

Ensuring a bright future for every child.

SUPERINTENDENT'S ENTRY PLAN

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“If a child can't learn the way we teach, maybe we should teach the way they learn” -- Ignacio Estrada



Looking, Listening and Learning



A Message from Superintendent Candidate Sara Noguchi, Ed.D

My entry plan focuses on my first 100 days as superintendent and outlines specific actions I will take to learn more about the Modesto City Schools. The activities in the entry plan will provide opportunities for me to look, listen and learn about the

schools, District staff, community and the Board of Trustees. All stakeholders' comments and viewpoints will provide a framework for a plan to move forward in the service of students. Listening is the key to building strong relationships. Strong relationships will be the key to my success as superintendent. While looking, listening and learning, I will work with the Board to develop the foundations for a strong governance team.

Entry Plan Goals

1. Establish and promote a highly effective District governance team by building trust and productive, collaborative relationships with the Board of Trustees.
2. Learn about the direction of Modesto City Schools to gain insight into its strengths, challenges and areas for growth.
3. Learn the goals, priorities and initiatives outlined in Modesto City Schools 2014-2017 Strategic Plan.
4. Learn about the community relative to its goals, expectations and values.
5. Establish a strong foundation from which to build trusting relationships with internal and external partners.



First 100 Days *Looking, Listening and Learning*

Phase One: July - October 2018

To ensure we create the right conditions for positive student outcomes, the Board of Trustees and the superintendent must develop a trusting, positive, collaborative and team-oriented relationship. Fostering quality relationships with each Board member and the Board as a whole is critical to moving the District forward in the service of student learning. From the beginning of my tenure, I will work with the Board of Trustees on establishing effective practices in both governance and management of the District. A strong relationship between the Board and the superintendent is essential as we build the best conditions for all stakeholders and keep teaching and learning at the forefront of our decision-making.

Governance Team/Board of Education

Key Activities

- Share entry plan for feedback, suggestions and guidance.
- Engage in one-on-one meetings with Trustees to deepen relationships and broaden perspectives.
- Identify and clarify the roles and responsibilities of the Board and Superintendent.
- Establish regular meeting times with the Board President for reviewing and constructing board agendas.

Leadership Core Beliefs

- ✓ Students come first in all actions and decision making.
- ✓ A highly effective District governance team is the cornerstone to student success.
- ✓ All students have a right to equal access to education and opportunities.
- ✓ All people have a right to be treated with dignity and respect.
- ✓ Build public trust and confidence through open, honest communication to foster positive relationships and propel the District forward.



- Outline future governance trainings.
- Establish protocols and processes for addressing constituent concerns.
- Conduct school visits and attend community functions with Trustees.
- Establish performance evaluation criteria.
- Review Board election calendars to assess continuity of governance.

Organizational Capacity/ District Staff

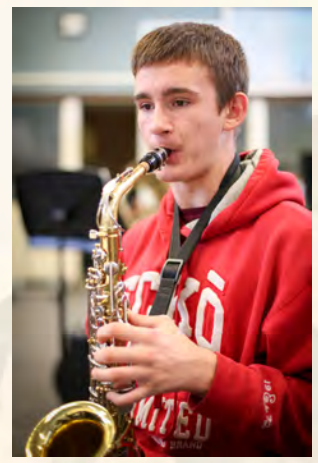
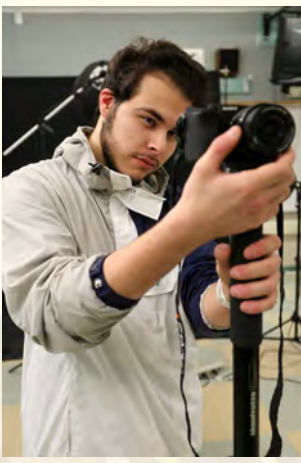
Central-office functions must be effective and efficient. The purpose of the central office is to provide outstanding service to schools, while always seeking ways to improve support for schools. During my first 100 days, I will work to learn about central office practices and procedures through interviews and document reviews. The focus of this learning will be on identifying the actions and services that are supporting our schools. Once information has been collected, the Cabinet will work together to determine if modifications or adjustments should be made to ensure high quality supports are delivered to our schools. During the entry period I will analyze current strengths, strategies and opportunities for improvement in consideration of current budget constraints.

