



Superintendent
100 Day
Entry Plan

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Superintendent of Schools

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Introductory Message

I am honored to serve as your Superintendent of Schools. I am grateful to the Paterson Public Schools for acknowledging and trusting me to lead your school district. It is an honor to have been chosen for this most important post in this great school district. I accept the responsibilities of the office and will perform the duties to the best of my ability.

It is my goal to ensure that we build on the work of my predecessor, while cultivating new opportunities to improve student achievement and prospects for all students. A necessary part of beginning this work, is the creation of a 100 Day Entry Plan. This 100 Day Entry Plan will give me the opportunity to look, listen and learn from our students, parents, staff, community, stakeholders and Board Commissioners during my first months on the job. There is a wealth of knowledge and capacity in this incredible district and I am eager to work with everyone. I will engage with as many stakeholders as possible with an open mind and a commitment to develop positive relationships to move the district forward.

A transition of leadership is one of the most critical periods for any school district. By articulating a well thought-out and comprehensive entry plan for Paterson Public Schools, my expectation is that the foundational work of the district will continue during this transition period. While daily operations will require that I make any necessary decisions in support of organizational effectiveness, I will maintain a commitment to focus on the academic success of all students, growth development for employees and collaboration and communication for the good of all in the school district.

This 100 Day Entry Plan will be implemented in such a way that opportunities will be created for me to look, listen and learn before acting. This entry plan will be guided by cultivating an environment of transparent goal setting with a clear focus on sustained and continuous improvement. It will be used as a way to update the Board Commissioners, district and community stakeholders of my

progress.

Providing equal educational opportunities and closing the achievement gap is critical for our diverse population. I am committed to helping all students find their voice and reach their full potential. I will work toward optimizing students' academic, artistic and athletic talents as well as strengthening their social emotional skills, using the information obtained during these initial months to ensure that all decisions and actions are supported by a data informed process.

Thank you again to the Paterson Public Schools community for allowing me the opportunity to serve the students as your Superintendent of Schools. Collectively, we will ensure that our schools are safe and inspiring spaces for our students. I look forward to leading the Paterson Public Schools students, faculty, staff and community.

Sincerely,

Laurie W. Newell, PhD

Purpose

The purpose of this 100 Day Entry Plan is to create a set of activities that will guide my transition to the role of Superintendent of Schools for the Paterson Public Schools, while invigorating the community and creating a new excitement for a structurally sound educational roadmap. The primary goal of this work is to ensure the academic, social and emotional success of our approximately 26,000 students, thereby preparing them for college and career. I share the Board's sense of urgency and will impress upon the entire Paterson Public Schools community our press for continued student success. In our efforts to look, listen and learn as we prepare to lead efficiently and effectively, during my first 100 days, a preliminary framework for the strategic plan will be created, all while striving to meet immediate goals, objectives and activities.

The activities will be designed to assist in:

- Gathering information swiftly about the district and the community at large
- Ascertaining critical issues. What should the priorities of the district be?
- Evaluating the organization's strengths and challenges/opportunities. What are they?
- Building on strengths and addressing challenges/opportunities immediately
- Establishing a strong presence, internally and externally and
- Creating a network of contacts and resources that will assist in continuing the work of enhancing the district to ensure equity and excellence for all students.

The goals, objectives and activities in this 100 Day Entry Plan are not listed in any particular sequence order or importance. Meetings and sessions will be conducted based on scheduling, availability and other factors. The listening and learning process will cover many concurrent areas that may overlap. Activities will be initiated based on information garnered during the process.

GOALS: *To ensure an efficient and effective entry into Paterson Public Schools, the following goals will be addressed through this entry plan.*

1. **Collaborative Governance:** Trust, transparency, and collaboration will be our mode of operating to ensure effective and positive Board/Superintendent relations.
2. **Teaching and Learning:** Increase student achievement and close the achievement gaps for ALL students.
3. **Organizational Efficiency and Effectiveness:** Provide excellent support and services to schools, students, staff, parents and the PPS community.
4. **Community Connections and Public Relations:** Establish trust and confidence by creating opportunities to listen and learn from all stakeholders - including students, parents, staff and larger community.
5. **Finance, Operations and Facilities:** Maintain fiscal and operational discipline while ensuring that the district's financial standing is strong.

