

June 1, 2018



**Subject: Entry Plan for John E. Deasy, Superintendent of Schools
Stockton Unified School District**

INTRODUCTION

The purpose of a plan of entry is to establish a set of activities that will assist the incoming Superintendent to begin transition to the new role of Superintendent of Schools for Stockton Unified School District. All executive leadership transition is critical, and this case is no different. The activities are designed to enable the new Superintendent to gather information quickly about the organization, and the community, to establish a strong community presence early on, to assess the organization's strengths and weaknesses, to identify critical issues and construct each of: A Theory of Action, A Theory of Change, and A Theory of Instruction. Additionally, creating and establishing an Equity Agenda will also be of the highest priority. Furthermore, the Superintendent will establish the best levers necessary to correct weaknesses and build on strengths, and to create a network of contacts and resources that will assist in the work of improvement. This is also the opportunity to initiate communication of the message and purpose of the new Superintendent's administration.

The initial set of activities and their primary purposes are as follows:

1.) District, City, and County Tour and School Visitations

Purpose: To understand the district's geographic size and survey the regions and understand the differences within the district's schools

2.) Community Leadership

Purpose: To meet leaders of the whole community including: Civic Leaders, Business leaders, Community Based Organizational leaders, Faith-Based leaders, Labor Leaders, Student Leaders, Non-Profit Organization Leaders, Higher Education and Workforce Leaders, and Parent Organization Leaders, in service to generating good will, building support and establishing critical communication channels

3.) Political Leadership

Purpose: To meet local, state, and national political leaders and establish means of regular communication

4.) District Senior Staff: All members of the SUSD Family

Purpose: Establish strong professional relationships with personnel inside the district and begin to assess the needs of my team in service to schools and sites

5.) Board of Education

Purpose: Establish strong team-oriented working relationships with each individual board member and the board as a whole for a long term commitment to our team in service to our youth. Establishing the methods and routines for the administration to enact the policy leadership of our Board

6.) Union Leadership

Purpose: Establish strong and collaborative relationships with each of the District's labor partners and professional associations

7.) Media and Communication Outlets

Purpose: Clearly articulate the new administration's vision early so that the public, press and the community know what to expect. Generate publicity for early "listening and learning" efforts. Demonstrate seriousness of purpose to transform Stockton Unified School District into a world-class education enterprise that is 'Best in the West, and First in the Nation' by living daily the belief that poverty is not destiny and every single youth in SUSD will graduate college, career, and community ready. Simply: Stockton Strong!

CORE BELIEFS

The work of the new administration is grounded in:

- High Expectations
- Dramatically better results for all youth
- A high functioning executive leadership team that is not confused about its mission to lift youth out of poverty by being in service to school sites
- This is based upon three pillars of core beliefs:
 - Total Access
 - Complete Acquisition
 - Full Agency

And as such, this entry plan has three distinct phases:

Phase I: Pre-Entry

May 8 – May 31, 2018

Phase II: Entry

June 1 – September 1, 2018

Phase III:

Development of Roadmap to Success September 1 – December 15, 2018

The final phase of the entry plan is to develop and present to the Board and community our Roadmap to Success, which will be the explicit and tactical plan to improve the achievement of all students, improving all internal operating, reporting, and accountability systems, building a strong instructional core and supports for the improvement of teaching and learning, building a leadership and teaching pipeline, and closing pernicious gaps in achievement and disproportionalities in success. The roadmap will also serve to actualize and prioritize the levers necessary to deliver on the Blueprint for Student Achievement and reiterate our core values and mission. The Roadmap will become an essential and critical guiding document for all our efforts at continuous improvement. At its heart the roadmap is a plan for action more than an inspirational or vision document.

The District has a well-articulated vision and mission, we must now turn our attention to thoughtful and deliberate action that is consistent and persistent.

Listening and Learning sessions will dominate the early stages of phases I and II. These will consist of numerous meetings with constituent groups, internal leadership groups, and direct reports, as well as, external leaders and leadership groups and community organizations of all kind. Several progress reports ‘from the field’ so to speak will be offered to the Board of Education along the way for verification and validation. A formal report will be given at the conclusion of each phase of the entry. The reports will include new learning and understandings, the establishment of critical issues lists and targeted interventions on immediate and near-term critical issues, and the on-going formation of the Roadmap.

It should be noted that the work of entry occurs simultaneously with the responsibility of operations of the school district. The obvious duties of day-to-day operations and problem solving are in full course while entry takes place.

