



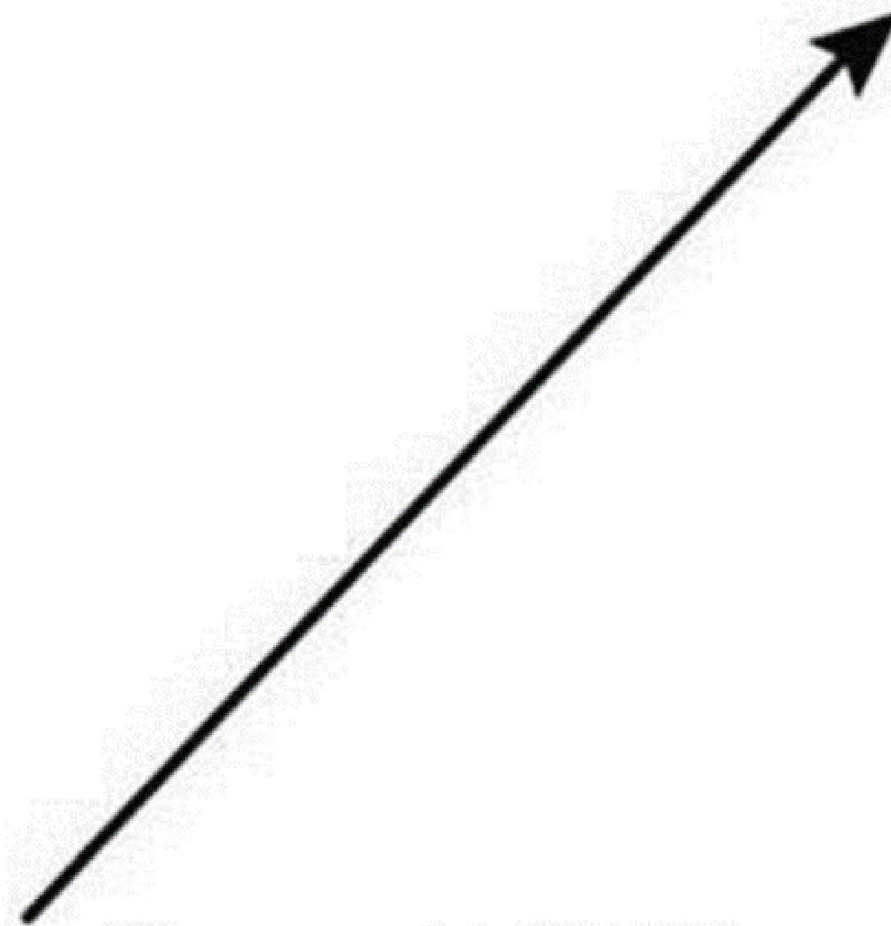
East
Hartford
Public
Schools

SUPERINTENDENT 100 DAY TRANSITION PLAN

THOMAS ANDERSON
EAST HARTFORD PUBLIC SCHOOLS

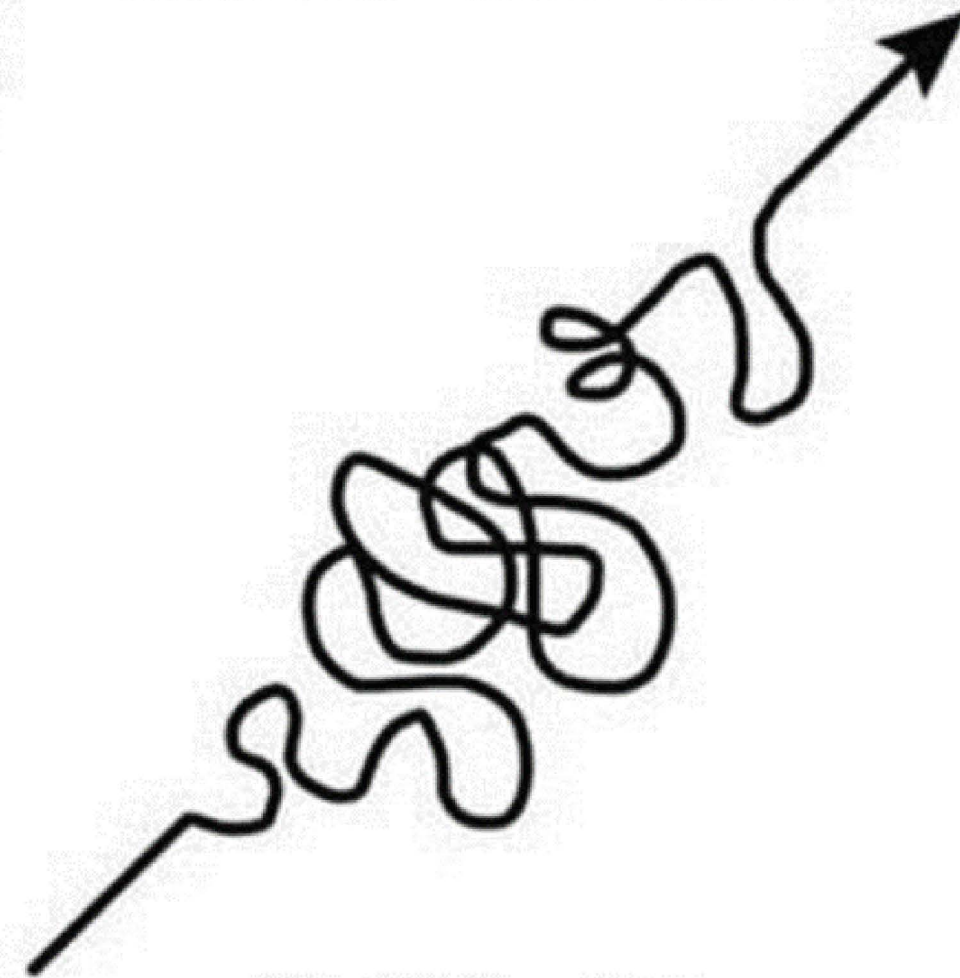
PERSPECTIVE

SUCCESS



what people think
it looks like

SUCCESS



what it really
looks like

LEARNING BY LISTENING

“Public sentiment is everything. With public sentiment, nothing can fail.

Without it, nothing can succeed.”

- Abraham Lincoln



TRANSITION PLAN OVERVIEW



PURPOSE

- Create an intentional process for the transition of the new Superintendent into the East Hartford Public School system (EHPS) and the community.
- Help the Superintendent develop a comprehensive view of EHPS and an understanding of the strengths, needs and concerns of the school community including students.

INTENTION

- Develop an understanding of the system and provide a foundation on which to base future goals, objectives and activities.
- Allow EHPS and the East Hartford Community to become acquainted with the Superintendent and his role as a new member of the community.

This document outlines strategies to provide the opportunity to learn about the school system and to enable the development of a strong understanding about the people, partners, and the community that support EHPS

ACTION PLAN TIMELINE

FIRST 100 DAYS



EARLY ENTRY (by August 25)

- Meet key stakeholders
- Visit summer programs
- Establish relationship with media
- Attend summer community events



30 DAYS (by October 6)

- Visit all schools at least once
- Meet key stakeholders including students
- Establish key relationships
- Be knowledgeable about EHPS goals and objectives



100 DAYS (by November 17)

- Compile a comprehensive summary of findings, observations and information
- Solicit a comprehensive list of suggestions to guide the direction of EHPS
- Review the EHPS strategic plan

