

Vineland School District

Superintendent's 90-Day Entry Plan

(July 1, 2013-September 30, 2013)

It is with great excitement, honor, and humility that I begin what I hope will be a very long and very fruitful tenure as your Superintendent. I feel truly fortunate to be joining a district and community where children are the common bond and where a passion for educating the whole child is embraced by all. I look forward to meeting you and working together to provide our students with an exceptional educational experience and to making Vineland School District a premier district in California.

I know that transitions can be challenging and uncomfortable. Transitions also can be exciting opportunities for growth and new beginnings. I am very proud of the district for the work that has been done. As your superintendent you can expect me to lead ethically, and with integrity and transparency. I believe the superintendent should be visible and involved, and I will work hard for the betterment of the district and the community and students we serve. In the coming weeks and months, I will be getting out to the schools, offices, and facilities to meet with you and hear your thoughts. I can't wait to get to know more about each one of you and I look forward to learning from all of you. Over our years together, we will learn how to improve opportunities and outcomes for all students and our community. We will look at our results, study our policies and programs and then determine how to make this great district even better so that every student achieves at the highest level and every parent is proud to say that their child attended our schools.

The transition activities outlined in this plan are designed to enable me to quickly and effectively listen to and learn from a wide range of people involved directly and indirectly with educating, supporting, and raising our students.

In closing, let me once again offer my thanks for the support I have received and invite the entire Vineland community to become an active partner in the education of our students.

Sincerely,

Dr. Matthew W. Ross
Superintendent
Vineland School District

In the process of becoming your superintendent, I shared with the Board of Trustees my philosophy, beliefs, and commitments. I want to share them again here.

MY LEADERSHIP PHILOSOPHY

I am a firm believer that true leadership is the ability to work with and through others to influence them to work enthusiastically toward the goals identified as being for the common good. To this end, leaders at all levels must identify and meet the legitimate needs of others so that they can accomplish their tasks and better serve others. I have come to realize that no matter what my talents are, I cannot go very far without other people. But combined with the talents, creativity and potential of others, the sky's the limit. This is true, not just for me, but for every member of our team. I have always sought to surround myself with the best talent I can find so that I can maximize the potential of the team, and therefore, myself. As leaders can be found at all levels of the district, I believe that my role is to empower others to become better at what they do, to achieve greater levels of skill and ability, and become better, more productive people in the process, which in the end will positively impact our students and community.

When working with and getting things done through people, there will always be two dynamics involved- the task and the relationship. Successful leadership, then, is accomplishing the task at hand, while building relationships. This, I believe, is accomplished by creating a healthy environment where both students and staff can grow and realize their full potential; by providing the necessary frameworks where high standards and clear expectations are set and people are held accountable for meeting those standards and expectations; and where everybody is treated as I would want to be treated.

MY MISSION

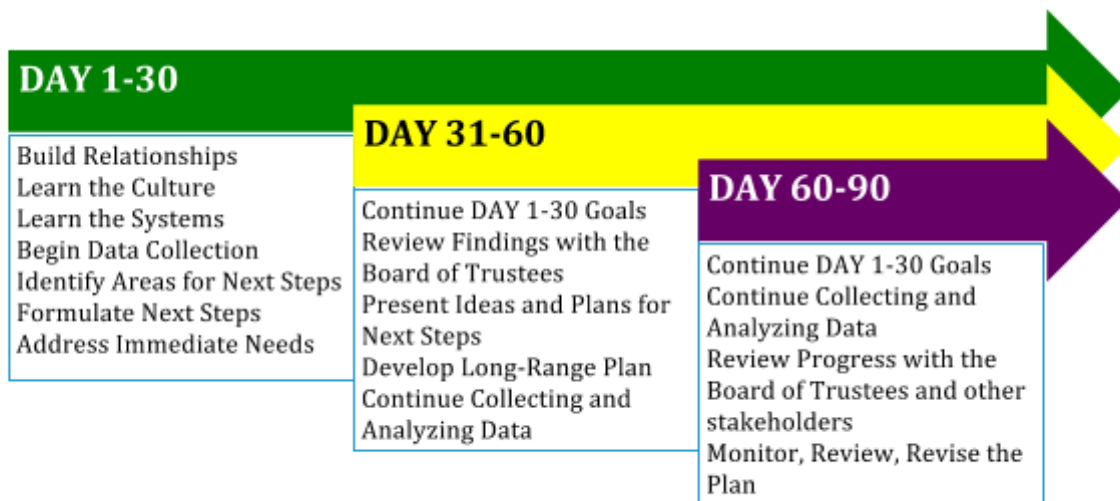
To create and maintain a collaborative and trusting environment for all stakeholders and to align the district's systems, structures, and efforts necessary for ensuring high quality learning experiences for every student.

