



Dr. Caroline Pate-Hefty's 100-Day Entry Plan

Purpose: Effective Superintendent leadership is essential in school districts. This 100-Day Entry Plan is a **blueprint** for entry. As with all **blueprints**, adjustments may have to be made as we progress with the building process. Throughout the first 100 days, the entry plan will be used as a guide to focus on collecting, analyzing, and organizing information from stakeholders within and outside the organization.

Essential Areas of Focus

1. Community Engagement
2. Assessment of Current District Goals, Culture, Systems, and Operations
3. Building Relationships with Key Stakeholders
4. Communication and Transparency

Goal 1: Community Engagement: Cultivate and harness public **trust, commitment, and confidence** through a culture of accountability and open/sincere communication about programming and academic achievement.

Goal 2: Assessment of Current District Goals, Culture, Systems, and Operations: Catalyze organizational effectiveness in support of **dynamic student achievement** and a **positive and collaborative work environment** by fully examining the outcomes of the 2022-2025 Comprehensive Plan and design a process for the creation of the next 2025-2028 Comprehensive Plan.

Goal 3: Building Relationships with Key Stakeholders: Examine and advance a **collaborative, enriching, and purposeful district-wide climate** and cultivate a concentration on student achievement and elimination of opportunity gaps.

Goal 4: Communication and Transparency: Evaluate policy and practices of communication with the Board, Administration, and the media. **Foster effective District Governance** and **positive and transparent board/superintendent relations** to support relevant, engaging, and innovative student learning experiences.

Action	Primary Goal Addressed	Timeline	Status
Share Entry Plan for feedback, suggestions, and approval. Post approved plan for the community.	1,3,4	Pre-Entry	Complete ▾
Schedule a meeting with the Board President to discuss a format and agenda for Board Retreats. (Develop a process for “entry-plan report-out.”).	2,3,4	Pre-Entry	Complete ▾
Add all birthdays to the calendar to ensure I never miss a birthday!	3	Pre-Entry	Complete ▾
Review school and district safety plans and set a time to discuss with Police Departments before the start of school.	2	Pre-Entry	Complete ▾
Direct communication plan for information dissemination from the district office, allow employee public comment - including press releases and utilization of other social media.	1,4	First 30 days	Complete ▾
Review the district’s financial audit and the capacity to ensure all audit comments and deficiencies are corrected within a fiscal year. Review all audit findings and recommendations and assess the applied corrective measures, where applicable.	2,4	Pre-Entry to prep for July follow-up	Complete ▾
Join Regional IU-13 Superintendent Group and PASA: add all meetings to the calendar.	2,3	Pre-Entry to prep for July follow-up	Complete ▾
Review and research current compensation and contract structures. Determine the Board's preference for Administrator salary approval. (Ensure policy support).	2,4	Pre-Entry to prep for July follow-up	Scheduled ▾
Review hiring processes for safety, background checks and legality.	2,4	First 30 days	Scheduled ▾
Introductory letters to internal and external stakeholders and produce a video message introducing myself to stakeholders.	1,4	First 30 days	Scheduled ▾
Review feedback from the Athletic Facility Improvement Survey, review strategy to obtain community support for facility improvements.	1,2	First 30 days	Complete ▾
Review and evaluate the district’s current process for establishing departmental goals.	2,4	First 30 days	Pending ▾

Review the organizational chart to determine focus on student achievement and for maximization of operational efficiency.	2,4	First 30 days	Scheduled ▾
Create a Superintendent's Transition Task Force to advise and support the 100-day Plan	1,2,3,4	First 30 days	Complete ▾
Set meet and greets with staff prior to August.	1,3,4	First 30 days	Complete ▾
Conduct retreat(s) with appropriate administrative staff to review the District's Comprehensive Plan, improvement plans, recent achievement data, and upcoming vacancies and to discuss leadership team structures and practices.	2,3,4	First 30 days	Complete ▾
Review all survey data: District services to schools, Employee Engagement Survey, Parental Satisfaction Survey, and Student Engagement Survey. (If not available, design with district staff.)	1,2,3,4	First 30 days	Complete ▾
Schedule individual meetings with each Member of the Board of Directors member for one-on-one conversations.	1,3,4	First 30 days	Complete ▾
Establish communication systems with the Board in the form of written communication, phone calls, and meetings that can be reviewed at the first scheduled retreat.	2,3,4	First 30 days	Complete ▾
Hold a Board of Directors 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.	1,2,3,4	First 30 days	Pending ▾
Work with the Communications Department to schedule broad recognition of success in district publications, community publications, and public meetings.	1,2,3,4	First 30 days	Complete ▾
Review funding streams supporting district operations - Prep to discuss SWOT with Board.	2,4	First 30 days	Complete ▾
Review policies and procedures on parental choice in curriculum and reading materials.	1,2,3,4	First 30 days	Complete ▾
Review district programming for special populations: students with disabilities, English Language Learners, students in the MTSS system, and high-performance learners. Discuss what MTSS looks like at all schools.	2,4	First 30 days	Complete ▾
Meet individually with members of the leadership team. Meet collectively with all Central Office team members.	2,3,4	30-60 days	Complete ▾
Request briefings on district and school building student data review procedures for all student populations.	2	30-60 days	Scheduled ▾