CONSISTENTLY COMMUNICATE AND COLLABORATE



**ACADEMIC
ENHANCEMENT**



**INSTITUTIONAL
ADVANCEMENT**



**OPERATIONAL
EFFECTIVENESS**

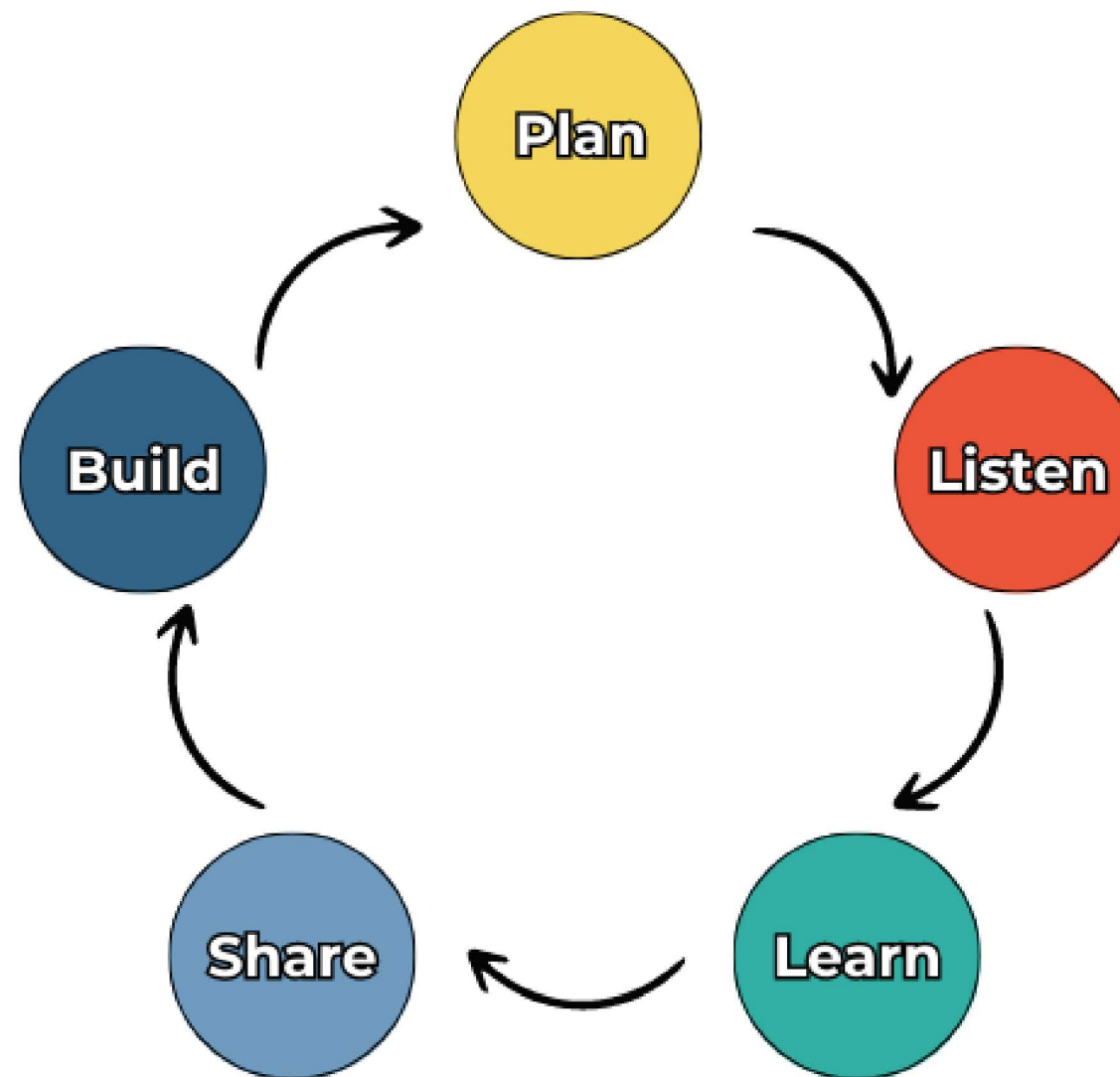


**CLIMATE/
CULTURE**

CYCLE OF CONTINUOUS LEARNING

Learn as much as possible from the stakeholders about the EHPS community

Open lines of communication, develop relationships



Identify strengths, areas of need, and expectations of the leadership team

Assess the development and implementation of practices for instructional excellence and advancement



LISTEN AND LEARN

Have face-to-face (virtual or in-person) gather information and build relationships.



SHARE AND PREPARE

Share what I have learned / hopes and aspirations for our work together.



