issues you are currently working on? Why? How did this come to be an issue (history)? What are you doing and who are you involving to resolve this issue?
4. What are the three top issues you feel the District must face? Why are they important? What should I know and remember about these issues?
5. What do you wish to change in this District? What do you hope to preserve?
6. Describe the kind of leadership you wish to see in the future from me.
7. How do you think the Administrative Team functions as a group? How, if appropriate, would you like to see it improve?
8. What are your future areas for growth as an administrator? Where do you see yourself in five years? How can I assist you in your growth?
9. What advice would you like to give to me as the new Superintendent?

Interview Questions

Union Leadership

1. Please give me a brief autobiographical sketch of yourself. How long have you been employed at this school district? Why did you seek a position here?
2. Why did you become active in your association?
3. What are your general impressions of this district?
4. What are the three top issues you feel the District must face? Why are they important? What should I know and remember about these issues?
5. What is the history of the relationship between the Association and the Superintendent and Board of Education? Would you like to see it change in anyway? How?
6. Would you like that leadership to remain the same or change? How?
7. What advice would you like to give to me as the new Superintendent?

Interview Questions

Board of Education / Parents and Community Members

1. Please give me a very brief autobiographical sketch of yourself. How long have you lived in this school district? Do you have children or grandchildren attending our schools? Is there any information about you or your family that you would like to share?
2. What are your general impressions about our District?
3. What is the greatest strength or asset of the District?
4. What do you want to preserve in our schools? What do you want to change? Why?
5. What are the three top issues you feel the District must face? Why are they important? What should I know and remember about these issues?
6. Describe the kind of leadership you wish to see in the future from me.
7. Do residents believe they receive good value and quality education for their tax dollars? If yes, why? If no, why not?
8. What do you expect from the Superintendent?

Interview Questions

Students

1. Tell me about yourself. What do you enjoy doing? How long have you been a student at our school district?
2. If you were talking to a visitor at our school district, what would you tell that person?
3. What programs do you or your friends find helpful, interesting, and/or important?
4. On a typical day of school, what are your highlights?
5. What are the strengths of our district?
6. What do you think we can do to make improvements?
7. Describe the type of tests and assignments you are most frequently given.
8. Describe a typical Math class. Science? Social Studies? English?
9. Are there any programs that are not currently available for students that you feel would be beneficial? Which ones? Do we have programs that meet all different student interests?
10. What advice would you like to give to me as your new Superintendent?

Interview Questions

Local Business Leaders and Political Leaders

1. Please give a brief autobiographical sketch of yourself. How long have you lived in the district? How long have you been in business (politics) in this area?
2. What led you to have a business (be in politics) in this community?
3. How do you think we are doing as a school district in this community?
4. How can the school district benefit your goals in your business (office)?
5. How can you in your business (political office) benefit our schools?
6. What are the most important issues facing this community? What are you doing to resolve these issues? How do the schools fit into these issues?
8. What partnerships would you like to create between the schools and the community (chamber of commerce)?
9. How would you like to see me partner with you as a new Superintendent?
10. What advice would you like to give to me as the new Superintendent?