

ENTRY PLAN

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introduction and purpose



Thoughtful and purposeful transition activities are vital to the organizational development of a school district. With great consideration, I have designed this entry plan to guide my work as I employ a proactive, focused, and strategic approach to leading Indianapolis Public Schools (IPS).

The purpose of this entry plan is to present my initial goals and the actions and anticipated outcomes associated with what I feel will result in a successful transition into the role of Superintendent. This plan is anchored by my leadership philosophy of listening broadly and deeply to the voices of stakeholders and learning more about the school district's strengths and impediments. This practice will allow me to begin assessing the organization's agility and opportunities for improvement while engaging the community in shaping our compelling and relevant vision for the future of IPS. I believe dramatic district transformation requires that we engage everyone; it is important that we build community ownership, rather than later request buy-in.

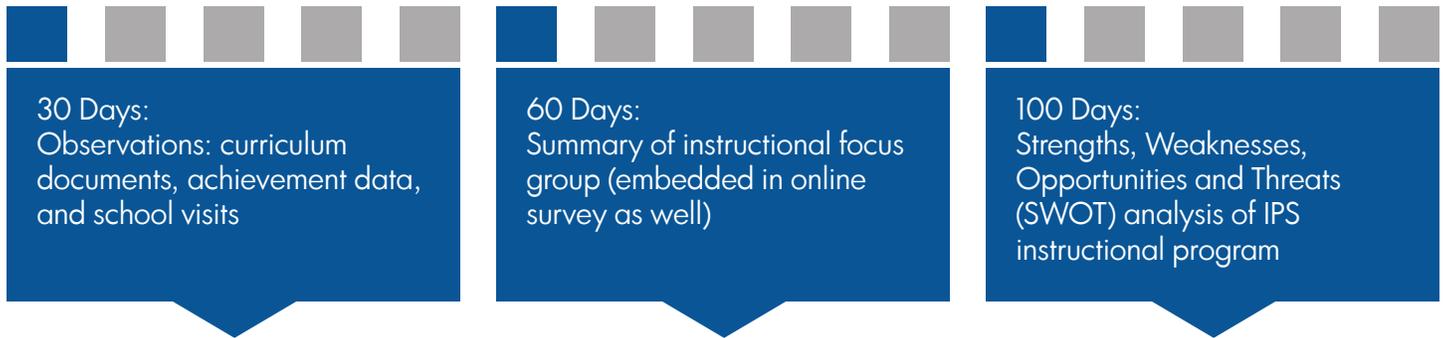
The transition activities outlined in this entry plan are designed to enable me to achieve the following five goals:

- 1) gather information carefully about the organization and community;
- 2) establish a strong community presence early;
- 3) assess the state of the school district while gaining historical perspective;
- 4) identify critical challenges and opportunities; and
- 5) build on strengths by creating a supportive network of critical friends to the district and leveraging resources that will help advance Indianapolis Public Schools.

Specific objectives associated with these goals and a projected timeline of activities for my first 100 days as Superintendent are included herein.

objective 1

Assess the strengths and opportunities for improvement in the district's instructional program.



actions will include:

Analyze patterns in student achievement to identify trends in performance

Administer survey to assess strengths and opportunities for improvement

Meet with instructional leadership team to conduct SWOT analysis

Review curriculum documents (curriculum maps, pacing guides and monitoring rubrics) to assess curriculum alignment

Evaluate formative assessment processes to ensure mastery of student learning

Host focus groups of stakeholders to assess instructional program

objective 2

Improve Board-Superintendent relations by cultivating a collaborative, trusting and productive governance team.



actions will include:

Examine the current protocols and processes for addressing constituent services

Meet with Board president and vice president to establish a regular meeting schedule to develop Board meeting and retreat agendas and to discuss district matters

Host second retreat to establish a performance evaluation format and district goals

