



Entry Plan for Dr. Ward Andrus Superintendent, Central Union High School District

INTRODUCTION

The purpose of this document is to communicate a set of activities that will assist me as the Superintendent for Central Union High School District to begin work in the community. The activities are designed to enable me to learn about the organization, and the community, to establish a strong community presence early on, to assess the organization's strengths and weaknesses, and to identify critical issues. This is also the opportunity to initiate communication of the message and purpose of the new administration.

The initial set of Learning and Listening activities is to learn about the neighborhoods, community, district and schools and communicate our message of "Committed to Excellence" and its meaning.

I will tour the District, city, county and schools, develop regular communication with the Board of Education, counsel with District Senior Staff and members of the CUHSD Family, meet Community and Political Leaders, build relationships with Union/Association Leadership, and finally work with local Media and Communication Outlets, to clearly articulate the new administration's vision so that the public, press and the community know what to expect.

Core Beliefs

The work of the new administration is grounded in:

- High Expectations for all: students, teachers, administrators and classified staff
- Dramatically better results for all youth
- High functioning executive leadership and governance teams that are clear about our mission; empowering the future of our students through excellent instruction and educational experiences.

This is based upon four pillars of core beliefs:

1. Transparency of: our vision, our mission, our plans and our results.
2. Organizational Learning: a theoretical framework to act, change and instruct, and is reflective to improve at all levels.
3. Organizational Health: how the culture of the organization affects our efforts.
4. Agency: Principals, leaders and teachers will be fully responsible for the results their schools, programs and classrooms to achieve results and therefore must be empowered and supported to act accordingly.

THREE PHASES OF THE ENTRY PLAN

Phase I: Pre-Entry March 2019-June 17 2019: This phase is from the date of Governing Board appointment to the first day on the job. During this phase, much of the preparations that are logistical in nature: setting up calendars, email address, establishing a district phone, finalizing living arrangements, etc.

Phase II: Entry, “Listening and Learning” June 17, 2019 – September 31, 2019: This phase is the key element of meeting as many community stakeholders as possible and listening to all of them as described above. I will try to speak and meet with as many individuals and groups as possible during this phase. I will ask what is going well, what you want to see more of, what could be better and whom else should I meet and talk with.

To contact me:

Email: wandrus@cuhsd.net

Text or voice: (760) 675-8082

For a meeting: Carol Taylor, ctaylor@cuhsd.net

We will do our best to reply and set up meetings promptly.

Phase III: Development of “Roadmap to Success” October 1 – December 31, 2019

“Listening and Learning” will continue, but the focus shifts. The final phase of the entry plan is to develop and present to the Board and community the elements of a framework and strategies for a plan to improve the achievement of all students. It will become the foundation of a “Roadmap to Success.” It will also inform how we will improve 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 persistent gaps in achievement and disproportionalities in success. The final version of the Roadmap will also serve to actualize and prioritize the levers necessary to deliver on the Core Values, Strategic Goals, Mission, and Vision. 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 that will be reflected in our LCAP in the Spring of 2020.

Several progress reports will be provided to the Board of Education. 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 and targeted interventions on immediate and near-term critical issues, and the on-going formation of the Roadmap. They will become our Objectives that will be marked by Key Results (OKRs).

It should be noted that the work of Entry Plan occurs simultaneously with the responsibility of operations of the school district. The duties of day-to-day operations and problem solving are underway during each phase.

THE GOALS OF THE ENTRY PLAN

Goal 1: Develop effective district governance through effective and positive board-superintendent relations.

GOAL 2: Focus attention on student achievement for all students, equitable access to courses, curriculum and appropriate learning conditions.

GOAL 3: Continue and enhance relationships of trust with students, parents, community members and associations through open and honest communications, responsive corrections and preventive measures focused on improving the conditions for learning.

GOAL 4: Study our organizational systems, protocols and expectations.

GOAL 5: Maintain and enhance a positive organizational culture in the District that is focused on student success and achievement.