GOAL 1: Collaborative Governance: Trust, transparency, and collaboration will be our mode of operating to ensure effective and positive Board / Superintendent Relations.

OBJECTIVES:

1. Establish the Board and Superintendent as a cohesive leadership team focused on improving the achievement of all students.
2. Establish the Board and Superintendent as a cohesive leadership team committed to effective and efficient organizational functions.
3. Establish effective school system governance through a productive and collaborative relationship between the Board and Superintendent.
4. Develop and implement appropriate communication protocols between the Board and Superintendent.

	<u>Action</u>	<u>Sponsor</u>	<u>Comments/Results</u>	<u>Status</u>
1A	Present 100 Day Entry Plan to the PPS Board Commissioners for feedback, suggestions and guidance.	Superintendent	Draft will be presented to the Board Commissioners	
1B	Introductory letters to internal and external stakeholders and produce a video message	Superintendent	Communications Director	

1C	Conduct one-on-one meetings with individual BOE Commissioners to cultivate a working relationship and to understand individual views and desires for the District and to learn their ‘why’. Seek names/contacts of community leaders for perspectives and deeper engagement of the board commissioners.	Superintendent	Individual Board Commissioners	
1D	Create a Superintendent’s Transition Advisory Committee to advise and guide the Superintendent of Schools on implementation of the 100 Day Plan.	Superintendent	Board Commissioners Students, Parents Administrators, Staff and community members.	
1E	Establish a meeting schedule to get to know the community with 6 Town Hall meetings.	Superintendent	Assistant Superintendents School Principals Hybrid (In person/virtual)	
1F	‘Meet and Greet’ Opportunity for all stakeholders	Superintendent	Board of Education Commissioners Community members	
1G	Engage in school visits/tours	Superintendent	School Leaders Individual Board Commissioners	
1H	Work with the BOE Commissioners to identify an independent entity to engage the BOE/Superintendent in a retreat.	Superintendent	To be confirmed by BOE President	

1I	Hold BOE retreat to discuss issues, matters of governance, core values and beliefs, communication protocols, roles, responsibilities, norms, expectations, goal/agenda setting, types and amount of information needed and through what channels to help the BOE make quality governance decisions, regular professional development training for the BOE and Superintendent. Determine the schedule and proposed agendas for meetings with the BOE; BOE discussion of Committee Chairs to determine how they work in partnership with the Superintendent and the leadership team.	Board Commissioners Superintendent Trainer/Facilitator	Board Retreat	
1J	Collaborate on a performance evaluation format with objectives and indicators of success that can be used to evaluate the Superintendent.	Superintendent Facilitator		
1K	Work with Commissioners to establish a process to review existing Board policies to determine alignment with goals and objectives and current State regulations.	Superintendent Board Commissioners		
1L	Craft a welcome back to school message (video and letter)	Superintendent Communications Director	Before beginning of school	

GOAL 2: Teaching and Learning: Increase student achievement and close the achievement gaps for ALL students.

OBJECTIVES:

1. Analyze student achievement data and review any gaps in order to determine an appropriate course of action for moving forward.
2. Review the systems necessary in Teaching and Learning that provide for an increase in student achievement.
3. Analyze and evaluate the conditions of chronically under-performing schools.
4. Assess the district’s expectations for all students’ academic success and meeting the needs of all students.
5. Address students’ social and emotional needs to maximize students’ academic achievement.

	<u>Action</u>	<u>Sponsor</u>	<u>Comments/Results</u>	<u>Status</u>
2A	Review student data for all student populations (Academic Achievement, Demographic groups, College and Career Readiness, Attendance Rate, Absentee Rate and Graduation Rate)	Superintendent	Executive Leadership Team, Curriculum & Instruction Accountability Department	
2B	Review District curriculum, instruction, and assessments for high expectations, alignment to standards, and appropriate instructional modifications for students who are not achieving; English Language Learners; and students with disabilities.	Superintendent	Curriculum & Instruction, Accountability, ELL, and Special Education	

