
Jeffrey Whibey

CTECS Theory of Action Hypothesis

Vision:

Get better today!

Every day every student, staff, faculty, and administrator will improve over yesterday. We will work at both leaving every venue we enter a little better, as well as improving ourselves from each experience. We will recognize that our learning experience is not static and stagnant but fluid and continuous and has growth opportunity within every interaction we make. Our students read on or above grade level by 10th grade and all students achieve Algebra I or Geometry credit by 9th grade while our high school graduation rates and SAT scores are among the regional best. All of our students are placed in work based learning authentic settings during their junior and senior years and graduate passing initial licensure requirements in their trade areas.

Within our community children, families, and faculty feel that academic and personal improvement is based on their own efforts and hard work. Members of the school communities feel safe and respected, physically and intellectually.

"When you improve a little each day, eventually big things occur... not tomorrow, not the next day, but eventually. Seek the small improvement one day at a time. That's the only way it happens -- and when it happens, it lasts."

John Wooden (Wooden and Jamison, 1997)

- ❖ If district strategic plans are established, communicated effectively, and aligned with prioritized resources
Then action plans can be carried out with fidelity supporting student achievement and classroom instruction
- ❖ If processes and resources are strategically directed to hiring, developing, and retaining the best teachers
Then organizational capacity will be developed driving positive student outcomes
- ❖ If we collect and analyze student assessment data and adult action data
Then we can make informed instructional and school decisions and improve student performance
- ❖ If all adults view themselves as learning leaders and are developed continuously, personally, intentionally, and purposefully
Then internal capacity is created leading to a thriving and sustainable learning organization
- ❖ If a culture of coaching, observation, and professional feedback is established
Then teaching and learning practice develops rapidly, continuously, and fluidly to cultivate deeper student learning
- ❖ If staff deployment practice assigns the most struggling learners with the most skilled staff
Then gaps of skills and knowledge will become smaller

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CTECS Superintendent Entry Plan

Entry purpose:

The purpose of the entry plan is to support effective transition into the role of Superintendent. The plan is designed for the first 100 days as Superintendent and utilizes a reflective inquiry approach to form and possibly prove my hypothesis for district growth. The entry plan provides the structure to support the Superintendent's transition by listening and learning from students, teachers, staff, administrators, families, industry leaders, and Board members about their aspirations for the CTECS. The initial plan would be followed by a strategic planning process undertaken by the Board of Education, stakeholders, and the Superintendent.

Entry work is designed to accomplish the following:

1. Begin building trusting relationships with stakeholders
2. Deeply understand all aspects of the CTECS
3. Collaboratively plan for the future

Day 1

- Communicate entry plan to all stakeholders and the media

First 100 Days

These initial days are important to set expectations across the district. During this time the Superintendent will conduct a comprehensive review of district artifacts and data sets. The review would include:

- Student data analysis
- Policy analysis
- Facility inspection
- Document review
 - Contracts
 - District responsibility chart
 - Budget
 - Written evaluations
 - Meeting minutes
 - Other

It is also important to assess the order of change level of staff members during this time. The Superintendent will conduct interviews with stakeholder groups utilizing Keep, Stop, Change, Priority Framework for questioning with all groups.

- Superintendent will schedule interviews with every individual BOE member as well as the Commissioner of Education
 - Identify individual Board member priorities and aspirations for the district
- Principal Interviews
 - Assign site visit conditions
 - Attain campus priorities & needs from principals
- Cabinet interviews (Currently several of the SDE Bureau Chiefs are the cabinet structure)
- Teacher Union Executive Board Interviews
- Other Union Presidents

- Schedule BOE Retreat
- Schedule Admin Retreat

The Superintendent will make an all-day site visit at all schools at CT ECS during the entry phase.

- During the school site visits The Superintendent will conduct:
 - Focus Groups
 - Parents
 - Teachers
 - Students
 - Administrative Teams
 - Union stewards
 - Community member meetings
 - Business leaders
 - PTSO
 - Trade Advisory Committees
 - Community advocates
 - Governmental officials
 - Media
- During the entry phase the Superintendent will conduct a nationally normed climate survey, based on climate standards, of the following stakeholder groups:
- Parents
 - Teachers
 - Students

I have developed some suppositions during my tenure as the interim. During the entry period I would hope to verify or reject the following assumptions:

- Based on the shrinking budget reality CT ECS is in need of a reorganization of the service delivery model. A strategic comprehensive staffing plan is necessary at this point. This would include conducting an enrollment analysis followed by development of staffing standards. Focus on scheduling and micro scheduling can uncover savings allowing us to redeploy human resources to student who need it most. It also holds us to equity and accountability to our kids.
- We also need to conduct a communications audit. Both communications internally and externally must be improved in order to carry out our mission with fidelity and cohesion. The vast proximity of our schools leads to messaging incoherence.
- We are in dire need of reorganization of leadership structures centrally. Currently we have a very large central office that lacks the positional leverage to manage district processes. Stark examples of diffusion of responsibility across the organization occur.
- Finally, and most importantly, a deep engagement of all stakeholders must occur to raise rigor within our classrooms. We do have excellent staff that deserve excellent professional development which aims at improving student outcomes.

At the completion of the entry plan, the Superintendent's observations, data analysis, and stakeholder feedback will be shared with Commissioner Wentzell and the Board. The Superintendent will revisit the theory of action hypothesis at this point as well to synchronize it with reflective inquiry process. After the first 100 days of the plan the Board should convene a session of retreat work with the Superintendent to define the Strategic Goals for the CT ECS. These goals will then lead to development of a three year strategic operating plan.