**Superintendent 30, 60, 90 Day Plan**

**Kelli Bush**

**Standard 1/Strategic Leadership:** The Superintendent creates conditions that result in strategically reimaging the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a vision.

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| **Activity** | **30** | **60** | **90** |
| Talk with each board member to learn about individual member goals for the district as well as issues to address. | X | X |  |
| Conduct an opening day “Welcome Back” assembly for the district staff.  Speak to the staff with the goals of introducing myself in the role of Superintendent, modeling a positive and collaborative attitude/approach, emphasizing relationships/customer service (particularly in the time of returning from COVID 19 stay at home measures), and celebrating educators. | X |  |  |
| Initiate a website Superintendent Message | X |  |  |
| Meet with each faculty to deliver message of “trunk” message | X |  |  |
| Conduct an implementation and impact check of the district’s strategic plan, equity plan and improvement plans with the leadership team.  Revise actions for each plan as applicable. |  | X | X |

**Standard 2/Instructional Leadership:** The Superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.

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| **Activity** | **30** | **60** | **90** |
| Establish a regular meeting schedule with district administrators | X |  |  |
| Conduct a meeting with each building principal to discuss accomplishments, goals for the upcoming year, challenges and issues for the school, and support needed from the central office. | X | X |  |

**Standard 3/Cultural Leadership:**The Superintendent understands and acts on the important role a system’s culture has in the exemplary performance of all schools. He works to understandas well as their history and traditions as they move forward to support and achieve district’s goals. The superintendent must be able to improve the district culture, if needed, to align the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose.

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| **Activity** | **30** | **60** | **90** |
| Be visible in schools and at school events. Visit schools with the goal of 2 times in each school per week. | X | X | X |
| Meet with Central Office staff to set “customer service” tone | X |  |  |
| Initiate a welcome back to school video. | X |  |  |
| Institute a monthly memo to all district staff. Each memo will include news, celebrations, recognitions, encouragement, etc. that address goals of the district for continuous improvement. | X | X | X |
| Visit each school to welcome back students.  Depending on what time of day, I will greet students as they exit buses/cars, eat breakfast/lunch, in classes, etc. Visit virtual classes that may be taking place as a “pop-in” guest. | X | X |  |
| Ride a bus(es) during its route to and from school in the morning and/or afternoon.  Use the opportunity to meet and greet some of the district’s parents and students. | X | X |  |
| Attend district, school, and community functions to represent the district, meet stakeholders, and build positive relationships | X | X | X |

**Standard 4/Human Resource Leadership:** The Superintendent ensures the district is a professional teaching community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.

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| **Activity** | **30** | **60** | **90** |
| Develop and begin to implement an ongoing Principal Leadership Enhancement program that includes the study of leadership skills and principles as well as regular mentoring/coaching. |  | X | X |
| Develop schedule and begin to meet weekly with Central Office Leadership Team | X | X | X |

**Standard 5/Managerial Leadership:** The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district.

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| **Activity** | **30** | **60** | **90** |
| Meet with all Central Office administrators to discuss current status | X | X |  |
| Acquire budget narrative and meet with district finance officer for discussion | X |  |  |
| Visit the district's schools and support program facilities such as the bus garage, maintenance building, nutrition office, and FRYSC office , etc. to greet employees. | X | X | X |
| Implement a Monday Morning Meeting with district central office leadership for the purpose of open communication and collective problem solving. | X | X | X |
| Review board policies and procedures | X | X | X |
| Conduct individual meetings with the Director of Pupil Personnel, Director of Special Education, and Personnel/Public Relations Coordinator to discuss accomplishments, goals for the upcoming year, challenges and issues for the district and schools, and support needed from me. | X | X |  |

**Standard 6/Collaborative Leadership:** The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.

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| **Activity** | **30** | **60** | **90** |
| Form Student Advisory Council and schedule first meeting. |  | X |  |
| Form Equity Advisory Team and schedule first meeting | X | X |  |
| Institute a weekly memo to the board of education members with the goal to keep the team informed of current and upcoming district news and issues. | X | X | X |
| Analyze community organizations and determine which will most effectively work in partnership to meet the district’s goals.  Reach out to applicable organization leaders to learn about the organization's strengths and challenges in addition to the needs of the community in regard to education | X | X | X |
| Attend each school’s SBDM Council meeting to meet the school’s leadership board and gain an understanding of each school’s unique strengths and challenges |  | X | X |

**Standard 7/Influential Leadership:**The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.

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| **Activity** | **30** | **60** | **90** |
| Develop a relationship with local political leaders | X | X | X |
| Develop a relationship with legislative representatives | X | X | X |
| Participate in GRREC to build relationships with other regional superintendents | X | X | X |