PLAN AND BUILD

Using a comprehensively created report of findings, along with valuable feedback from staff, students, and parents



East
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THE IMPACT

Return On Investment



Every Child Every Day

**East
Hartford
Public
Schools**

**WHAT IS OUR
UNIQUE
COMPETITIVE
ADVANTAGE?**

TRANSITION PLAN GOALS



- 1** Cultivate Positive School Board/Superintendent Relationship
- 2** Engage Key Stakeholders
- 3** Review Technology, Operations and Support Functions
- 4** Review Student Achievement and Programs
- 5** Assess Current Data and Evaluate Programs
- 6** Maintain Professional / Personal Life Balance

GOAL 1: CULTIVATE POSITIVE SCHOOL BOARD / SUPERINTENDENT RELATIONS

- Conduct individual meetings with each Board member to cultivate relationships and build trust
- Learn School Board operational beliefs and the correlation with policies
- Establish a clear understanding of roles, responsibilities, expectations, and systems of mutual accountability
- Establish clear, consistent forms of communication with the Board (email, phone calls, “Weekly Note” update) to keep the Board abreast of key items



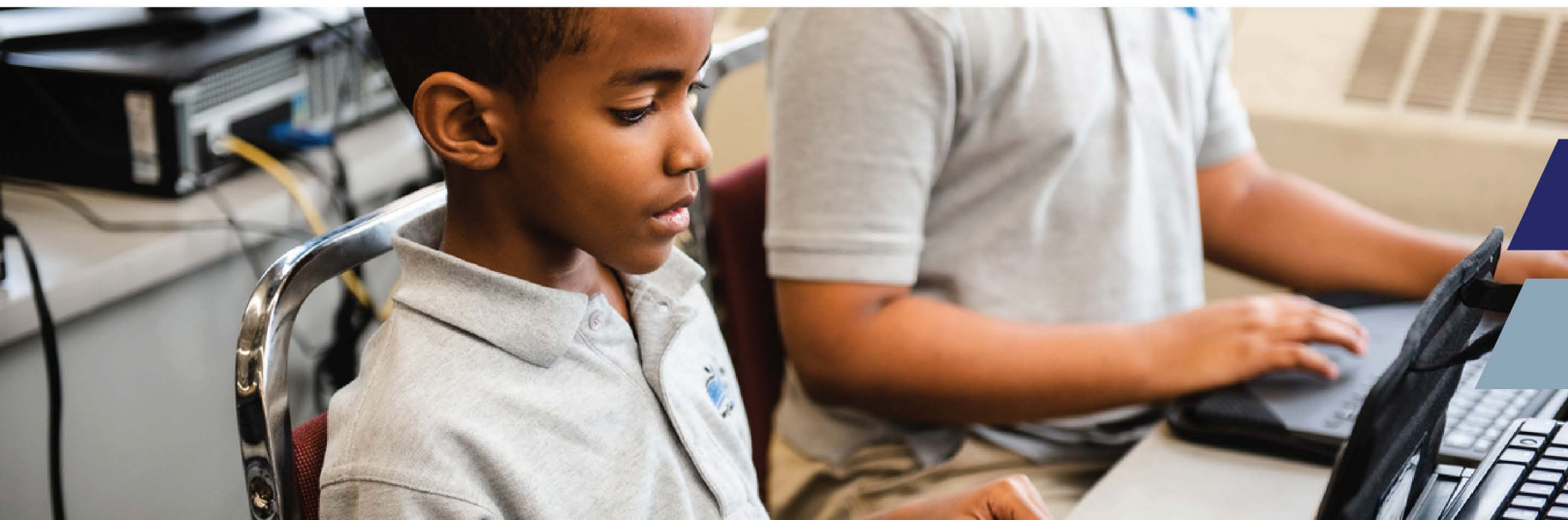
GOAL 2: ENGAGE KEY STAKEHOLDERS

- Identify key stakeholders including but not limited to: school faculty and staff, principals, parents, students, parent-teacher organizations, central office staff, civic organizations/clubs, chamber of commerce, city council, and faith-based groups
- Survey the faculty and staff to learn the current reality of the organization
- Meet the various union leaders to gain insight into the pressing issues requiring immediate attention and establish a partnership
- Engage students and student groups in school and at events
- Engage community leaders to learn their concerns and hear their recommendations
- Cultivate public trust and confidence through open, honest dialogue