GOAL 1

DEVELOP AND ENSURE EFFECTIVE DISTRICT GOVERNANCE THROUGH EFFECTIVE AND POSITIVE BOARD-SUPERINTENDENT RELATIONS

Objective:

- 1) Establish the Board and Superintendent as a cohesive leadership team with singular agenda focused on improving the achievement of all students through strong policy governance and systems improvement using a model accountability system.
- 2.) Hold a planning and norming retreat with the Board within the first 45 days. Establish norms of: interaction, communication, problem-solving, celebration, policy-governance, and establish both a set of short term and long term goals and expectations. From this set of goals a performance contract will be established between the Superintendent and The Board that will serve as a guide and accountability model for the Superintendent and his leadership team.
- 3.) Establish the cadence of work, meetings, and reporting

GOAL 2:

INCREASE STUDENT ACHIEVEMENT FOR ALL STUDENTS WHILE
SIMULTANEOUSLY CLOSING THE ACHIEVEMENT GAPS

Objectives:

- 1) Analyze patterns in student achievement data and the gap in achievement between various student populations in order to determine an appropriate course of action for the improvement of teaching and learning.
- 2) Raise expectations for all students.
- 3) Establish internal and external monitoring, and qualitative and quantitative evaluation designs for instructional support & intervention systems.
- 4.) Analyze and evaluate the conditions of chronically underperforming schools and determine a course of corrective action aimed at the levels of high schools, middle years and elementary schools.
- 5.) Initiate the construction of the Roadmap to include increasing access and equity for all students to the most rigorous coursework, systemic improvement of personnel quality, targeted and intense professional development of staff, and a focused improvement on teaching and learning for all members of the learning community. Improving the systems necessary to provide for the increase in student achievement. Developing the societal and community structures and systems necessary for the improvement for student achievement.

GOAL 3

IMPROVE PUBLIC TRUST, COMMITMENT, AND CONFIDENCE
THROUGH OPEN, HONEST COMMUNICATION AND RESPONSIVE
CORRECTIVE ACTION TO IDENTIFIED OBSTACLES TO IMPROVING
STUDENT ACHIEVEMENT AND THE CONDITIONS OF TEACHING AND
LEARNING

Objectives:

- 1) Increase personal knowledge and understanding of the Stockton Unified School District and community, its culture, traditions, history, and expectations for the district.

- 2) To understand and participate in Stockton's many community-based organizations as viable and valuable support and partners to public education.
- 3) To establish positive and productive working relationships with key leadership and members of the business, service and political organizations within the City and County and its national representative organizations.
- 4) To increase opportunities to promote the district's image within the community and develop advocacy and agency for what is effective and working well for students and parents.
- 5) To ensure ongoing, clear, consistent communication with all stakeholders with a specific focus on parents and students.
- 6) To establish a positive and open working relationship with the members of the media.
- 7) To communicate and understanding and ownership of the district's vision, mission and purpose as an organization dedicated to providing the best possible education for every child, and the moral imperative and civil right that comes with this mission.

GOAL 4:

INCREASE ORGANIZATIONAL EFFECTIVENESS & EFFICIENCY

Objectives:

- 1) Determine, "where we are, where we need to go" in terms of each major division and direct report within the organization to ensure a student-focused and achievement success agenda.
- 2) Consolidate and streamline similar functions and positions in order to increase and maximize service and support for schools.

GOAL 5

ESTABLISH A SUPPORTIVE, POSITIVE AND EFFECTIVE DISTRICT CLIMATE & CULTURE SINGULARLY FOCUSED ON THE IMPROVEMENT OF STUDENT ACHIEVEMENT USING A CONTINEOUS IMPROVEMENT MODEL

Objectives:

- 1) Establish positive relationships with all direct reports, principals, and key district leaders to meet, evaluate, and establish all as important and critical to the district's success.
- 2) Communicate with parents and facilitate active and authentic partnerships on behalf of students.
- 3) Establish a positive, professional and collaborative relationship with union leadership to ensure all decisions are made in the best interest of students and the improvement of the conditions for teaching and learning.
- 4) Establish strong collaborative relationships with the political leadership in the County, City, and State in order to establish clear lines of communication, advocacy and support for the districts' students.

INITIAL ACTIVITIES AND STRATEGIES TO ACHIEVE A HIGH LEVEL OF DELIVERY FOR STATED GOALS

GOAL 1

DEVELOP AND ENSURE EFFECTIVE DISTRICT GOVERNANCE THROUGH EFFECTIVE AND POSITIVE BOARD-CEO RELATIONS

Objective:

Establish the Board and Superintendent as a cohesive leadership team with singular agenda focused on improving the achievement of all students through strong policy governance and systems improvement using a model accountability system.

Activities:

- Schedule meeting with Board Chair/President and discuss a framework, format and agenda for two Board retreats, one in early June and one in Mid-October.
- Schedule several Board work sessions to establish and finalize communication protocols, information protocols, and shadowing opportunities.

