

## School District of Beloit 90 Day Entry Plan Interim Superintendent Dan Keyser

I am committed to an inclusionary entry plan into the School District of Beloit that focuses on students, families, staff and community members. I present this plan as a way to communicate and provide a transition for me, the staff, our families and community. I will ensure that this plan will align with the priorities for the 2020-2021 school year and beyond.

The vision and outcomes of this plan will allow me to listen, learn, and lead the School District of Beloit in preparing and inspiring every student to succeed in life and contribute to an ever-changing world.

### **Vision:**

Michael Fullan said, "When the Board of Education and Superintendent establish and communicate a district vision it becomes the compass of leading change. Leaders who develop an organizational vision, communicate this vision to others, and act consistently with this vision are perceived with respect and integrity, two vital ingredients for trust." My overriding vision for my transition is to build trust.

### **Priorities for the 2020-2021 school year:**

- Building a **culture** and **climate** of trust, respect, and transparency with internal and external stakeholders
- Preparing for a school year amidst a global pandemic to ensure high-quality instruction continues
- Exploring and analyzing organizational effectiveness to support student achievement and growth

### **Outcomes:**

- **Build trust and confidence** with internal and external stakeholders and identify strengths and opportunities for growth
- Develop strong Board-Superintendent relations anchored in transparent communication and constructive governance model
- Leverage AWSA's (Association of Wisconsin School Administrators) School Administrator Institute for Transformational Leadership framework to cultivate coherence, collective efficacy, and data-driven focus aligned to student achievement goals
- Ensure the district is prepared for an uncertain fall to meet the instructional and social-emotional needs of our students and families
- Work with area superintendents in Rock County to coordinate district plans to meet the needs of student, families, and teachers

### **Stakeholders and Collaborators:**

- Internal: Board of Education  
Families, Parents, Guardians, Students  
District and Building Administrators, Educators, Support Staff  
Beloit Education Association  
IT, Food Service, Buildings and Grounds, Maintenance
- External: Community Leaders  
Community Non-Profits  
Community Groups  
Community Members  
District-Community Partnerships  
Higher Education Leaders  
Area Superintendents

## Entry Work Plan:

First 30 Days		
Task		Outcome Addressed
Get feedback on entry plan and Board approval		Building Trust and confidence
Meet with the Board President to discuss Board/ Superintendent calendar, meetings, agendas, and retreats		Building Trust and confidence
Prioritize Key initiatives such as re-starting the (E)Quality Committee and launch the Equity Audit - From the Heart		Developing Board-Superintendent relations
Schedule one-on-one meetings with individual Board members		Building Trust and confidence
Meetings help inform the district's shared values, areas of strength, and opportunities for growth		Developing Board-Superintendent relations
Learn or Establish District's Leadership meeting structure, norms, and priorities		Building Trust and confidence
Schedule regular (weekly or bi-monthly) with direct reports, key stakeholders, and building visits		Cultivating coherence, collective efficacy, and data-driven focus
Learn the district's organizational structure and meeting schedule for departments. Schedule time to attend and get updates on current priorities		Building Trust and confidence
		Cultivating coherence, collective efficacy, and data-driven focus
Learn or Establish District's Leadership meeting structure, norms, and priorities		Building Trust and confidence
Schedule regular (weekly or bi-monthly) with direct reports, key stakeholders, and building visits		Cultivating coherence, collective efficacy, and data-driven focus
Request briefings from School Leadership and Equity as well as Pupil Services about instruction prior to COVID-19 and after moving to virtual learning		Meeting the instructional and social-emotional needs
		Meeting the needs of student, families, and teachers
Learn about or Establish Return to School Team; planning for the 20-21 school year		Meeting the instructional and social-emotional needs
		Meeting the needs of student, families, and teachers

