



**Mid-Buchanan R-V  
School District**

**Dr. Cody G. Hirschi's  
Entry Plan**

# Introduction



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Cody G. Hirschi

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It is an honor to serve as superintendent in the Mid-Buchanan R-V School District. I hope to build upon the many great things that the previous administration and current educational staff have done to make Mid-Buchanan a wonderful place for each and every child.

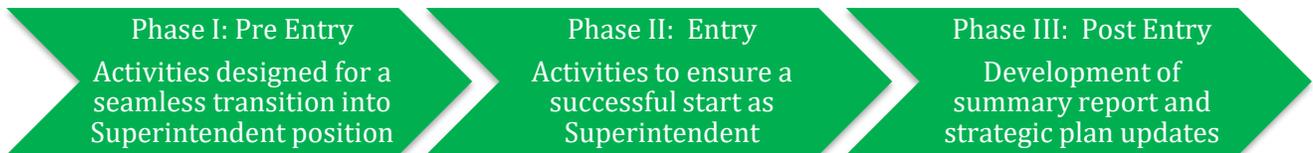
The purpose of this plan is to provide a clear structure for my transition into the district and to ensure consistent district improvement into the future.

I know that being a district leader requires focus and vision. I intend to learn everything related to being a Dragon in the next year and then to develop a collaborative vision with our community. My entry plan includes a systematic approach into developing that vision. The first year, my primary objective will be to listen and learn from the various stakeholders of the district and then to work collaboratively on key areas that we feel need to be improved for our students. I have attempted to include as many stakeholders as possible in this report, but it is in no way a comprehensive list of all school and community patrons. This document will be periodically updated to reflect additional key stakeholders and critical tasks.

My family and I are thrilled to be a part of the Mid-Buchanan family and I look forward to serving you as superintendent. I believe in our capacity to provide the best education possible for our students and I look forward to working together with you in providing exemplary and lifelong learning opportunities for each and every student.



The entry plan has three distinct phases:



## Goals

1. To ensure a smooth transition as Mid-Buchanan's Superintendent
2. To build strong relationships with the students, staff, BOE members, parents, and community
3. To ensure a wide variety of perspectives and voices are heard
4. To gain an understanding of the district's culture, values, and traditions
5. To familiarize myself with policies, systems, programs, and structures that support Mid-Buchanan's schools

## Outcomes

- Connect with the community
- Build trust with the students, staff, board of education members, parents, and patrons
- Become well informed about the district academically, culturally, and financially
- Support teaching and learning as quickly as possible
- Build a strong foundation for effective leadership of the Mid-Buchanan school district

# Phase I: Pre-Entry

Activities designed to prepare for a seamless transition into Superintendent Role at Mid-Buchanan R-V School District

***Activities Completed Prior to July 1st***

Activity	Date
Meet with board members 1:1	Feb 2017
Send introductory letter to all staff	Feb 2017
“Get to Know You” survey to staff	Feb 2017
Contact local media for interviews	Feb 2017
1 <sup>st</sup> District Visit: Tour campus, visit staff, visit classrooms	Feb 2017
Meet with Mr. John James	Feb-May 2017
1 <sup>st</sup> Principal Leadership Meeting (informal dinner at restaurant)	Feb/Mar 2017
Attend Community Events (Fair, sporting events, etc.)	Feb-Jun 2017
Community “Meet and Greet New Superintendent” Event	Spring 2017
Meet with administration 1:1	Spring 2017
Meet with office staff 1:1	Spring 2017
Book Study: <i>The First 90 Days</i> by Michael D. Watkins	Spring 2017
Attend March-June Board Meetings	Spring 2017
Community Superintendent Conversation Meetings (Meetings with Patrons-open forum)	June-July 2017

# Phase II: Entry

## Priorities to Ensure Successful First Year of Superintendent Role

*Activities to be completed from July-October*

Activity	Date
Meet with board members 1:1	First 90 Days
Meet with administration 1:1, conduct admin retreat, regularly meet (2 weeks)	First 90 Days
Meet with office staff 1:1	First 90 Days
Meet with DESE regional supervisor	First 90 Days
Meet with Conference Superintendents	First 90 Days
Establish a retreat or special meeting with BOE to discuss goals for the 17-18 school year	First 90 Days
Meet and partner with community organizations (City/county government, fire/police, clergy of local congregations, PTO, boosters, former board members, etc)	First 90 Days
Visit town businesses and restaurants (introductions/relationship building)	First 90 Days
Meet with district food service, custodians, maintenance, bus drivers, technology director/staff	First 90 Days
Meet with aides, administrative assistants, counselors, and teacher groups	First 90 Days
Meet with student leaders	First 90 Days
Parent Phone Calls (Contact key families to develop partnership)	First 90 Days
Finance Audit	First 90 Days
District Finance Analysis Meetings with financial mentors: Howard Neely, Jason Hoffman, Roger Dorson, and Matt Teeter	First 90 Days
Academic Analysis (Historical student performance (MAP, ACT, Local Assessments, post high school placement)	First 90 Days
Review and analyze the district's current evaluation systems and professional development plan for effectiveness and accountability	First 90 Days
Develop schedule for school and community activities	First 90 Days
Review policies, board meeting agendas/minutes, and state reports	First 90 Days
Meet with the NWRPDC consultants	First 90 Days
Development of "Kitchen Table" group (superintendent advisory that will include various stakeholders in the community and school)	First 90 Days

# Phase III: Post Entry

## Development of Summary Report and Strategic Plan

**Summary Report:** The entry plan culminates with the development and presentation of a summary presented to the Board of Education, outlining my findings, observations, and next steps. The summary report will be the catalyst for the development of our CSIP.

**Strategic plan Updates:** The summary report and findings will serve as another resource to help inform the school board as strategic plan objectives and tasks are updated. Strategic planning will begin by spring 2018.

### Conclusion

This Entry Plan will afford me the opportunity to listen, observe, and learn from a variety of community members while furthering substantial understanding of the school district and community. The entry plan will serve as a communication vehicle and catalyst to formulate ideas and strategies to advance our school system so we can improve each student's learning while simultaneously closing identified achievement gaps.