

## ENTRY PLAN GOALS

- 1 Create a structure and process that allows me to listen broadly and learn comprehensively about D41 and everyone in it while allowing others to get to know me and the skills and strengths that I bring to D41.
- 2 Create the foundation for a vision of the future that is anchored in the D41 Long-Range Plan.
- 3 Establish a foundation for positive working relationships throughout the organization and with all stakeholders of D41.
- 4 Establish a positive and trusting working relationship with the Board of Education that is anchored in common goals, facts/data and mutual respect.
- 5 Develop a well-informed understanding of the district's strengths and opportunities.
- 6 Build trust with and gain commitment from stakeholders so that we can collaboratively and productively celebrate district accomplishments and address the district's opportunities.
- 7 Identify the priority programs, services and support structures that the Board and community value and hold as "non-negotiables".



## GLEN ELLYN SCHOOL DISTRICT 41

# Choose to Include

Glen Ellyn School District 41



## DISTRICT 4 every 1

Glen Ellyn School District 41 | Central Services Office  
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[www.d41.org](http://www.d41.org)

# ENTRY PLAN

## 2019-2020



*Dr. Melissa Kaczowski*

The purpose of an Entry Plan is to establish priorities and plan a series of activities which will guide the superintendent's transition to the district.

These activities are intended to facilitate an effective and efficient transition for the superintendent, district, and community.

The Entry Plan provides transparency, clarity and accountability as the superintendent and Board of Education forge a new and collaborative leadership and governance relationship.

**PHASE 1 PRE-ENTRY — Transition**

**PHASE 2 ENTRY — Listening, Learning & Relationships**

**PHASE 3 SUMMARIZE — Lessons Learned & Next Steps**

# PHASE 1 – PRE-ENTRY

- Analyze a variety of data as well as the Long-Range Plan (LRP).
- Attend meeting with Cabinet.
- Attend Cycles of Inquiry with admins and coaches.
- Building walk-throughs.
- Watch archived Board meetings.
- Establish D41 accounts including gmail and Google Drive.
- Organizational meetings.
- Review and finalize a listening tour schedule.
- Meet with PTA Leadership.
- Attend Continual Improvement Team (CIT) meeting.
- Review Collective Bargaining Agreements.
- Early planning for Admin Retreat.
- Seek Cabinet input on Entry Plan.



“This plan honors the priority that was clearly communicated to me throughout the interview process that the Board unanimously expects the new superintendent to focus on listening, learning and building relationships during year one.”

*Dr. Melissa Kaczowski*

# PHASE 2 – ENTRY

- Continue to implement listening tour schedule.
- Deep dive into the Long-Range Plan; particularly the stretch goals.
- Compare our LRP with Benchmark Districts to determine the appropriateness of using stretch goals in an LRP.
- Investigate the possibility of having CIT involved in revising the goals so that there is a direct link between the LRP and the building-level plans.
- Determine whether our benchmark districts have changed. Who are we most similar to? What do their monitoring processes look like?  
*Resources: Closing the Achievement Gap Ed. Week-Study on Closing the Achievement Gap*
- BOE Partner/Pair Meetings (more focused on Board/Supt., work).
- Incorporate a “Learning Together” component in “Other” at Regular Board Meetings. Potential Topics:
  - Effective Communication with Stakeholders
  - Meeting Efficiencies and Process
  - Revising and Revitalizing Board/Supt. Agreements, Norms, etc.
  - Creating a Data Safe Culture throughout D41/Board/Community
  - What is governance-level data and how do we use it to monitor from a “balcony perspective”?

## THE SCHOOL BOARD ROLE IN CREATING CONDITIONS FOR STUDENT ACHIEVEMENT

- View or attend benchmark district Board meetings with D41 BOE members to gain a broader understanding of “governance” on a larger local level. Hold off on this until after the Board training.
- Increase student leadership/student voice opportunities such as Student Board Liaison.
- Meet with departments, groups, committees, and teams.
- Meet with the Finance Advisory Committee to gain an understanding of past work and future plans/ ideas. FAC will support the work of reviewing and revisiting information related to Early Learning Opportunities and participate in presenting updated information to the BOE at a future date.
- Review historical information related to Early Learning Opportunities, feasibility studies, community input and determine next steps in the investigation process as well as plans to address building overcrowding.
- Review the District Emergency Management Plan. Participate in the model work being proposed by the DuPage Regional Office of Education.
- Establish/clarify communication expectations/protocols with key organizations and leaders.
- Post a final version of the Superintendent Entry Plan on the D41 website, share with stakeholders. Provide a print copy via mail or personal meeting to key stakeholder organizations/officials.

# PHASE 3 – SUMMARIZE

The Superintendent will provide to the Board of Education during open session of a regular Board of Education meeting:

- Summary of the entry plan process
- “Lessons learned and next steps”

- Establish an ongoing communication mechanism with the Board.
- Maintain regular and realistic schedule of time in schools.
- Attend as many classroom visit invitations as possible.
- Attend as many community invitations as possible while maintaining a healthy work/life balance.
- Attend as many in-district events as possible while maintaining a healthy work/life balance.
- Meet with any district consultants to develop an understanding of their contribution to the district, value added, future plans based on data and financial sustainability.
- Learn about and visit programs that are unique to D41.
- Meet with any Student Leadership Groups.
- Participate in Multi-Tier Systems of Support (MTSS) Committee Meetings.
- Maintain the current structures for meetings, processes, committees, etc.
- Maintain a transparent and equitable meeting structure to engage with parents and the community. All meeting requests will be treated equally as to foster an environment that promotes trust and mutual respect. Meetings will take place at CSO It is imperative that the superintendent provide all members of the community with equal access and equal voice. Others may be invited to join the meeting depending on the topic.
- Review and refine the superintendent evaluation process with the Board.
- Recommend a change to the timeline for the Academic Update. Doing it in November would allow us to overlay MAP scores with IAR scores as well as the ISBE School Designations. Discussion & Consensus. Bundle for November.
- Recommend that the Board use their meeting self-evaluations to identify areas for growth and celebration. Revisit the topic of a formal self-evaluation later in the year, after the Board has had the opportunity to learn together and complete the various PD opportunities. Discussion & Consensus. Melissa will find out what other options are available with IASB for Board Self Assessment later in the year.
- Maintain a clear and unwavering focus on and commitment to the students in District 41!



This summary will revisit each of the seven goals identified in this plan, and will form the basis for planning the work to take place for the following school year.