2C	Review District curriculum, instruction, and assessments for students who are achieving and/or high achieving to ensure they are being supported to maximize their academic success.	Superintendent	Curriculum & Instruction, Accountability, ELL, and Special Education	
2D	Conduct a review to determine whether the district's written, taught, and tested curriculum is aligned. Determine the degree of rigor embedded in the curricula.	Superintendent	Assistant Superintendent- Academic Services Assistant Superintendents	
2E	Conduct an inventory of academic programs, materials and curriculum to begin process of determining impact on academic results.	Superintendent	Assistant Superintendent- Academic Services Curriculum & Instruction	
2F	Review and analyze the District's monitoring and evaluation systems for assessing effectiveness and accountability in terms of achievement for each program based on student progress.	Superintendent	Curriculum & Instruction Accountability	
2G	Meet with Central Office instructional leaders to discuss the performance results of all schools.	Superintendent	Curriculum & Instruction Accountability Human Resources Communications Director Technology	
2H	Establish a Data Tracker System of each student in the district to provide a snapshot of student progress throughout the school year.	Superintendent Board Commissioners Independent Entity	Accountability	
2I	Meet with Leadership Team, Principals, Teachers and support staff to discuss and determine the level of central office supports needed to ensure continuous improvement at each school.	Superintendent	School Leadership	

2J	Review and refine, as needed, any training program for school principals, assistant principals, and other school leaders.	Superintendent	Curriculum & Instruction Assistant Superintendents Human Resources	
2K	Meet with students to listen and learn their viewpoint on access to academic rigor in their schools and on the district as a whole.	Superintendent	High Schools Focus groups Hybrid (in person/virtual)	

GOAL 3: Organizational efficiency and effectiveness: Provide excellent support and services to schools, students, staff, parents and the PPS community.

OBJECTIVES:

1. Examine PPS’s current professional learning opportunities and professional development offerings for all staff.
2. Maximize resources to focus on the development of leadership capacity, focused on high student achievement and to ensure a successful exit for all graduates.
3. Identify the levels of performance for each department and direct reports within the organization.
4. Assess current expectations for leadership development and create an organized pipeline of competent, instructional leaders for the classroom, school and district.
5. Support the recruitment and retention of a highly effective staff with the ability to accelerate the academic performance of all students.

	<u>Action</u>	<u>Sponsor</u>	<u>Comments/Results</u>	<u>Status</u>
3A	Meet individually with members of the leadership team. Meet collectively with all Central Office team members. Meet individually with all Central Office team members.	Superintendent	All Central Office Leadership Team Departments	
3B	Create systems/processes that enable interdepartmental collaboration along with interdepartmental accountability.	Superintendent	Assistant Superintendents Central Office personnel Schools and site-based administrators and personnel	

3C	Develop and review briefing documents from each division/department. Documents will include areas of major responsibility, major initiatives underway with projected timelines, potential challenges and major decisions that need to be made. Documents will allow for quick understanding of the district's strengths, weaknesses, opportunities and threats (SWOT) to progress.	Superintendent	Central Office staff Schools and site-based personnel	
3D	Conduct a retreat and training schedule with leadership team to review the school improvement planning process, achievement data, current or anticipated vacancies in Central Office and school sites and discuss leadership team structures and practices.	Superintendent	Leadership Team	
3E	Determine how communication and decision-making will occur with leadership team, including establishing meeting schedules, protocols, and systems designed around increased student achievement, continuous improvement and addressing district issues.	Superintendent	Leadership Team	
3F	Meet with Assistant Superintendent-Academic Programs to discuss appropriate action steps and supports needed for the curriculum. A curriculum review to assess alignment between the written, taught, and tested curriculum; current state of our district assessment philosophy, review of delivery and instructional supports provided to teachers and staff.	Superintendent	Assistant Superintendent-Academic Programs Curriculum & Instruction	
3G	Meet with school principals and teachers to determine their perception of the quality and accessibility to student achievement data and the level of support offered by the Central Office staff.	Superintendent	Principal and Teachers	
3H	Review and evaluate the district's efforts around Leadership Development and succession planning for school leadership and Central Office staff.	Superintendent	Leadership Team	