Key Activities

- Identify key staff to assist with the transition within the organization.
- Meet with the instructional leadership team to discuss achievement data, instructional program alignment, current goals and priority actions area for the District.
- Assess the professional development and capacity for meeting the training needs of teachers, administrators, classified and other certificated staff.

- Assess the District's commitment to valuing diversity and professional development in support of closing the achievement and opportunity gaps.
- Establish regularly scheduled meetings with senior staff and principals, and set clear understanding of roles, responsibilities, expectations and systems for mutual accountability.
- Gather strategic planning documents from all department leaders with an overview of their current roles and responsibilities, major initiatives underway with projected timelines and potential barriers that may occur.
- Review key District financial materials, budget, facilities master plans and progress toward a future bond measure.
- Review District safety and crisis communication plans.
- Assess the strengths/needs of the technology department, central kitchen, and transportation department.
- Assess opening of schools operations and procedures.





School Structures

School sites are the heart and soul of the work that we do because that is where teaching and learning happens daily. An essential part of my entry plan is to visit each school to listen and learn from all stakeholders: students, parents, teachers, staff and administrators. The purpose will be to develop relationships and at the same time learn from stakeholders about their expectations, hopes, fears and dreams. Information from the stakeholders will support me in understanding if we are creating the conditions for student success from all perspectives.

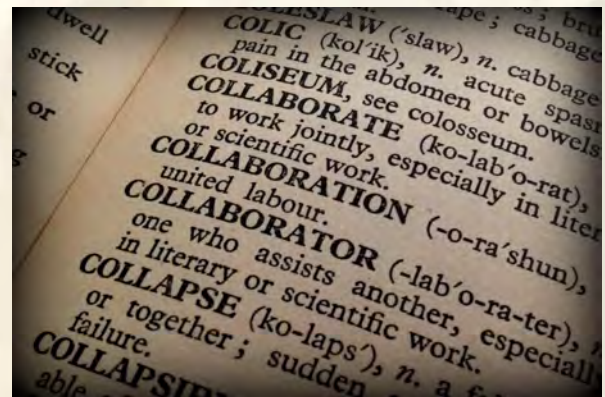
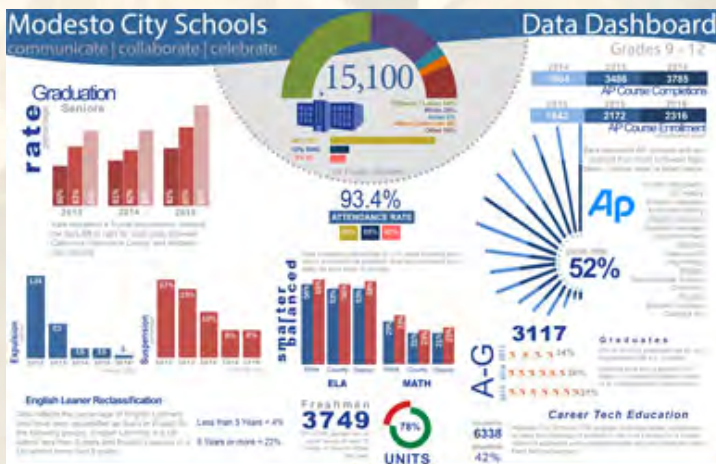
Key Activities

- Visit each school in the District to engage the principal, teachers, support staff and parent volunteers to identify what they believe is needed to ensure we meet the needs of all our children.
- Schedule before and after school Superintendent Coffees to be held at various school sites on a monthly basis to hear ideas, concerns and suggestions.
- Hold open forums with teachers, staff, District leaders, parents.
- Schedule meetings with established student leadership organizations for listening and learning sessions. Establish routine meetings and communication with these organizations.

