

**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
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 education, 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
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			

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			

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			

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*.