3I	Determine the current protocol and means for schools to collaborate and share best practices by level and feeder pattern. Review the alignment of feeder patterns.	Superintendent	Assistant Superintendents Curriculum & Instruction School Leadership	
3J	Review the district's processes used to regularly monitor the effectiveness of the district's academic programs, materials and curriculum.	Superintendent	Curriculum & Instruction Accountability	
3K	Conduct a review of all Central Office positions to determine efficient standards to provide meaningful services to the school and community to begin the groundwork for any staffing efficiencies.	Superintendent SBA	Human Resources	
3L	Ensure the use of a staffing formula. Access the human resources management system and review all data dashboards.	Superintendent	Human Resources	
3M	Review critical documents, including, but not limited to: policy and procedures manuals; BOE meeting minutes for prior year(s); student achievement data; financial projections and budget processes for the past three fiscal years; audit reports; facility plan; accountability plans and processes; safety and emergency plans and legal proceedings.	Superintendent	Leadership Team Legal Facilities Auditing firm	
3N	Review the current schedule and format for principal meetings to ensure meetings are beneficial to principals and aligned to district goals.	Superintendent Leadership Team	School Leadership	
3O	Review and evaluate how much autonomy and authority principals have in the current organizational structure and assess how much opportunity they have in the decision-making process.	Superintendent Leadership Team	School Leadership	

3P	Review and evaluate the district's current process for establishing departmental goals.	Superintendent	Leadership Team	
3Q	Review and evaluate the district's current performance management system to ensure effective and efficient operations across and within all departments and to ensure key metrics and customer service goals are established.	Superintendent Leadership Team	Curriculum & Instruction Accountability	
3R	Conduct one-on-one meetings with legal team to review current legal proceedings or outstanding judgments against the district.	Superintendent	Human Resources Legal Counsel	
3S	Review and evaluate all necessary plans and procedures to ensure preparations are in place for a successful opening of schools and establish protocols for assessing effectiveness of the opening of schools.	Superintendent	School Leadership SBA Unit Assistant Superintendents Assistant Superintendent of Personnel	
3T	Review any other audits or reports conducted by outside agencies.	Superintendent	Leadership Team	

GOAL 4: Community Connections and Public Relations: Establish trust and confidence by creating opportunities to listen and learn from all stakeholders - including students, parents, staff and larger community.

OBJECTIVES:

1. Communicate an understanding and ownership of the district's Mission and Vision as an organization dedicated to providing the best possible education for every child.
2. Establish positive, professional, and collaborative relationships with all internal and external stakeholders and reengage stakeholders to become active supporters and participants of the PPS community.
3. Promote ongoing professional and collaborative relationships to support the safety and well-being of the whole child in order to maximize their academic potential.
4. Recognize accomplishments of students, staff, parents, community members and leaders.

	<u>Action</u>	<u>Sponsor</u>	<u>Comments/Results</u>	<u>Status</u>
4A	Assess the quality, quantity and effectiveness of external communication to include communications with and between policy makers, community leaders, business leaders and faith-based leaders.	Superintendent	Communications Director	
4B	Establish a meeting schedule with the City's Mayor	Superintendent	Chief of Staff Municipality	
4C	Schedule meetings with various parent organizations for initial listening and learning sessions and discuss critical issues facing the system while creating opportunities for authentic engagement.	Superintendent	Chief of Staff Community & Engagement Department Parent Organizations Hybrid (In person and virtual)	
4D	Schedule informal "meet and greet" opportunities for the community members by attending school and community events.	Superintendent	Community & Engagement Department Parent Organizations School Leadership	

4E	Listen and learn and discuss critical issues facing the district in an effort to foster collaboration between leadership and membership.	Superintendent	Bargaining units	
4F	Meet with state education leaders for an initial listening and learning session to discuss critical issues facing the district, and to solicit their support. Establish a routine communication protocol with these groups.	Superintendent	NJDOE Communications Director	
4G	Network with state education leaders, superintendents and colleagues across the state to discuss critical issues facing public education, urban school districts and develop a platform for advocacy for PPS.	Superintendent	NJDOE Lawmakers/Legislators	
4H	Schedule introductory meetings with members of the local media and establish protocols for communication that is open, honest, transparent and accurate.	Superintendent	Communication Department Media Outlets	
4I	Visit schools and spend time with faculty, staff members and students.	Superintendent	School leaders Site based personnel Students	
4J	Assess the quality, quantity and effectiveness of internal communication to include communications with and between the BOE, administration, principals, teachers, staff and students.	Superintendent	Communications department	