GOAL 3: REVIEW OPERATIONAL, TECHNICAL AND SUPPORT FUNCTIONS

- Review support systems: transportation, safety, child nutrition regulations, building services (how they are delivered across the district), technology
- Review an analysis of programs in technology, food services, transportation, human resources and building services regarding current impact
- Review the infrastructure of the technology services; number of devices, network security and professional development



GOAL 4: REVIEW STUDENT ACHIEVEMENT AND PROGRAMS

- Review all student performance data (i.e., all instructional data - curriculum guides, benchmark assessments, and state achievement data)
- Review school plans to learn individual school focus areas and priorities
- Request a program analysis for all academic and student support areas including specialized services, athletics and extracurricular activities
- All student programs including grant-funded projects will be reviewed to understand their impact, capacity, and current philosophy of implementation
- Review with internal staff and other key informants the perceived successes and failures of the current student programs



GOAL 5: ASSESS CURRENT DATA AND EVALUATE PROGRAMS

- Review key documents (i.e., organizational charts, employee handbooks, employee negotiated agreements, etc.)
- Review key financial and personnel data
- Review key information from executive team (business, finance, human resources)
- Review purchasing policies, bidding, current facility projects
- Review the internal controls and processes



GOAL 6: PROFESSIONAL/ PERSONAL LIFE BALANCE AND GROWTH

- Remain connected with my wife by spending quality time
- Maintain involvement with my children (text/phones calls, attendance at athletic games, and college visits)
- Remain healthy by eating lunch and daily exercise
- Continue to grow professionally (conferences, executive level courses)





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TRANSITION PLAN INTENDED OUTCOMES

OVERVIEW

Transition plan process will explore:

- EHPS assets and strengths
- EHPS opportunities for growth
- How the overall community can advise the Superintendent in both areas

The process is designed to:

- Create ideas for sustaining and enriching EHPS' record of success excellence
- Work with all stakeholders to identify areas for intensive focus



TRANSITION PLAN SUMMARY OF INTENDED OUTCOMES

The details of the plan will also include steps for the following:

- Staff Engagement Sessions
- Parent and Community Feedback Sessions
- Document review (Capital Plan, Budget, Assessment Data, Contracts, etc.)
- Facility visits (schools, offices, etc.)
- Community Partners and Organizations