Implementation of Initiatives/ LCAP Goals

To ensure the Modesto City Schools vision, "Every student will graduate college and career ready, with the knowledge, abilities and character traits needed to thrive in a global society" there must be tight alignment from the boardroom to the classroom. During my entry period, I will learn about the level of implementation of the goals, strategies and initiatives outlined in both the *Modesto City Schools Local Accountability Plan* and *Modesto City Schools 2014-2017 Strategic Plan*, which have been adopted by the Board of Education. This purpose will be to learn about areas of strength and opportunities for growth moving forward.

- Provide facilities that are safe and welcoming to enhance and maximize learning opportunities.
- Increase student achievement to ensure each student demonstrates success with California State Standards and be College and Career Ready.
- Support students' academic and social success by providing access to remediation and enrichment opportunities and promoting positive well-being.
- Ensure a successful bond measure passage on the November 2018 ballot to support quality teaching and learning environments. (Not LCAP goal)





Community and Public Relations

Parent and community involvement is essential to ensure that we build a culture of respect and unity throughout the District. I am committed to working with community groups, non-profits, parent groups and advocacy groups to ensure that our work supports the vision and mission of our District. I will ensure that there is continual communication with the community, and that it is open and transparent. I will be deliberate in reaching out to all stakeholders and will listen to all communities. I will be deliberate in reaching out to all stakeholders and will listen to all communities that encompass the Modesto City Schools. My experience has been in working with diverse communities, and I have learned that to be effective, our District must reflect a wide range of viewpoints and cultures. We must serve the needs of every student.

Key Activities

- Host roundtable discussions with parents, families and students.
- Host student forums to hear student voices.
- Hold one-on-one or small group with leads from city government, Rotary, Chamber of Commerce, community and faith-based leaders and local media, focusing on increased student achievement and future work-force development needs.
- Meet with local foundations, non-profits, and other thought leaders in the Modesto area.
- Conduct a review of the District's public information office and programs; review history, services and outreach to the entire community.
- Schedule meetings with the established parent organizations to engage in listening and learning sessions. Schedule on-going meetings.

Phase Two: October - December 2018

Together with the Cabinet, we will analyze the information gained from interviews and community meetings to identify trends and major themes shared by stakeholders. Information from community meetings provided through the superintendent search process will also be used. The final phase of the entry plan will culminate with a written report and public presentation of the Cabinet's findings and recommendations for the Board's consideration. The report will outline key insights, which include highlights and opportunities for growth. This information will help guide District priorities and will be used as a first step in the development of a new Strategic Plan 2019-2024 moving forward. The Strategic Planning process will begin in the Spring as we bring stakeholders together in a collaborative process to draft recommendations to the Board of Trustees.

Conclusion

My goals and core values will guide my leadership during my first 100 days and beyond. The primary focus of the entry plan is to build key relationships, while building trust with all stakeholders within the Modesto City Schools District. The knowledge and insights that I will gain during these 100 days will serve us well as we plan for success over the coming months and years. Lastly, I am deeply committed to ensuring that all students have the right to equitable access to education and to opportunity. Public education is naturally diverse; to be most effective, we must listen and learn from all viewpoints and cultures within our District. Creating the right conditions for student success stands at the core of what we must achieve. We want every student to thrive. We want our best students to soar to the highest levels of success. We want our average students to stretch and achieve at exceptional levels. We want our struggling students to catch up to their peers, so they too can achieve amazing things. It is our responsibility to create the conditions for each child, however different their learning needs might be. Public education is about teaching all children, not just some of them, so that every child has the 21st Century skills that are necessary to be productive members in society and our communities.