- Work with foundation support to establish regular professional development for the Board and the Superintendent
- Establish clear understandings of roles, responsibilities, expectations, and systems for reciprocal accountability.
- Establish regular meeting time with the Board president for the timely reviewing and constructing of agendas.
- Schedule an individual meeting with each Board member for routine one-on-one time.
- Establish regular communication systems with the Board in both forms of written and small group meetings.
- Design a plan and timeline for developing The Roadmap and our performance management plan.
- Establish and construct the performance targets, metrics, and indicators of success to be used by the Board to evaluate the Superintendent and his leadership team.

GOAL 2

INCREASE STUDENT ACHIEVEMENT FOR ALL STUDENTS WHILE SIMULTANEOUSLY CLOSING THE ACHIEVEMENT GAP

Objective:

- 1) Analyze patterns in student achievement data and the gap in achievement between various student populations in order to determine an appropriate course of action for the improvement of teaching and learning.
- 2) Raise expectations for all students.
- 3) Establish internal and external monitoring, and qualitative and quantitative evaluation designs for instructional support & intervention systems.
- 4.) Analyze and evaluate the conditions of chronically underperforming schools and determine a course of corrective action aimed at the levels of high schools, middle years, and elementary schools.

5.) Initiate the construction of the Roadmap to include increasing access and equity for all students to the most rigorous coursework, systemic improvement of personnel quality, targeted and intense professional development of staff, and a focused improvement on teaching and learning for all members of the learning community. Improving the systems necessary to provide for the increase in student achievement. Developing the societal and community structures and systems necessary for the improvement of student achievement.

Activities:

- Conduct an “Academic Review and Analysis” to review instructional program, practices, curriculum and supportive materials for evidence of effectiveness in improving student achievement and closing the gap between all student populations.
- Review student data for all student populations and run cross-tabulations of correlations to student performance with curriculum and resources found in the LCAPP.
- Construct a performance review for every school in the District and meet each principal to discuss results.
- Meet with each school Director to discuss the results of the performance review of the schools in her/his area and assess progress and determine the quality of actions proposed for continuous improvement of these schools
- Visit each school in SUSD with a team of academic improvement leaders from the central office using the modified protocols of Academic Conferences and Principal One on Ones.
- Develop a plan to increase enrollment and success, particularly among low-income and minority students in Advanced Placement (AP) courses and participation in AP testing. And to decrease chronic absenteeism and establishing successful restorative practices to respond to suspensions and expulsions.
- Develop a plan to increase opportunities for identified advanced academic learners to participate in dual credit and dual enrollment, internships and community action research projects.

- Review district Units of Study and Curriculum (where it exists) and assessments for high expectations, alignment to standards and appropriate instructional modifications for students who are English Language Learner's and students with disabilities.
- Construct a Performance Review of All schools in the District for participation and success for each intervention program.
- Review and analyze the District's monitoring and evaluation systems for assessing effectiveness and accountability in terms of achievement for each program, based on student progress.

GOAL 3

IMPROVE PUBLIC TRUST, COMMITMENT, AND CONFIDENCE THROUGH OPEN, HONEST COMMUNICATION AND RESPONSIVE CORRECTIVE ACTION TO IDENTIFIED OBSTACLES TO IMPROVING STUDENT ACHIEVEMENT AND THE CONDITIONS OF TEACHING AND LEARNING

Objectives:

- 1) Increase personal knowledge and understanding of the Stockton Unified School System and community, its culture, traditions, history, and expectations for the district.
- 2) To understand and participate in the Stockton's many community-based organizations as viable and valuable support and partners to public education.
- 3) To establish positive and productive working relationships with key leadership and members of the business, service and political organizations within the City and County and its national representative organizations.
- 4) To increase opportunities to promote the district's image within the community and develop advocacy and agency for what is effective and working well for students and parents.
- 5) To ensure ongoing, clear, consistent communication with all stakeholders with a specific focus on parents and students.

6) To establish a positive and open working relationship with the members of the media.

7) To communicate and understanding and ownership of the district's vision, mission and purpose as an organization dedicated to providing the best possible education for every child, and the moral imperative and civil right that comes with this mission.

Activities:

- Identify community's largest taxpayers, key business leaders, foundation leaders, public safety chiefs, and college and university presidents and their professional organizations and affiliations, and then meet with each for an initial Listening and Learning session. Establish a routine communication protocol with these groups.
- Schedule meetings with critical individual leaders.
- Attend meetings of key organizations such as University of the Pacific-Beyond our Gates, NAACP Stockton, San Joaquin County Hispanic Chamber of Commerce, Business Education Alliance (BEA), Downtown Stockton Rotary, Greater Stockton Chamber of Commerce, 3x3 Committee, Central Valley Asian American Chamber of Commerce, Business Council San Joaquin County, FAITH in the Valley San Joaquin County and OTHERS. As appropriate for initial listening and learning sessions. Establish routine communication protocols.
- Construct a 'kitchen cabinet' and establish routine meetings with this advisory group.
- Hold media breakfast, and establish routine communication protocols and meeting protocols. Offer to meet with the editorial boards of all local media partners.
- Schedule meetings with the established parent organizations for initial listening and learning sessions. Establish routine meetings with these organizations.
- Schedule meetings with the established student leadership organizations for initial listening and learning sessions. Establish routine meetings with these organizations.