TRANSITION PLAN INTENDED OUTCOMES

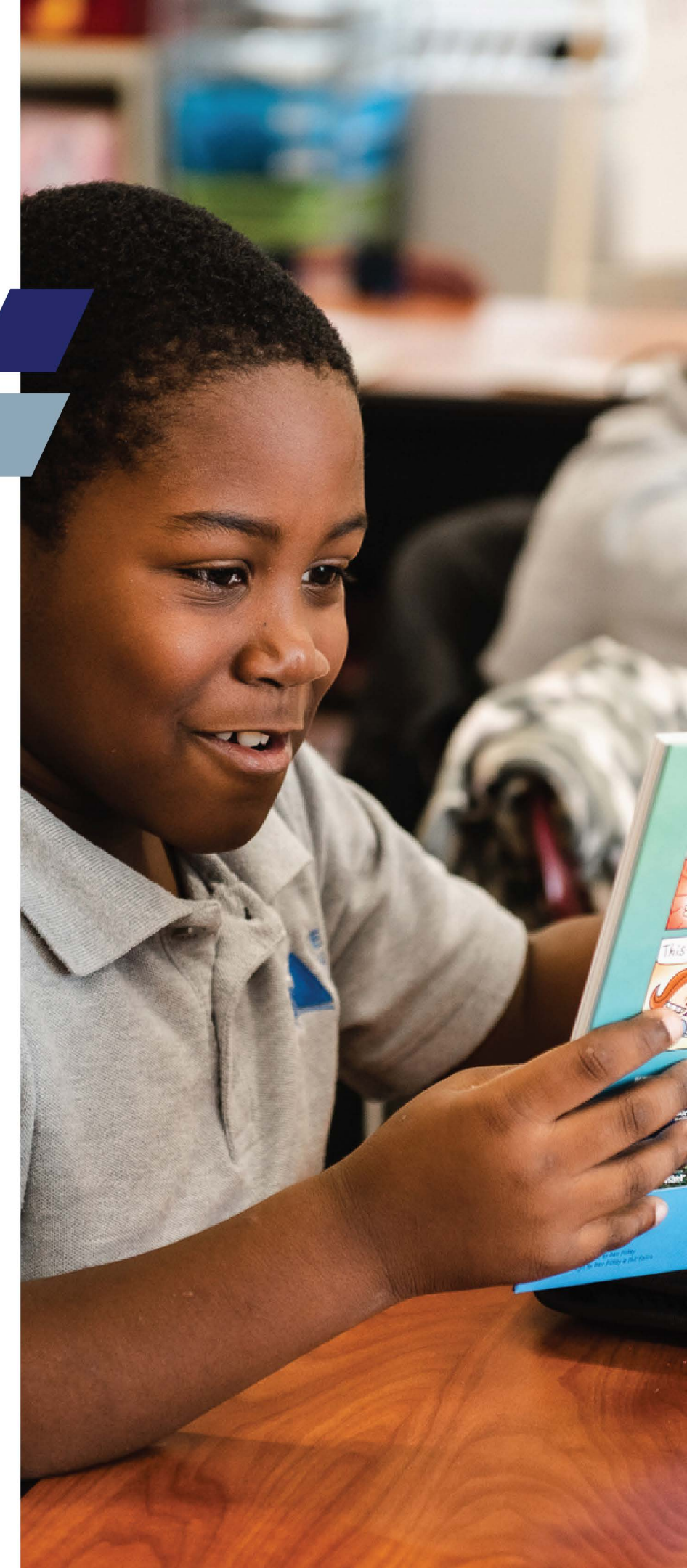
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COMPLETION OF THE ENTRY PLAN NEAR THE END OF THE FIRST 100 DAYS

- I will have learned a great deal about EHPS through multiple meetings with key stakeholders
- It is imperative that a level of transparency and trust is established through the implementation of the action items in this entry plan
- The School Board, staff, parents, and community members value and prioritize communication from the school system