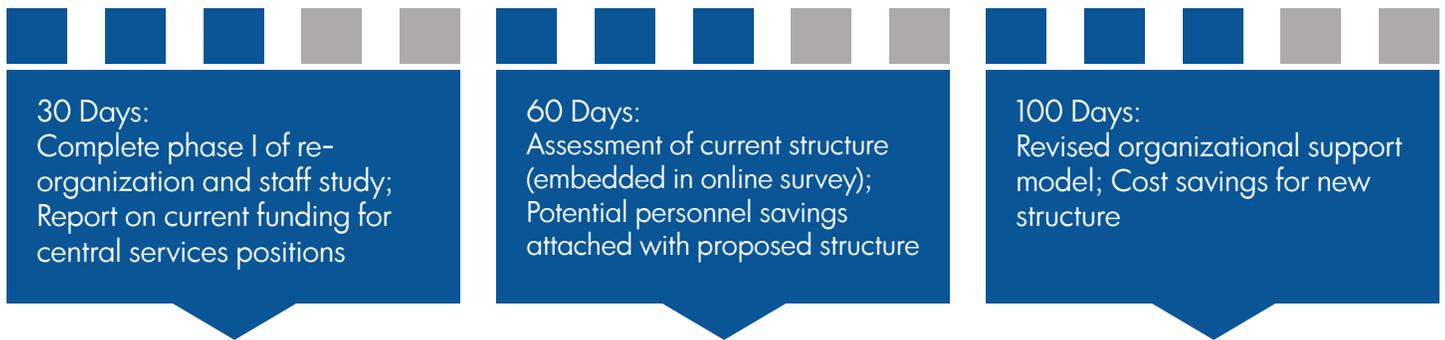
Administer Board-Superintendent perception pre-assessment to evaluate Board-Superintendent relations

Hold first Board retreat to discuss communication protocols, roles and responsibilities, norms and expectations for first year and agenda setting

Administer Board-Superintendent perception post-assessment to evaluate Board-Superintendent relations

objective 3

Reorganize the district's support model to enhance efficiency and effectiveness.



actions will include:

Identify and hire critical new team members to join core leadership

Administer survey to assess efficiency and effectiveness of central services

Review all organizational charts and other related documents

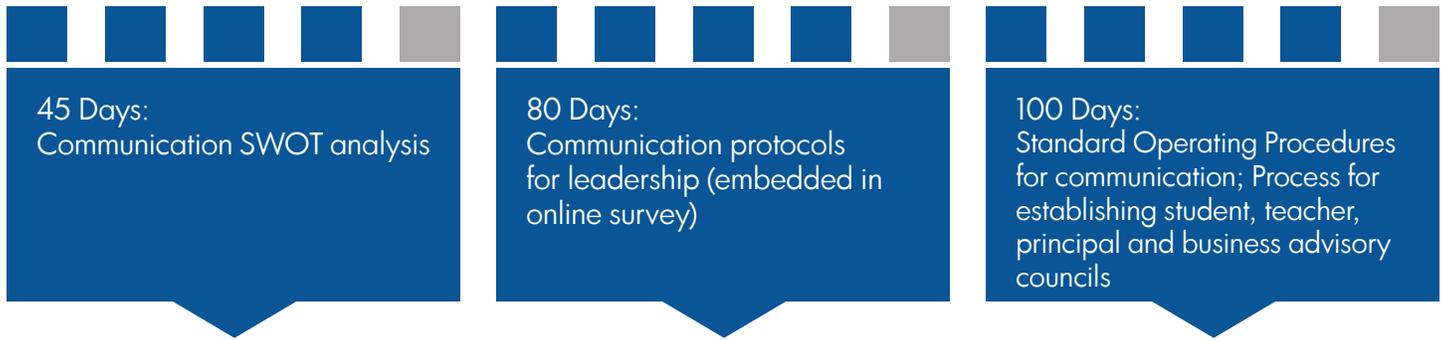
Request briefing papers from all division leaders providing an overview of their current areas of responsibility, major initiatives underway with projected timelines, a review of significant or potential problems in each area of responsibility and major decisions needing to be made in one month, three months and six months

Review district's financial projections, resource allocations and the process for building the annual operating budget

Review draft of revised organizational model with Board for feedback and suggestions

objective 4

Establish effective communication structures to build supportive and collaborative stakeholder relationships.



actions will include:

Review processes and systems that guide district communication to better understand outreach efforts

Administer survey to assess effectiveness of current communication strategies

Provide training to core leadership on developing operating procedures to enhance staff capacity

Conduct a review of the services provided by the Office of School and Community Relations to assess the quality and effectiveness of district communications

Meet with leaders of local media outlets, editorial boards and education reporters to establish a framework for collaboration

Conduct a communication protocols planning retreat to support the development of operating procedures

objective 5

Develop a comprehensive strategic planning framework building on the district's 2010-2015 Plan.