4K	Meet with principal, teacher and support staff organizations to listen and learn about the perceptions and gain understanding of the various challenges facing the system as well as its strengths and solutions for moving the school system forward to meet strategic objectives.	Superintendent	Bargaining units	
4L	Schedule meetings with established student leadership organizations. Establish an ongoing rapport with the different student groups. Create student advisory group.	Superintendent	Student groups	
4M	Review district's safety and crisis communication plan	Superintendent	Security Director Communications Director	
4N	Determine the feasibility of administering a survey to all school principals to assess Central Office support of school functions and operations.	Superintendent Communications Director	School based leaders	
4O	Determine the feasibility of administering a survey to all employees to obtain employee feedback around organizational efficiency and effectiveness.	Superintendent Communications Director	All district groups	

GOAL 5: Finance, Operations and Facilities: Maintain operational fiscal discipline while ensuring that the district’s financial standing is strong.

OBJECTIVES:

1. Maintain district wide fiscal discipline.
2. Implement a facilities plan that accommodates the population of the district over the next 5 years.
3. Establish a clearly articulated facilities priority listing of capital improvement projects.
4. Develop a comprehensive school based plan that ensures all safety and security protocols are well articulated and understood.

	<u>Action</u>	<u>Sponsor</u>	<u>Comments/Results</u>	<u>Status</u>
5A	Review district’s finances, resource allocations, and budgeting processes; assess how district’s budget and budgeting processes are aligned to support student achievement.	Superintendent	SBA Budgeting & Finance	
5B	Evaluate the district’s financial monitoring systems to ensure that fund balance objectives are met.	Superintendent	SBA	
5C	Review the district’s financial audit and the capacity to ensure all audit comments and deficiencies are corrected within a fiscal year. Review all audit findings and recommendations and assess the applied corrective measures, where applicable	Superintendent	SBA	

5D	Review and assess the Facilities Plan.	Superintendent	SBA Director of Facilities	
5E	Review how all State and Federal funds are being disbursed.	Superintendent	SBA Federal Programs	
5F	Review grant funding that support students and staff initiatives.	Superintendent	Federal Programs	
5G	Review the effectiveness of the district's grant spending and prioritize existing initiatives.	Superintendent	Federal Programs	
5H	Review the district's transportation data relative to on-time arrivals with a focus on increasing instructional hours. Review data dashboards.	Superintendent	Director of Transportation	
5I	Engage with union leaders and review bargaining agreements, salary schedules and benefits. Determine the role of the Superintendent in these meetings.	Superintendent	SBA Human Resources Bargaining units	
5J	Evaluate the Safety and Security Plan of the district. Visit each building to ensure that processes are aligned with the Security Plan to maximize student safety and security.	Superintendent	School Leadership Security Director	
5K	Review all facility reports. Coordinate communication protocol with State partners to apprise them of facilities concerns.	Superintendent	Director of Facilities Communication Director State Partners	

Conclusion

As we look forward to a new chapter for the Paterson Public Schools, we will focus on what matters most—providing a sound education to our students. At the end of the first 100 days, I anticipate learning across the entire spectrum that encompasses the school district. I am filled with optimism that, building on the work of my predecessor, we will move the district forward together. The work we will do is so important and meaningful and it affords our students the best opportunity to have the education they so truly deserve. We have an opportunity to strengthen our school district so that all students will graduate and be ready for college, for a career, or for the path of their choosing.

The Board of Education Commissioners and stakeholders will have access to the 100 Day Entry Plan. This will afford the Commissioners and Superintendent an opportunity to create, re-evaluate and revise the plan as it relates to the direction of the District. Any final revisions shall be completed after the Board of Education / Superintendent Retreat. The Board of Education, along with the Superintendent, is committed to working toward a district that encourages the very best from our students and staff, with the purpose of making the Paterson Public Schools the best it has ever been.

I am so proud to be serving as your Superintendent and I am filled with tremendous hope, expectation and inspiration at what we will be able to accomplish together. I am grateful for the opportunity to serve as your Superintendent of Schools. Paterson Public Schools will be a model school district. We will not pivot from our purpose. The best is yet to come!