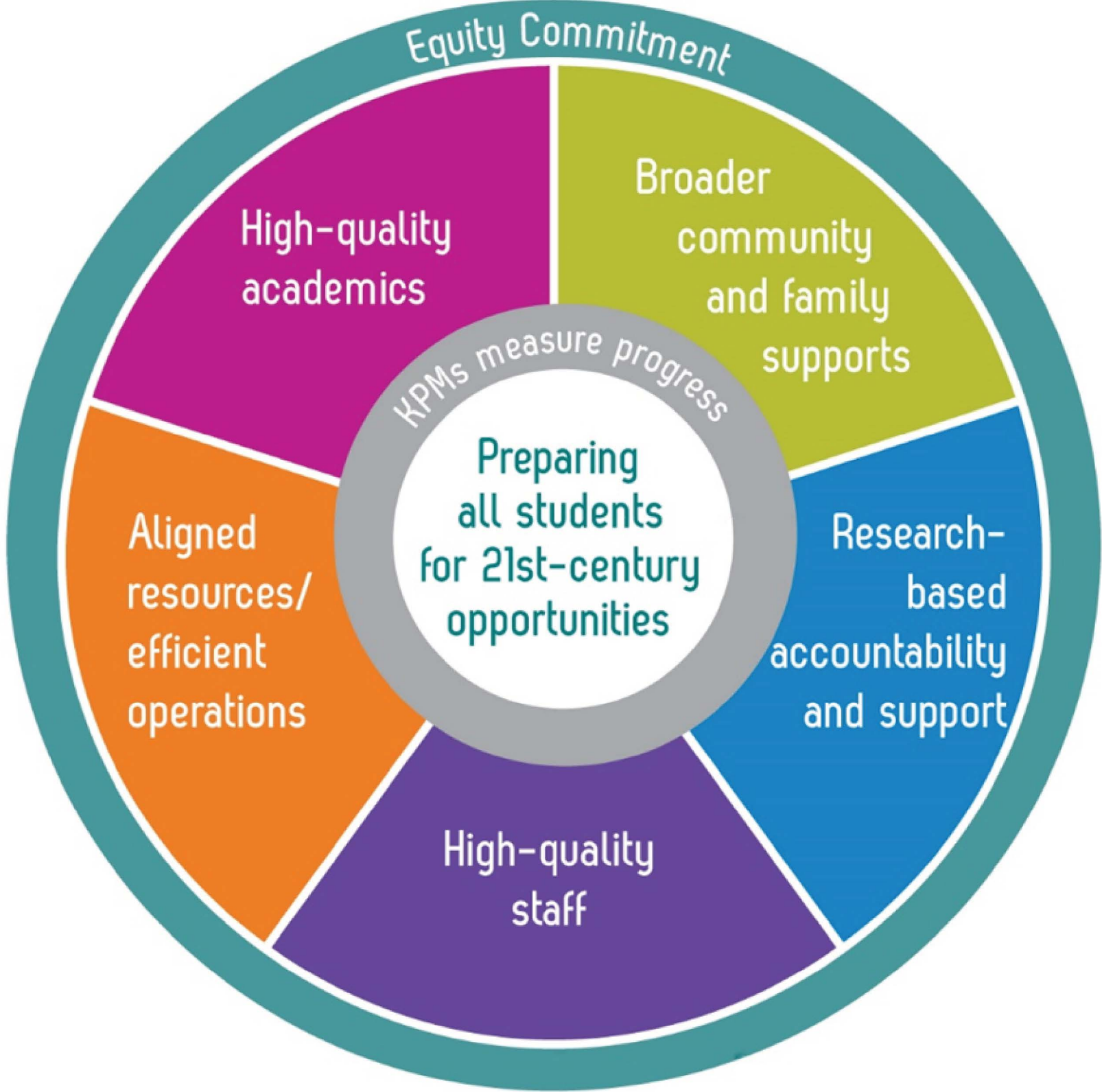
As the entry plan is finalized, a School Board retreat/workshop will be scheduled to announce findings, propose plans.

The School Board-Superintendent team will work together to ensure that EHPS enhances its commitment to a positive, productive culture with a laser-like focus on academic excellence while supporting staff and creating a sense of belonging in everyone..





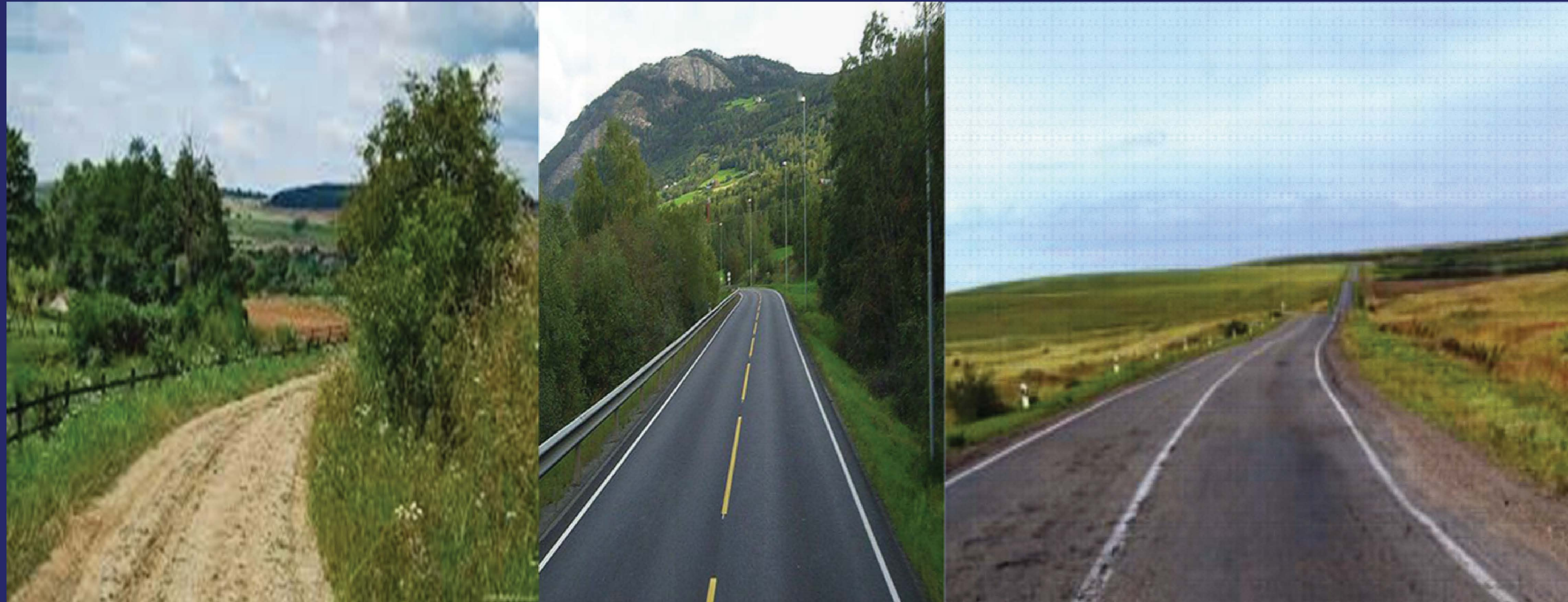
LOOK FOR...