- Assess the quality, quantity, and effectiveness of all existing forms of communication with various stakeholders:

Board, Parents, Teachers, Administrators, Staff, Policy Makers, Community Leaders, Business Leaders, Faith-Based and Civic Leaders, and Student Leaders

- Schedule meetings with each Labor Organization’s leadership for initial listening and learning sessions. Establish routine meetings with these organizations.
- Establish formats and review process for all forms of communication with all staff.
- Write letters/articles to various stakeholders, using direct and media facilitated communication, expressing my beliefs, expectations, hopes, and plans for continuous improvement for our community, schools, and youth.
- Host ‘fire-side chats’ with teachers, students, parents, and leaders as a routine ritual for personal communication about critical issues facing our organization and those working in and with our district.
- Ensure media that they are welcome and that mutual communication and reporting that is open, honest, will be encouraged and appreciated. Invite media to all key significant events.

GOAL 4

INCREASE ORGANIZATIONAL EFFECTIVENESS & EFFICIENCY

Objective:

1) Determine, “where we are, where we need to go” in terms of each major division and direct report within the organization to ensure a student-focused and achievement success agenda.

2) Consolidate and streamline similar functions and positions in order to increase and maximize service and support for schools.

Activities

- Initiate the construction of the Superintendent's transition plan and briefing document. Use this document as a critical vehicle for rapid understanding of the district's strengths, weaknesses, and critical analysis of opportunities, and threats to progress. During Pre- Entry, use this document to assess the current status of each major department's goals, an analysis of the critical issues and work priorities for the upcoming year, and the proposed plan of action to address each.
- Review all critical documents:
organizational chart, employee handbooks, policy and procedures manuals, strategic plan, student achievement data by school.
- Review all commissioned studies and audits by outside agencies, assemble work teams and begin to address deficiencies and make recommendations. Establish a schedule to meet with all direct reports and key central staff, and initiate program review and personnel quality performance reviews. Notify of intent to meet, time, location, and protocol for each meeting.
Conduct meetings and organizational analysis
- What do we need to start, stop, or continue doing?
- How can each be supportive? What support is needed for each to be successful?
- What data do we have, need, stop using to support high quality action plans?
- Review, assess, reorganize the Central organizational structure to enhance work-flow, and redirect service delivery and resources to the school site with a keen focus on equity and access.
- Develop organizational models to be used in the Roadmap that enhance effectiveness and maximize support for schools.
- Review funding streams supporting each area of district operations and redirect as appropriate to the school site.
- Establish accountability measures and determine data to be collected, reviewed and analyzed each quarter and at the mid-year and end of year reviews.

GOAL 5

ESTABLISH A SUPPORTIVE, POSITIVE AND EFFECTIVE DISTRICT CLIMATE & CULTURE SINGULARLY FOCUSED ON THE IMPROVEMENT OF STUDENT ACHIEVEMENT USING A CONTINUOUS IMPROVEMENT MODEL

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- 3) Establish a positive, professional and collaborative relationship with union leadership to ensure all decisions are made in the best interest of students and the improvement of the conditions for teaching and learning.
- 4) Establish strong collaborative relationships with the political leadership in the County, City, and State in order to establish clear lines of communication, advocacy and support for the districts' students.

Activities:

- Identify key central administrator(s) to assist with the transition within the organization.
- Identify and hire key critical new team members to join my transition team and eventually join my senior leadership team.
- Walk through the central office(s) by department/division and meet each individual.
- Establish regularly scheduled meetings with staff: Cabinet, senior staff, principals, etc.
- Meet with union Executive Director(s) and President(s) to discuss common goals, ways of working, etc.

- Establish monthly meetings to facilitate ongoing communication that is proactive on behalf of students and staff.
- Schedule a retreat with union executives and senior district staff. Establish clear understandings of roles, responsibilities, expectations, systems for mutual accountability, etc.
- Meet the Mayor, City and County Council leaders, and the County Education officials.
- Establish regular meetings with these leaders and preferred communication protocols.
- Establish regular meetings with State education leaders to finalize preferred communication protocols.
- Request a meeting of the district's legislative delegation to the state. Meet and request a regularly scheduled meeting with the leadership and an acceptable format for ongoing communication re: district needs, accountability protocols, and establish work plans for mutually agreed upon area of interest.
- Schedule a meeting with district Congressional representatives and senators. Discuss an acceptable format for ongoing communication.