MY VISION

Building on a strong foundation, the Vineland School District will serve as a model for small school districts around the state by increasing student achievement and authentic engagement through 21st Century classrooms. Highly effective teams of teachers, principals, and other support staff will lead every school. Decisions will be based on multiple data sets and driven by a desire for continuous improvement with a clear focus on success for every student. All students, staff, families, and community members will feel a sense of ownership for and connectedness to their schools. The district office staff will provide the schools with effective and timely technical assistance and operational support in preparing students for the future.

MY CORE BELIEF STATEMENTS

- The education of all students must be our primary focus.
- All students deserve the best educational opportunities period! Not just the best possible educational opportunities.
- Education is a collaborative effort among students, staff, family and community.
- All students can be high achieving, and achievement gaps can be eliminated.
- All students are entitled to highly effective teams of teachers and principals.
- Adult learning is necessary for increased student achievement.
- Transparency and openness serve as the basis for effective communication.
- Engaged parents and a supportive community serve as the cornerstone for the education of our students.
- Effective resource management, aligned with student achievement, results in a high performing organization.



Listening and Learning Sessions will dominate the early stages of this plan. These sessions will consist of numerous meetings with Board members, faculty and staff, parents and community members. It should be noted that the activities of this entry plan occur simultaneously with the responsibility for operations of the district.

Upon successful completion of this plan, I will report to the Board of Trustees a summary outlining my findings and recommendations. This will enable the Board/Superintendent to create, revise, and/or adjust the direction of the district and modify the district goals to be outlined in the strategic plan.

90-Day Entry Plan Goals

This entry plan sets five broad goals:

1. To focus organizational efforts and align resources highly effective teaching and learning opportunities for all teachers and students
2. To establish and promote highly effective district governance by building a trusting, productive, collaborative relationship with the Board of Trustees
3. To increase organizational effectiveness and efficiency in order to provide effective and timely technical assistance and operational support to the schools to ensure high level of performance
4. To establish a respectful, positive district culture centered on teaching and learning
5. To build public trust and confidence through open, honest communication and positive relationships

To accomplish these goals, I will do the following:

- **Listen-** I will spend time with students, teachers, parents, principals, school district administrators and other classified and confidential employees, community and business members, and state and local leaders, to hear about their proudest accomplishments and greatest challenges. This will help me better understand the surface and hidden culture of the district and community. In the process I will also ensure ongoing, open, clear and consistent communication with all stakeholders.
- **Learn-** I will analyze and study performance data and other student achievement data in order to determine an appropriate course of action for teaching and learning. Read and review existing district policies and implementation of reforms. Receive issue and policy briefings from district employees and education organizations. Assess the districts fiscal history, instructional programs and priorities, enrollment and attendance data, and any other data that is relevant. I will also endeavor to increase personal knowledge and understanding of the Vineland community culture, traditions, history, and expectations of the district. This will allow me to begin assessing the district's strengths and areas for growth and identify areas needing immediate focus and those requiring more long-range planning.

- **Share-** I will get to know the community better by sharing my leadership story and my educational philosophies and core values. I will strive to establish a positive, collaborative, and trusting tone.
- **Build-** I will establish strong working relationships and build rapport with the Board of Trustees, all employees, and the community, state and local leaders. This will also allow me to increase opportunities to promote the district image and advocate for the district within the community. This will allow me to facilitate understanding and ownership of our vision, mission and purpose as an organization dedicated to providing the best possible education for all children.
- **Plan-** I will review the current district plans with specific action steps to guide the work of the district and to prepare for the 2013-2014 school year, while establishing internal and external monitoring and evaluation protocols for instructional support. I will also address any immediate needs and plan for meeting the long-term needs.



90-DAY ENTRY PLAN	
STRATEGIES	INDICATORS
<p>Listening and Learning Sessions to develop an understanding of the district culture, strengths and areas of concern, and immediate and long-term needs</p>	<ul style="list-style-type: none"> ● Board of Trustees <ul style="list-style-type: none"> ○ Share entry plan for feedback, suggestions and guidance ○ Examine the current protocols and processes for addressing constituent services ○ Interview each Board member and establish regular meetings ○ Discuss expectations related to the Listening and Learning Sessions ○ Facilitate and collaboratively plan a Board meeting/retreat to discuss goals, expectations, protocols, and future strategic planning ○ Develop a process, structure and timeline to measure success of current plans and budgets for the district ○ Collaborate on a performance evaluation with objectives and indicators of success to be used to evaluate the superintendent and Board of Trustees ○ Meet regularly with the Board president and other members, as needed ● District Office Staff <ul style="list-style-type: none"> ○ Conduct a Listening and Learning Sessions with the District Office staff

