



ENTRY PLAN – JULY 2016

Superintendent of Schools
Dr. Robin L. Felty



MANHEIM TOWNSHIP SCHOOL DISTRICT

Mission: Nurture and challenge for success

An effective executive leadership transition is a critical component to success. This entry plan reflects my deliberate, reflective process for gaining a deep understanding of the educational landscape of the district. Outlined key goals and activities comprise a 150-day time frame. This framework allows time for listening and learning, sharing, studying, collaborating and building relationships, planning and prioritizing, and evaluating and communicating the implementation plan (via established annual performance goals) and measures of progress.

Entering the superintendency with a learning attitude, a growth and “student first” mindset, and a strong commitment to the district’s shared vision for continuous improvement, allows for the promotion of collective accountability and movement toward educational excellence.

• • • • •





Goals for Entry Plan

Listening & Learning is key to gaining the deep understanding of our educational landscape!

- **Listen & Learn:** Dialogue with vast array of internal & external stakeholder groups; visit school sites, district events, community events; structure entry plan meetings to involve needs assessment.
- **Share:** Share my passion for education, leadership story, educational philosophy and beliefs, and district's vision.
- **Study:** Review history of district, multiple measures of data, demographics, district's services, and budget; study Comprehensive Plan and district initiatives to help identify priorities.
- **Collaborate & Build Relationships:** Make personal connections – learn about their values, traditions, and hopes for the students and district; build relational capital.
- **Plan & Prioritize:** Collaboratively develop and communicate goals and the prioritized plan to address them.
- **Evaluate & Communicate Progress:** Assess progress with prioritized plan

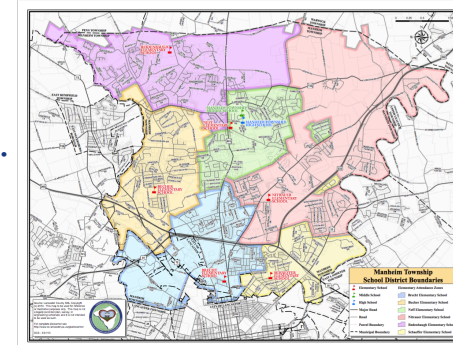


First 120 days (Phase I): “Listen & Learn”

“The beginning is the most important part of the work.” Plato

July - October 2016

- Meet individually with all School Board members.
- Facilitate interviews and meetings with internal & external stakeholders.
- Conduct site visits of schools and facilities.
- Facilitate document review and analysis (Comprehensive Plan, Board policies, Board meeting minutes and reports, audit reports, legal proceedings, district and school data, facility studies, job descriptions & organizational charts, curriculum, etc.).
- Review district budget, district operating procedures, etc.
- Attend district, school, and local community events.
- Build relationships with internal and external stakeholders.
- Be visible in schools to staff and students.
- Tour district boundaries and neighbourhoods.





Last 30 days (Phase II): “Listen & Learn”

November - December 2016

- Develop and share goals, implementation plans, revised organizational charts with key individuals.
- Facilitate regular meetings with executive team and leadership team members, and develop a clear understanding of responsibilities and practices.
- Review District Office structure for operational efficiency, and make adjustments as needed.
- Review and plan for performance metrics; review district supervision & evaluation systems.
- Review professional development activities and framework, staff feedback, and overall alignment with district initiatives and Comprehensive Plan goals.
- Conduct analysis of the internal/external system for communicating proactively at all levels.
- Establish protocol to review the instructional, business, and operational practices of the district for evidence of effectiveness and efficiency.