

*Joel D. Boyd*

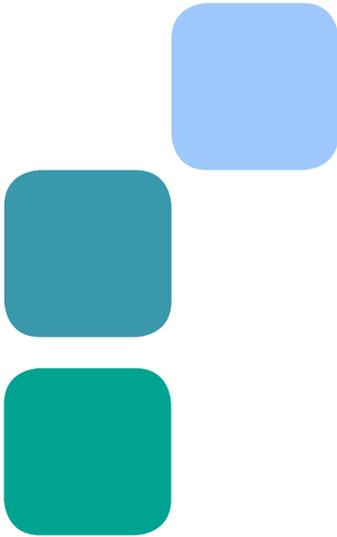
Superintendent's  
Entry and Learning Plan

August 2012 - November 2012



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# Introduction

Joel Boyd will begin as Superintendent of Santa Fe Public Schools (*SFPS*) on August 1, 2012. This *Entry and Learning Plan* outlines goals and activities to be accomplished during his first 100 days in office. It was designed based on his beliefs that the role of the superintendent is one of public service, and that the most powerful and sustainable educational reform efforts are built from the ground up. The plan includes a series of meetings and listening sessions along with a process of research and analysis for Superintendent Boyd to (1) assess the organization's strengths, challenges and opportunities, (2) establish relationships with internal and external stakeholders, (3) establish a positive presence in the community, and (4) establish a broad-based coalition of support for the development of a plan for accelerating the academic progress of our students.

The transition of leadership in SFPS presents an opportunity for positive change and enhancements in the city's public schools. This plan was designed to provide Superintendent Boyd with the baseline data and support needed to build a sustainable path toward academic improvement for all students. At its core, it outlines Superintendent Boyd's beginning efforts to ensure that good teaching happens for every child in every classroom, every day.

Santa Fe is a world-class city which deserves a world-class school system. This *Entry and Learning Plan* sets the foundation for making that desire a reality.

## Entry and Learning Plan

- Assess the organization's strengths, challenges and opportunities
- Establish relationships with internal and external stakeholders
- Establish a positive presence in the community
- Establish a broad-based coalition of support for the development of a plan for accelerating the academic progress of our students

# TRANSITIONAL GOALS

The activities outlined in this *Entry and Learning Plan* will be guided by the following transitional goals:

- 1 Assess the strengths and weaknesses of the District's academic programs
- 2 Assess the District's current financial position
- 3 Assess operational efficiencies and alignment
- 4 Assess the strengths and weaknesses of the District's performance management system
- 5 Assess the District's current political landscape
- 6 Establish a positive Superintendent-Board relationship
- 7 Establish positive working relationships with administrators, teachers and support staff
- 8 Establish a positive presence in the community
- 9 Establish positive relationships with key partners
- 10 Ensure a flawless opening to the 2012–2013 school year





# Intended Outcomes

Upon completion of the *Entry and Learning Plan* activities, a culminating report with findings and proposed strategies for system-wide improvements will be released and publicly presented. Furthermore, the report findings will inform the alignment efforts of the District’s systems and operating procedures with its current strategic plan.

# Process

The *Entry and Learning Plan* consists of three phases: (1) Listening, (2) Planning, and (3) Leading.

## Phase 1 – Listening

In Phase 1, the Superintendent will engage in a series of listening and learning activities, which includes individual and group interviews with the Board, and internal and external stakeholders. Additionally, internal and external documents and data will be collected for analysis and planning. The lists below are not exhaustive and will be expanded, as guided by the dynamic, learning process.

Phase I: Listening	
Stakeholder	Key Activities
School Board	<ul style="list-style-type: none"> <li>• Conduct one-on-one meetings with all Board Members</li> <li>• Identify and clarify the roles of the Board and the Superintendent</li> <li>• Identify goals and expectations of the Board</li> <li>• Establish communications guidelines for the Board and Superintendent</li> <li>• Compile names of key community stakeholders</li> </ul>
Internal Stakeholders	<ul style="list-style-type: none"> <li>• Conduct one-on-one or small group meetings with central office administrators, school-based administrators, and bargaining unit heads</li> <li>• Conduct visits to all schools</li> <li>• Host roundtable discussions with teachers and support staff</li> <li>• Host roundtable discussions with parents, families and students</li> </ul>
External Stakeholders	<ul style="list-style-type: none"> <li>• Conduct one-on-one or small group meetings with community, business, political, and faith-based leaders</li> <li>• Conduct one-on-one or small group meetings with local media</li> <li>• Conduct community forums</li> </ul>

**Meetings** (listed in alphabetical order; additions may be made during the process)

Board	Internal Stakeholders	External Stakeholders
Individual Board Members	Central Office Staff Heads of Bargaining Units Higher Education Partners (i.e. student teaching program) Parents and Families Principals/Assistant Principals Students	Business Leaders Community and Faith-based Groups/Partners Key Community Leaders and Local Foundations Local Media Political Leadership/Elected Officials

Phase 1 will also consist of information gathering and data collection. This will assist the Superintendent in gaining an understanding of the strengths and weaknesses of the District’s academic programs, operational efficiencies and financial position.