Schedule meetings with school-building principals, principal groups (Elementary and Secondary), and leadership teams with data protocols.	2,3,4	30-60 days	Scheduled ▾
Schedule meetings with the Mayor, City Administrators, City Chief of Police, and City Fire Chief for an initial listening and learning session. Establish routine meetings and communications with these offices.	1,2,3,4	30-60 days	Scheduled ▾
Identify the region's and community's key corporations, businesses, foundations, not-for-profit philanthropic leaders, public safety leaders, and college and university presidents, and meet with each for an initial listening and learning session. Establish a routine communication protocol with these groups.	1,2,3,4	30-60 days	Scheduled ▾
Identify community media outlets and establish a routine communication protocol for regular and urgent communications.	1,2,3,4	30-60 days	Complete ▾
Review and assess the Facilities Plan.	1,2,3,4	30-60 days	Pending ▾
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.	1,2,3,4	60-90 days	Complete ▾
Schedule meetings with regional legislators and establish routine communication with each office.	1,2,3,4	60-90 days	Scheduled ▾
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.	1,2,3,4	60-90 days	Complete ▾
Schedule introductory meetings with members of the local media and establish protocols for communication that are open, honest, transparent, and accurate.	1,2,3,4	60-90 days	Complete ▾
Schedule meetings with employee associations and employee leadership groups for initial learning sessions. Establish routine meetings and communications with these organizations.	2,3,4	60-90 days	Complete ▾
Research and foster key celebrations and rituals at the district and building levels to acknowledge and honor teacher and staff accomplishments, above-and-beyond contributions, and exemplary performance and leadership.	2,3,4	60-90 days	Complete ▾
Review systems/processes that enable interdepartmental collaboration along with interdepartmental accountability. Report this information to the Board with any recommendations.	2,4	60-90 days	Pending ▾
Meet with students to listen and learn their viewpoint on access to academic rigor in their schools and on the district as a whole.	1,2,3,4	60-90 days	Scheduled ▾
Review outcomes of the 2022-2025 Comprehensive Plan and prepare a proposal for the creation of the next plan to be discussed and presented at the Board retreat.	1,2,3,4	60-90 days	Complete ▾

Host listening and learning sessions for teachers and support staff in schools for personal communication about critical issues facing the district.	2,3,4	60-90 days	Pending ▾
Review practices and processes in place for Operations and continuous improvement.	2,4	60-90 days	Pending ▾
Review dash-board strategies for each school and department in the district and meet with District Office staff and building-level staff to discuss results.	2,4	60-90 days	Pending ▾
Conduct a review of all Central Office positions to determine efficient standards to provide meaningful services to the school and community to begin the groundwork for any staffing efficiencies.	2,4	First Year	Pending ▾
Develop a plan to retool the Superintendent's Lay Advisory Committee (SLAC) in support of open and sincere communication to support academic achievement (unite other existing parent organizations into this group).	1,2,3,4	First Year	Scheduled ▾
Research standards, job descriptions, and practices of staff.	2	First Year	Scheduled ▾
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. (Include technology integration.)	2,4	First Year	Complete ▾
Establish a district contract review cycle.	2,4	First Year	Pending ▾
Review student data for all student populations. (Determine the cycle with principals and the district team).	2,4	First Year	Complete ▾
Review and analyze the district's current evaluation systems for effectiveness and accountability.	2,4	First Year	Pending ▾
Assess the professional development plan for capacity in training principals, district office staff, teachers, and support staff; determine the degree to which it is embedded, differentiated, and data-directed.	2,4	First Year	Scheduled ▾
Analyze centralized processes for best supporting staff in their role to educate students.	2,4	First-Year	Scheduled ▾
Research and implement a data-based continuous improvement model that puts a spotlight on student achievement, growth, and gaps.	2,4	First Year	Pending ▾
Review and refine professional development as needed for the 25-26 year, plan long term PD and training programs for school principals, assistant principals, and other school leaders.	2,4	First Year	Scheduled ▾

Review the district's transportation data relative to on-time arrivals with a focus on increasing instructional hours.	2,4	First Year	Complete ▾
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