First 60 Days	
Task	Outcome Addressed
<p>[Board Retreat] Review the Board of Education calendar and Goals for the 2020-21 school year and beyond</p> <p>Establish communication expectations (phone calls, texts, written communications, emails, etc.) with the Board of Education</p>	<p>Building Trust and confidence</p> <p>Developing Board-Superintendent relations</p>
<p>Schedule one-on-one meetings with District and Building Leadership</p> <p>Meetings help inform the district's shared values, areas of strength, and opportunities for growth</p>	<p>Building Trust and confidence</p>
<p>Review District calendar and schedule listening sessions with internal stakeholders</p> <p>Meetings help inform the district's shared values, areas of strength, and opportunities for growth</p>	<p>Building Trust and confidence</p> <p>Meeting the needs of student, families, and teachers</p>
<p>Assess the quality, quantity, and effectiveness of all existing forms of communication with the following stakeholders:</p> <ul style="list-style-type: none"> <li>• Board</li> <li>• Parents</li> <li>• Teachers</li> <li>• Support Staff</li> <li>• Administrative Staff</li> <li>• Cultural Leaders/Stakeholders</li> <li>• Local, Regional Politicians (Municipalities)</li> <li>• Student Leaders</li> <li>• Business Leaders</li> <li>• Faith-based Leaders</li> </ul>	<p>Building Trust and confidence</p> <p>Cultivating coherence, collective efficacy, and data-driven focus</p>
<p>Review current (and most recent) studies, reports, and audits by outside agencies.</p> <p>Determine what priorities need to be addressed and planned for in 20-21 and beyond</p>	
<p>Review student achievement and growth data, course offerings, curriculum development, instructional framework, coaching, professional learning, technology integration, and ongoing initiatives (i.e., AVID, Dual Enrollment, etc.)</p>	<p>Cultivating coherence, collective efficacy, and data-driven focus</p>
<p>Learn from Building Leaders how they review their data, build culture, implement curriculum, monitor instructional practice, and build collective efficacy</p>	<p>Cultivating coherence, collective efficacy, and data-driven focus</p> <p>Meeting the instructional and social-emotional needs</p> <p>Meeting the needs of student, families, and teachers</p>
<p>Review District's and Building's continuous improvement process (SAIL process) - if applicable, schedule meetings with district SAIL coach</p>	<p>Cultivating coherence, collective efficacy, and data-driven focus</p>
<p>Review funding streams supporting district operations and student learning.</p>	<p>Cultivating coherence, collective efficacy, and data-driven focus</p>

First 90 Days	
Task	Outcome Addressed
Schedule meetings and listening sessions with external stakeholders	Building Trust and confidence
Meetings help inform the district's shared values, areas of strength, and opportunities for growth	Meeting the needs of student, families, and teachers
Learn about key celebrations and traditions at the Board, District and Building levels to acknowledge and honor teacher and staff accomplishment, above-and-beyond contributions, and exemplary performance and leadership.	Meeting the needs of student, families, and teachers Building Trust and confidence
Learn about the district's Educator Effectiveness systems, On-boarding / New Staff supports, and on-going professional development systems.	Building Trust and confidence Meeting the needs of student, families, and teachers Cultivating coherence, collective efficacy, and data-driven focus
Learn about the district's hiring practices and protocols.	Building Trust and confidence Cultivating coherence, collective efficacy, and data-driven focus
Analyze all instructional data (including subgroup data) with the District's Leadership Team	Cultivating coherence, collective efficacy, and data-driven focus
Align action steps to address the gaps identified analysis	Meeting the instructional and social-emotional needs Meeting the needs of student, families, and teachers
Study district's budgeting alignment with instructional priorities and District goals	Cultivating coherence, collective efficacy, and data-driven focus
If needed, work with departments if there is a misalignment	
Review current strategic plan as well as the facilitation of the strategic plan based on the district's priorities and SAIL plans at the district and building levels.	Cultivating coherence, collective efficacy, and data-driven focus

Ongoing	
Task	Outcome Addressed
Attend the Area Superintendence meetings regarding the planning for the 20-21 school year	Meeting the instructional and social-emotional needs
Report out to the Board of Education and Beloit Education Association regarding the area survey, current plans, and updates to inform District 20-21 planning	Meeting the needs of student, families, and teachers
Analyze SAIL process with the District Leadership  If needed, develop a dashboard (based on multiple points of data) for each school in the district and meet with staff and multiple shareholders to discuss results	Cultivating coherence, collective efficacy, and data-driven focus
Review and audit district and building SAIL framework against the Year 2 benchmarks (Example Two Year SAIL Journey.docx)	Cultivating coherence, collective efficacy, and data-driven focus
Leverage the SAIL Framework, Data Analysis Protocols, and AVID College and Career Readiness Framework to align curriculum, instruction, and supports to meet the needs	

**Conclusion:**

This entry plan addresses the areas I will prioritize as we move into the 2020-2021 school year.

Credits: This Entry Plan draft was modeled after a number of key resources and research to include: Entry plans from Brad Saron (Superintendent of Sun Prairie Area School District), Dr. Koreen Barreras-Brown (Colton Interim Superintendent), Dr. Timothy Bowers (Superintendent of Williamsport Area School District), and resources from the WASDA website.