



# 120-Day Entry Plan

**Dr. Elie Bracy, III, Division Superintendent**

## Entry Plan Goals and Expected Outcomes

<p>1. To develop a clear understanding of the Portsmouth Public School Division and the Portsmouth community</p>	<ul style="list-style-type: none"> <li>• Visit each school and department in the school division and begin establishing relationships with staff</li> <li>• Meet key stakeholders and leaders in this community and learn more about their desires for the school division</li> </ul>
<p>2. To examine key issues of the school division's past</p>	<ul style="list-style-type: none"> <li>• Make note of practices and historical happenings that have served as a benefit and challenge to the division</li> </ul>
<p>3. To assess the school division's Comprehensive Plan and systems for student achievement</p>	<ul style="list-style-type: none"> <li>• Review the 2007-17 Comprehensive Plan and assess the status of goals</li> <li>• Determine systems, practices, and programs that are in effect and assess their effectiveness</li> <li>• Review the budget, previous audits, state data, and other information to determine challenges and opportunities</li> </ul>
<p>4. To make use of collected information to develop long-term goals and strategies for accomplishing effective education</p>	<ul style="list-style-type: none"> <li>• Work with the School Board members to review the Comprehensive Plan and develop the Plan beyond 2017</li> </ul>





## II. Relationship Building with the School Board

OBJECTIVES	PHASE I STRATEGIES	PHASE II STRATEGIES	PHASE III STRATEGIES
1. To examine the ground rules and procedures which have governed how the Board has conducted business in the past	<ul style="list-style-type: none"> <li>• Interview each School Board member to obtain input</li> <li>• Facilitate planning session with full Board</li> </ul>	<ul style="list-style-type: none"> <li>• Provide written summary of planning session to Board</li> <li>• Discuss with each Board member to get individual feedback on results of planning session</li> </ul>	<ul style="list-style-type: none"> <li>• Revise processes and communications as determined during planning session</li> </ul>
2. To develop with the Board a set of ground rules and procedures which will govern operations	<ul style="list-style-type: none"> <li>• Facilitate planning session with full Board</li> </ul>	<ul style="list-style-type: none"> <li>• Provide written summary of planning session to Board members</li> </ul>	<ul style="list-style-type: none"> <li>• Revise processes and communications as determined during planning session</li> </ul>
3. To determine key policy issues with the Board and establish tasks/goals for the school division	<ul style="list-style-type: none"> <li>• Facilitate planning session with full Board</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate a prioritizing session with the School Board of the tasks to be accomplished</li> <li>• Develop a work plan to accomplish tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Implement strategies to accomplish tasks</li> <li>• Regularly report out to School Board on progress</li> <li>• Regularly meet with School Board subcommittees to assist in accomplishing tasks</li> <li>• Regularly meet with individual School Board members for guidance and feedback on implementation strategies</li> <li>• Provide End-of-the-Year Review Report to the Board</li> </ul>



### III. Relationship Building with the Central Office

OBJECTIVES	PHASE I STRATEGIES	PHASE II STRATEGIES	PHASE III STRATEGIES
1. To determine the norms, procedures, and processes for departments within central office	<ul style="list-style-type: none"> <li>Review briefing papers from departments and conduct briefing sessions with each department/area of central office</li> </ul>	<ul style="list-style-type: none"> <li>Report to Board on findings, feedback, and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Implement specific actions as identified during review</li> </ul>
2. To develop work plans for central office departments	<ul style="list-style-type: none"> <li>Facilitate series of planning sessions with central office staff</li> </ul>	<ul style="list-style-type: none"> <li>Develop a work plan to accomplish tasks; including description of tasks, timeframe, and individual(s) responsible for completion</li> </ul>	<ul style="list-style-type: none"> <li>Share work plan with School Board</li> <li>Implement plan and schedule regular meetings with staff to determine progress</li> </ul>
3. To clarify the roles and responsibilities of central office departments	<ul style="list-style-type: none"> <li>Conduct individual interviews with at least one person from each department to obtain information on roles and responsibilities</li> <li>Hold a briefing session with leadership responsible for Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>Work with central office leadership to revise roles and responsibilities as needed</li> </ul>	<ul style="list-style-type: none"> <li>Annually review central office roles and responsibilities</li> </ul>
4. To consider the reorganization of central office functions	<ul style="list-style-type: none"> <li>Review district's organizational chart, roles and responsibilities, and information from each department</li> <li>Seek input from school administrators regarding central office effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Use information from various planning sessions to assess and determine need for reorganization of central office</li> </ul>	<ul style="list-style-type: none"> <li>Present understanding and/or recommendations to School Board members</li> </ul>