- Conduct a follow-up meeting to review findings from the Listening and Learning Sessions
- Meet with district staff to develop a clear understanding of roles and priorities
- Schedule an informal reception for additional communication opportunities
- Review regular meeting schedule(s)
- Receive updates on current projects
- Review district plans
- Establish regularly scheduled meetings with select staff and set clear understanding of roles, responsibilities, expectations and systems for mutual accountability
- Review the current district office structure to determine focus on student achievement and maximizing operational efficiency
- Conduct an organizational audit to review alignment, coherence and efficiency of the current organizational structure
- Initiate plans to establish or review key metrics and service goals for each functional unit to ensure the performance of central office can be determined and measured in alignment with core function and support for student achievement
- 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
- Review processes and systems that guide the distribution of resources and ensure that the allocation of resources aligns with student needs
- Review district's safety and crisis communication plan and make any changes or adjustments needed
- Ensure all necessary plans and preparations are in place for an outstanding opening of schools; establish protocols for assessing effectiveness of the opening of schools
- Principals and School Site Teams
 - Conduct a Listening and Learning Sessions with the principals and school site staff
 - Conduct a follow-up meeting to review findings from the Listening and Learning Sessions
 - Schedule leadership/principal meetings
 - Be a visible presence at each school site
 - Establish a regular visitation schedule for each school site
 - Attend a variety of events at each school site
 - Review regular meeting schedule(s)
 - Receive updates on current projects

- Review school plans
- Ensure all necessary plans and preparations are in place for an outstanding opening of schools; establish protocols for assessing effectiveness of the opening of schools
- 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
- Review processes and systems that guide the distribution of resources and ensure that the allocation of resources aligns with student needs
- Employee Association Representatives
 - Conduct a Listening and Learning Sessions with representatives from both classified and certificated employee associations
 - Conduct a follow-up meeting to review findings from the Listening and Learning Sessions
 - Meet with a variety of staff to gain background knowledge on employee association/management relationships
 - Seek strategies for establishing positive, productive working relationships with each employee association
 - Ensure all necessary plans and preparations are in place for an outstanding opening of schools; establish protocols for assessing effectiveness of the opening of schools
- Family and Community Members
 - Conduct a Listening and Learning Sessions with family and community members
 - Conduct a follow-up meeting to review findings from the Listening and Learning Sessions
 - Meet with leaders of parent organizations and community members to establish critical communication channels and to gain support for the district's vision
 - Attend parent-teacher association meetings
 - Arrange a series of speaking engagements with local businesses, service clubs, and/or civic organizations, as appropriate
 - Meet with local elected leaders, county and city staff (including law enforcement).
- Kern County Superintendent of Schools
 - Conduct a Listening and Learning Tour with the District Office staff
 - Conduct a follow-up meeting to review findings from the Listening and Learning Tour
- Samples Listening and Learning Sessions Questions

	<ul style="list-style-type: none"> ○ What are the most positive aspects of the district, school, and/or department? ○ What are the biggest challenges the district, school, and/or department are facing or will face in the near future? ○ Why are the district, school, and/or department facing these challenges? ○ What are the most promising unexploited opportunities for growth? ○ What would need to happen for the district, school, and/or department to act upon these potential opportunities? ○ If you were me, what would you immediately focus on?
<p>Internal and external communication protocols</p>	<ul style="list-style-type: none"> ● Review, and revise if necessary, methods for internal communication: <ul style="list-style-type: none"> ○ Board members ○ Principals ○ Teachers ○ Support staff ○ District office staff ● Review, and revise if necessary, methods for external communication: <ul style="list-style-type: none"> ○ Families ○ Local business and community groups ○ KCSOS ○ Media
<p>Begin detailed data collection and review</p>	<ul style="list-style-type: none"> ● Student achievement data ● Instructional reform efforts and priorities <ul style="list-style-type: none"> ○ Local Education Agency Plan ○ Single Plan for Student Achievement ○ Title III Year 4 Action Plan ○ English Learner Master Plan ○ Technology Plan ○ Migrant Education Plan ○ Common Core Roll-out plan ● District fiscal status <ul style="list-style-type: none"> ○ Five year analysis ○ School and department budgets ○ Budget development and reporting process ○ Current and potential alternative funding sources ○ External audits, including recommendations for internal controls ● Student enrollment and attendance data ● Student discipline data ● District and school staffing data ● Seek input related to priorities and immediate needs

<p>Assess technical assistance and operational support for schools</p>	<ul style="list-style-type: none"> ● Assess cross-functional cooperation/relationships within the district ● Collaboratively develop a plan for providing technical assistance and operational support to each school site
<p>Planning for the future</p>	<ul style="list-style-type: none"> ● Provide periodic progress reports to the Board of Trustees, staff, and families/community using the following documents, reports, or other due-outs will be produced. <ul style="list-style-type: none"> ○ Comprehensive Educational Program Evaluation and Needs Assessment ○ District Metrics (Five-Year Comparison Study) ○ Schedule and Agenda for Board Retreat ○ Strategic Plan Development Protocols and Timelines ○ Staff Climate Survey ○ FCMAT Fiscal Health Survey ○ Schoolwide Educational Initiatives Progress Report ● Develop a plan to meet the immediate and long-term needs of the district. ● Implement the plan to meet the immediate and long-term needs of the district (strategic planning)