**BALANCED
FOCUS FOR
EXCELLENCE**

PARALLEL FOCUS AND PERSPECTIVE

CONSISTENTLY COMMUNICATE AND COLLABORATE





DESIRED OUTCOMES

- A comprehensive summary of my findings, observations and information
- An outline of the process I will use to review the district’s current strategic plan and how the School Board and I will work together
- A district and community energized about the direction of East Hartford Public Schools

CULTIVATING RELATIONSHIPS

ENGAGEMENT SESSIONS

(Small group and 1:1 meetings - not limited to the following)

- School Board Members
- Staff (all roles)
- Parents / Community Members
- Students (lunch, class visits)
- Police Chief, Fire Chief, Health Dept.
- Union Leadership (all units)
- Town Counselors
- Parks Dept. Director, Library Director
- Congressional and State Representatives
- College / University Partners
- Community Leaders / Organizations
- Central Office Leadership
- Community Meetings
- Chamber of Commerce
- Community Partnership Meetings
- Town Educational Organizations



DOCUMENT REVIEW

*Not limited to the following

- Strategic Plan Review
- School Plans
- Staff Evaluations
- Job Descriptions
- Annual Budget Reports
- EHPS Policy Manual
- EHPS Capital /Master Plan
- Curriculum Documents
- Staff Handbook
- Student / Family Handbook
- Annual Town Reports
- NEASC Accreditation Reports
- Facilities Review (visits)
- Bargaining Agreements
- Memorandum Agreements
- Technology Plan
- Town Master Plan
- EHPS Communication Plan



RECAP/ NEXT STEPS

Essentially, the transition plan process will explore

- What EHPS is doing well
- What areas EHPS can enhance
- How the overall community can advise the Superintendent in both of these areas.

This process is designed to:

1. Solicit feedback for sustaining and enriching EHPS' excellence and success
2. Work with all stakeholders to identify those areas where intensive focus is needed

The detailed plan will also include steps for the following:

- Parent Sessions / Community Meetings/ Feedback Interviews
- Document review (Capital Plan, Grants, etc.)
- Facility visits (schools, offices, etc.)
- Community visits



PROCESS

As I meet with the aforementioned groups over the next several days/weeks, I will follow this format:

Listen and Learn – have face-to-face meetings

- Goal of gathering information and building relationships to understand the different perspectives of all stakeholders

Share and Prepare – share what I have learned during my meetings as well as share my own experiences, hopes and aspirations for our work together

- Purpose is to create a strong working relationship while establishing a sense of urgency about the work as we prepare to enhance our students' learning together.

Plan and Build - using a comprehensively created report of findings

- Valuable feedback from students, parents, teachers, principals, members of the community, School Board and Town Council.

Review the current goals and objectives with an expectation to reinforce effective items and refine areas of need.



THANK YOU

“What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead.”

O'Brien - Nelson Mandela -
Elementary School