#### IV. Relationship Building with the School Administrative Teams

OBJECTIVES	PHASE I STRATEGIES	PHASE II STRATEGIES	PHASE III STRATEGIES
1. To clarify the roles and responsibilities of building administration and how they coordinate with central office administration	<ul style="list-style-type: none"> <li>• Conduct briefing sessions with building level administration</li> <li>• Conduct individual interviews with school administration</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss findings with relevant district level leadership</li> <li>• Develop calendar of meetings with relevant building administration</li> </ul>	<ul style="list-style-type: none"> <li>• Document meetings and consider changes based on findings</li> </ul>
2. To develop work plans for key tasks for building administrators	<ul style="list-style-type: none"> <li>• Facilitate series of planning sessions with building level administration and relevant central office staff</li> <li>• Interview building administrators to obtain clarity of information and to assess practicality of strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a work plan to accomplish tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Share work plan with Board</li> <li>• Implement plan and schedule regular meetings with building administration to determine progress of plan completion</li> </ul>



## V. Relationship Building with Teachers

OBJECTIVES	PHASE I STRATEGIES	PHASE II STRATEGIES	PHASE III STRATEGIES
1. To get to know teachers and instructional support staff as fully as possible in a brief period of time	<ul style="list-style-type: none"> <li>• Conduct interviews with members of the teacher association’s leadership</li> <li>• Conduct a series of meetings with instructional staff</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct “division town hall meetings” with instructional staff to share information, give commendations, and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a teacher advisory council to meet regularly with the district leadership</li> </ul>
2. To assess the school division’s Comprehensive Plan and systems for student achievement	<ul style="list-style-type: none"> <li>• Interview selected teachers to assess knowledge of division’s comprehensive plan, and strategies for raising student achievement</li> <li>• Conduct a series of teacher focus group sessions to determine and assess instructional practices, prominent teaching methodologies, curricula, and evidence of literacy based instruction throughout core content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Document findings of teacher focus groups in Summary Report; and share with all relevant stakeholders (teachers association, School Board, district and building administration)</li> </ul>	<ul style="list-style-type: none"> <li>• Use findings, feedback, and recommendations to refine divisionwide comprehensive plan with the core goal of improving/enriching student achievement</li> </ul>



## VI. Relationship Building with Parents and Community

OBJECTIVES	PHASE I STRATEGIES	PHASE II STRATEGIES	PHASE III STRATEGIES
1. To determine the norms, procedures, communications, activities, and programs for parent involvement in the past	<ul style="list-style-type: none"> <li>• Conduct a series of parent focus groups to gain knowledge of past practices.</li> <li>• Interview leadership of parent organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Document findings (and any recommendations) and share report with School Board members</li> </ul>	<ul style="list-style-type: none"> <li>• Use recommendations as part of an annual parent and community Involvement work plan</li> </ul>
2. To determine the norms, procedures, communications, activities, and programs for community involvement in the past	<ul style="list-style-type: none"> <li>• Conduct a series of stakeholder meetings to gain knowledge of past practices</li> <li>• Interview leadership of selected community organizations, businesses, and government leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Document findings (and any recommendations) and share report with School Board members</li> </ul>	<ul style="list-style-type: none"> <li>• Use recommendations as part of an annual parent and community Involvement work plan</li> </ul>
3. To create an annual Parent and Community Involvement work plan that supports improving/enriching student achievement	<ul style="list-style-type: none"> <li>• Survey constituency for input</li> </ul>	<ul style="list-style-type: none"> <li>• Use collected data to create an annual parent and community Involvement work plan; including goals, tasks, timeframe, and persons responsible for task completion</li> </ul>	<ul style="list-style-type: none"> <li>• Share work plan with School Board members</li> <li>• Implement plan and schedule regular meetings with leadership of parent organizations; and relevant community representatives</li> </ul>



## VII. Development of District Comprehensive Plan

OBJECTIVES	PHASE I STRATEGIES	PHASE II STRATEGIES	PHASE III STRATEGIES
1. To make use of collected information to develop long-term goals and strategies for accomplishing goals of Portsmouth Public Schools	<ul style="list-style-type: none"> <li>Use information and data documented and collected from strategies and work with central office staff to formulate information into the Comprehensive Plan (or possibly an addendum to the current plan)</li> </ul>	<ul style="list-style-type: none"> <li>Publish and share with all stakeholders (School Board, administration, teachers and instructional support, parents, students, community representatives, and others)</li> </ul>	<ul style="list-style-type: none"> <li>Implement the division's comprehensive plan</li> <li>Quarterly/annually review and assess accomplishment of tasks and strategies</li> </ul>