



Sun Prairie Area School District

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Sun Prairie Area School District

Superintendent's Entry Plan

Purpose

The purpose of an entry plan is to promptly establish a set of endorsed activities that will guide the Superintendent's transition. All district-level leadership transition is very important, but the transition of the Superintendent is of the highest importance in relation to Board expectations and relationships, team building, and operational and systems awareness to name a few. As much as this plan is designed for gaining understanding and assessing organizational competence, it is also designed to create a network of contacts and resources to assist in the work of supporting SPASD on its journey to be the premier school district in the state. The activities herein are submitted as a blueprint for entry; as with all blueprints, adjustments may have to be made as we progress with the project. This plan is not intended to be daunting to staff; however, the plan has been intentionally developed to acknowledge my areas of focus.

Essential Goals

Goal 1: Foster effective *District Governance* and positive and transparent board/superintendent relations to support relevant, engaging, and innovative learning experiences for students.

Goal 2: Investigate and promote *interdepartmental relations* at District Office and with building leadership by understanding institutional history, legacy structures, and department school goals.

Goal 3: Cultivate and harness public *Trust, Commitment, and Confidence* through open and sincere communication to support equity in programming and academic achievement.

Goal 4: Catalyze *Organizational Effectiveness* in support of dynamic student achievement and a positive and collaborative work environment by fully examining the 2015-2020 Strategic Plan.

Goal 5: Examine and advance a collaborative, enriching, and *purposeful District-Wide Climate* and cultivate a concentration on student achievement and elimination of achievement barriers.

Credits: This Entry Plan was modeled after a number of key resources, including entry plans from Jim Rickabaugh (retired Superintendent of Whitefish Bay), Dean Gorrell (Superintendent of Verona Area School District), and Heath Morrison (2012 AASA Superintendent of the Year).

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Goal 1: Foster effective *District Governance* and positive and transparent board/superintendent relations to support relevant, engaging, and innovative learning experiences for students.

ACTION	ACTIVITY SPONSOR	TIMELINE
Share entry plan for feedback, suggestions, and approval.	Board of Education	Pre-Entry
Schedule a meeting with Board President to discuss a format and agenda for two Board/Superintendent retreats, one in summer and one in October.	Brad Saron	Pre-Entry
Keep current on WASB support of regular professional development for the Board and the Superintendent. Encourage easy access to development.	Brad Saron	First Year
Establish meeting time with Board President for reviewing and constructing agendas.	Brad Saron	First 30 Days
Schedule individual meetings with each Board member for one-on-one conversations.	Brad Saron Board of Education	First 30 Days
Establish communication systems with the Board in the form of written communication, phone calls, and meetings.	Brad Saron	First 30 Days
Hold a Board of Education retreat to discuss communication protocols, roles and responsibilities, norms for best practice in governance (including Committee work), expectations for the first year, agenda setting, etc. Focus on shared values, organizational effectiveness, and Board development. Study Governance Models.	<i>Consultant</i> Board of Education Tom Weber Brad Saron	First 90 Days
Review the Board of Education calendar to assess for continuity of governance and the election cycle.	Board of Education Tom Weber Brad Saron	First 30 Days

Goal 2: Investigate and promote *interdepartmental relations* at District Office and with building leadership by understanding institutional history, legacy structures, and department school goals.

ACTION	ACTIVITY SPONSOR	TIMELINE
Review the instructional program, practices, curriculum, and support materials for evidence of effectiveness in improving student achievement, growth toward academic growth targets, and closing the gaps between student populations.	District Cabinet, TLE Team	First 90 Days
Review practices and processes in place for Operations and Continuous Improvement	District Cabinet, Operations and Continuous Improvement Team	First 90 Days
Review student data for all student populations.	Brad Saron	First 60 Days
Request briefings on district and school-building student data review procedures for all student populations.	Brad Saron	First 60 Days
Review dash-boarding strategies for each school and department in the district and meet with District Office staff and building-level staff to discuss results.	District Cabinet	First Year
Explore and assess continuous improvement programs appropriate for district-level, building-level, and teacher-level implementation.	Brad Saron	First Year
Review district programming for special populations, including students with disabilities, English Language Learners, students in the RTI system, and high performance learners.	District Cabinet and TLE Team	First 60 Days
Review and analyze the district's current evaluation systems for effectiveness and accountability.	District Cabinet	First 90 Days
Review the performance and success of technology integration (including the use of the Google Education Suite).	District Cabinet	First 90 Days
Assess the professional development plan for capacity in training principals, DO staff, teachers, support staff; determine the degree	District Cabinet	First 90 Days

to which it is embedded, differentiated, and data directed.		
Review all survey data, including District Services to Schools Survey, Employee Engagement Survey, Parental Satisfaction Survey, and Student Engagement Survey.	Brad Saron	First 90 Days
Review all previous strategic plans and preceding school improvement strategies.	District Cabinet	First 90 Days
Investigate and facilitate the creation of a set of standards of professional practice for the District Cabinet to put into operation during the 15-16 school year.	District Cabinet	First 60 Days

Goal 3: Cultivate and harness public *Trust, Commitment, and Confidence* through open and sincere communication to support equity in programming and academic achievement.