**Data Collection & Documents** (in alphabetical order; additions may be made during the process)

Business/Finance	Communications	Community Development
Annual Budget Audit Annual Budget Document Budget Reductions Implemented over the Last 2-3 Years Budget Requests Enrollment Projection Enrollment Trends/Projections that may Impact Growth Long Range Financial Projection Transportation	Communication Plan and Strategies Department Overview Media Contacts Public Relations Administrative Handbook	Adult and Family Literacy Program Adult Diploma Programs Adult Enrichment Program Adults with Disabilities Programming Budgets and Funding Streams Collaborations Facilities Usage GED Preparation and Testing
Data	District Information	Early Childhood
Accountability Reviews Attendance College Going Demographic Summaries Student Drop out Expulsions Graduation Past and Current Graduation Data State Performance Data Suspensions	Audit Reports Enrollment Projections Internal Reviews and Reports External Reviews and Reports Key Programs and Major Initiatives Organizational Structure School Board Policy and Procedures	Early Childhood Family Education Early Childhood Plan Early Childhood Screening Participation Data (i.e., demographics and outcomes) Preschool Enrichment School Readiness

## Data Collection & Documents (Continued)

Facilities	Human Resources	Risk Management
<p>Facility Planning Major Facility Maintenance Plan</p>	<p>Dismissal Procedures Employee Handbook Evaluation Procedures for Administrators Hiring Process/Staffing Process New Teacher Mentoring Partnerships with Local Colleges Professional Development Professional Growth Plan Recruitment and Staffing Profiles Recruitment Plan</p>	<p>District Crisis Plans Site Crisis Plan</p>
Teaching and Learning		Student Support Services
<p>ACT/SAT Scores Advanced Placement Advisory Groups Alternative Education Career and Technical Education Common Core Initiative Concurrent Enrollment ESOL Services Foreign Language Programs</p>	<p>Gifted Services Math and Reading Initiatives Online Learning Reading and Math Intervention Programs School Improvement Plans Science Initiative Special Education Student Support Services Initiatives</p>	<p>Behavior Supports Home School Rules School Feeder System School Safety Initiation Staff Evaluation Procedures Student Code of Conduct</p>
Title 1	Technology	
<p>Family Literacy Programming SES Provider Information</p>	<p>Technology Plan Technology Requests for Proposals</p>	



## Phase 2 – Planning

In Phase 2, the Superintendent, transition team members and administrators will analyze the interview data, and identify trends and major themes across the information received from stakeholders. The reports and data will also be analyzed during this phase, informing the process of aligning policies and processes that align with the District’s strategic plan.

<i>Phase 2: Planning</i>	
Stakeholder	Key Activities
School Board	<ul style="list-style-type: none"> <li>• Work with the Board to review, develop, and align policies that support the District’s strategic plan</li> <li>• Provide regular updates regarding the planning process at public board meetings</li> </ul>
Internal Stakeholders	<ul style="list-style-type: none"> <li>• Work with Internal Stakeholders to develop a process for aligning policies with the District’s strategic plan, with the end goal of accelerating student learning</li> </ul>
External Stakeholders	<ul style="list-style-type: none"> <li>• Continue to meet with External Stakeholders</li> <li>• Identify ways to partner with External Stakeholders to improve Santa Fe Public Schools and student achievement</li> </ul>

## Phase 3 – Leading

The final phase of the *Entry and Learning Plan* will culminate with a written report and public presentation of the transition team’s findings and recommendations. The Superintendent will begin implementing the recommended strategies for increasing organizational efficiency and accelerating student achievement.

<i>Phase 3: Leading</i>	
Stakeholder	Key Activities
School Board	<ul style="list-style-type: none"> <li>• Release of written report and presentation of findings and strategies to all stakeholders and the general public</li> <li>• Implementation of recommendations and strategies for closing the gaps in performance between different student groups and accelerating improvements in achievement for all students</li> </ul>
Internal Stakeholders	
External Stakeholders	

# CONCLUSION

The *Entry and Learning Plan* will allow Superintendent Boyd the opportunity to establish relationships with internal and external stakeholders while gaining a deeper understanding of the District's strengths and challenges. The structured listening and learning sessions and strategic data collection process will enable the Superintendent to maximize the District's efforts towards accelerating student achievement for all students within Santa Fe Public Schools and ensuring that every student is equipped with the tools for success.



SANTA FE PUBLIC SCHOOLS SUPERINTENDENT'S ENTRY AND LEARNING PLAN