

**Haverhill Public Schools
Superintendent Margaret Marotta
Entry Plan**

To effectively ascertain what is working well in the district and where there might be opportunities for growth, transition activities are geared toward active listening and authentic engagement. The Superintendent will engage in a series of listening and learning sessions. The sessions will encompass numerous meetings with individual school committee members, principals and administrators, central office support staff, external leaders, professional associations, city officials and elected policy makers, college and university administrators, philanthropic partners, community-based organizations, as well as, student groups, parent groups, and community organizations with a particular focus on students and families.

Transition Goals

**Phase 1
March 30 – June 30, 2018**

| Goal 1.1 | Not Yet | In Progress | Completed |
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| Take advantage of early hire into the position by gathering documents and information that facilitate a smooth transition | | | |
| Review critical documents such as operating budget, union contractual bargaining agreements, student achievement data, organizational charts, policies & procedures, results of previous audits from finance, special educations, grants etc. | | | |
| Meet with school committee chair, vice-chair, and individual members | | | |
| Communicate with previous superintendent and interim superintendent, business manager, special education director, and human resources director to create a transition plan, identifying immediate priorities, and all upcoming central office and building based administrators hiring | | | |
| Execute a meet and greet in June inviting staff, administration, school committee and key city employees/stakeholders | | | |
| Attend School Committee Meetings and Budget Planning sessions | | | |
| Draft entry plan | | | |

Phase 2 Entry July 1 – November 30

| Goal 2.1 | Not Yet | In Progress | Completed |
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| To identify and analyze the critical issues in the HPS that represent both barriers and opportunities for accelerating the performance of all students | | | |
| Review various department project plans to understand how the superintendent can support the efforts | | | |
| Analyze the SY 18-19 budget | | | |

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| Review all state and federal grants to evaluate their purpose, timelines, and plans for sustainability | | | |
| Evaluate the number of students in danger of not graduating and assess interventions that have been provided to assist these students | | | |
| Review any pending legal matters with school counsel | | | |
| Review grade 3 reading data and hire a literacy supervisor and assemble task force to consider early literacy program options | | | |
| Review and verify district data for October 1 count, EPIMS, and other DESE reports | | | |
| Goal 2.2 Establish a positive working relationship with school committee, through the deeper understanding of their vision and priorities | Not Yet | In Progress | Completed |
| Share entry plan – seek feedback and suggestions | | | |
| Engage in individual and two-by-two meetings with Committee members to develop relationships, better understand school district, committee member aspirations | | | |
| Plan and execute a school committee retreat to gain clarity on communication protocols, roles and responsibilities, behavioral norms, interactions, expectations and goals for year 1, consider strategic planning process/retreat to develop a shared vision for the district | | | |
| Establish structure for responding to stakeholder concerns, and emergency communications | | | |

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| Goal 2.3 Create structures that support Teaching and Learning | Not Yet | In Progress | Completed |
| Establish an HPS Instructional Leadership Team to discuss achievement data; instructional program alignment to standards; capacity of short- and long-term professional development plans to meet the training needs of principals, teachers, support staff, and central office staff | | | |
| Explore how HPS monitors data to ensure all PreK-12 students are performing at or above grade level and are receiving appropriate, targeted interventions | | | |
| Host “listening and learning” forums for staff to attend along with hosting focus groups for students | | | |
| Establish an ongoing meeting with union/association leadership to understand structure, deepen instructional focus, content and working relationships | | | |
| Meet with all principals & central office staff and to develop relationships and hear hopes, concerns, listen and learn | | | |
| Facilitate leadership & operational retreats with the Leadership Team to develop trust by outlining norms, role clarity, responsibilities, expectations | | | |

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| Establish a routine meeting with leads of the major operational departments (Business Services/Finance, Human Resources, Facilities, Student Support Services, Transportation, and Instructional Technology) to align practices and expectations | | | |
| Site visits at all schools/programs: conduct individual meetings with all principals and with school teams to obtain perspectives on the District and Schools' strengths and opportunities for growth | | | |
| Establish a Management Team comprised of key department heads to lead the district's operational and instructional planning and execution. | | | |
| Goal 2.4 Strengthen family and community engagement and enhance communication | Not Yet | In Progress | Completed |
| Meet with key community leaders, including those from local service organizations and businesses, faith-based organizations, Chambers of Commerce, police and fire chief along with arranging to meet the mayor, the city council, and state legislators | | | |
| Conduct a review of processes, practices, structures, and outreach to the entire community | | | |
| Host a series of regional "listening and learning" forums for all families and community members to attend | | | |
| Attend a variety of existing meetings and events in the community | | | |

A variety of resources were used in developing this plan. Many of the ideas came from *Leveraged Leadership* by Paul Bambrick-Santoyo, *So You're the Superintendent Now* by John Eller, Howard Carson/Dr. Greg Baker's *Plan of Entry for Bellingham Public Schools*, and Dr. Tammy Campbell's *Entry Plan to for the Federal Way Public Schools*.