ACTION	ACTIVITY SPONSOR	TIMELINE
Develop and Retool District Parent Engagement Initiatives in support of open and sincere communication to support equity in programming and academic achievement.	Brad Saron, Communications Specialist (Sarah Heck)	First Year
Identify the region's and community's key corporations, businesses, foundations, not-for-profit philanthropic leaders, public safety leaders, college and university presidents, and meet with each for an initial listening and learning session. Establish a routine communication protocol with these groups.	Brad Saron	First 60 Days
Identify the community's churches/synagogues/mosques/congregations and meet with each for an initial listening and learning session. Establish a routine communication protocol with these groups.	Brad Saron	First 90 Days
Attend meetings of key organizations such as the Chamber of Commerce, service clubs, etc. for an initial listening session. Establish a communication protocol with these groups.	Brad Saron	First 90 Days
Schedule meetings with the Mayor, City Administrator, City Chief of Police and City Fire Chief for an initial listening and learning session. Establish routine meetings and communications with these offices.	Brad Saron	First 90 Days
Identify community media outlets, and establish a routine communication protocol for regular and urgent communications.	Brad Saron	First 60 Days
Schedule meetings with established parent organizations for initial listening and learning sessions (SCOs, African American Parent Network, Latino Parent Association, Hmong Parent Group. Establish routine communication with these organizations.	Brad Saron	First 90 Days
Schedule meetings with regional politicians, and establish routine communication with each office.	Brad Saron	First 60 Days
Schedule meetings with school-building	Brad Saron	First 30

leadership teams for initial listening and learning sessions. Establish routine meetings and communications with these organizations.		Days
<p>Assess the quality, quantity, and effectiveness of all existing forms of communication with the following stakeholders:</p> <ul style="list-style-type: none"> • Board • Parents • Teachers • Support Staff • Administrative Staff • Cultural Leaders/Stakeholders • Local, Regional Politicians (Municipalities) • Student Leaders • Business Leaders • Faith-based Leaders <p>Review data on Communication Surveys in 2014-15 to parents, community members and staff and status on development of District's Communications Plan.</p>	Brad Saron Communications Specialist (Sarah Heck)	First 60 Days
Schedule meetings with employee associations and employee leadership groups for initial learning sessions. Establish routine meetings and communications with these organizations.	Brad Saron	First 90 Days
Direct communication plan for information dissemination from the district office, including press releases and utilization of other social media.	Brad Saron Communications Specialist (Sarah Heck)	First 60 Days
Host listening and learning sessions for teachers and support staff by building for personal communication about critical issues facing the district.	Brad Saron	First 90 Days

Goal 4: Catalyze *Organizational Effectiveness* in support of dynamic student achievement and a positive and collaborative work environment by fully examining the 2015-2020 Strategic Plan.

ACTION	ACTIVITY SPONSOR	TIMELINE
Request briefing meetings to review all studies, reports, and audits by outside agencies.	Brad Saron	First 60 Days
Establish a schedule to meet with all key staff, and review personnel quality performance systems and current reviews.	Brad Saron	First 90 Days
Analyze centralized processes and decentralized processes. Determine what goals, expectations, and directives make up the "tight" side of the system and what "loose" areas of autonomy are in play.	Brad Saron	First Year
Research the current organizational model for effectiveness and maximize its support for student achievement and equity.	Brad Saron	First 90 Days
Review funding streams supporting district operations.	Brad Saron Director of Business and Finance (Phil Frei)	First 90 Days
Identify and hire any new team members on the administrative team.	Brad Saron	First 30 Days
Review the LC structure and organizational chart to determine focus on student achievement and for maximization of operational efficiency.	Brad Saron, District Cabinet	First Year
Review and research current compensation structures. Meet with district stakeholders to determine current procedures.		First 60 Days
Conduct retreat(s) with appropriate administrative staff to review the District's strategic plan, improvement plans, recent achievement data, and upcoming vacancies, and to discuss leadership team structures and practices.	Brad Saron, District Cabinet	First 90 Days

Goal 5: Examine and advance a collaborative, enriching, and *purposeful District-Wide Climate* and cultivate a concentration on student achievement and elimination of achievement barriers.

ACTION	ACTIVITY SPONSOR	TIMELINE
Identify key staff to assist with the transition within the organization.	Brad Saron	First 60 Days
Research standards, job descriptions, and practices of LC staff.	Brad Saron	First 60 Days
Establish scheduled meetings with Cabinet, LC, and other administrative groups.	Brad Saron	First 90 Days
Research and foster key celebrations and rituals at the district and building levels to acknowledge and honor teacher and staff accomplishment, above-and-beyond contributions, and exemplary performance and leadership. Include review of Employee Recognition Survey conducted in Spring of 2015.	Brad Saron	First Semester
Research and foster key celebrations and rituals at the district and building levels to acknowledge and honor student, parent, and volunteer accomplishment, above-and-beyond commitment, and exemplary leadership.	District Office Staff	First Year
Research and promote broad recognition of success in district publications and public meetings.	Brad Saron, Communication Specialist (Sarah Heck)	First Year
Research and implement a data-based continuous improvement model that puts a spotlight on student achievement, growth, and gaps.	Brad Saron, District Cabinet	First Year