30 Days:
Assessment of district's current plan

60 Days:
Presentation to the Board on draft process

100 Days:
Strategic plan development process

actions will include:

Review processes and systems that align the distribution of resources with strategic priorities to identify potential process improvement

Conduct a strategic plan retreat with core leadership to deepen understanding of planning processes

Align strategic planning process with advanced principles of organizational development and continuous improvement to ensure strong plan development

Evaluate performance towards meeting strategic plan goals to assess effectiveness of current strategies

Provide professional learning opportunities for Board members on strategic planning to deepen understanding of planning processes

Establish a communications plan to engage and empower stakeholders in the plan development process and implementation

milestones

The previous five pages outline the specific objectives I aim to accomplish as I enter Indianapolis Public Schools. The information has been synthesized by date and is provided below in a supplemental calendar format which highlights entry plan milestones from Day One, September 23, 2013 to Day One-Hundred, February 28, 2014. This calendar takes into account district holidays and winter break.

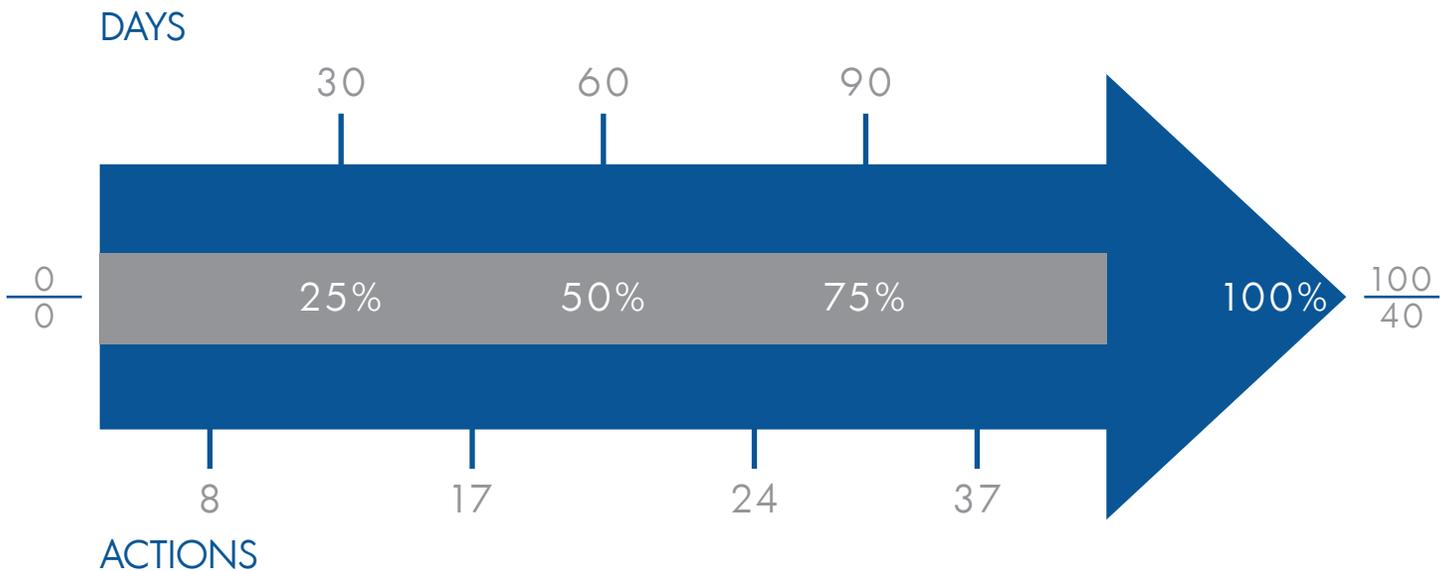
DAY 1 SEPTEMBER 23 First day as Indianapolis Public Schools' Superintendent	DAY 10 OCTOBER 4	DAY 15 OCTOBER 11	DAY 20 OCTOBER 18
DAY 25 OCTOBER 25	DAY 30 NOVEMBER 1 30 day milestones achieved for Goals 1, 2, 3 and 5	DAY 35 NOVEMBER 8	DAY 40 NOVEMBER 15
DAY 45 NOVEMBER 22 45 day milestone achieved for Goal 4	DAY 50 DECEMBER 3 Internal briefing	DAY 55 DECEMBER 10	DAY 60 DECEMBER 17 60 day milestones achieved for Goals 1, 3 and 5
DAY 65 JANUARY 8	DAY 70 JANUARY 15	DAY 75 JANUARY 23	DAY 80 JANUARY 30 80 day milestones achieved for Goals 2 and 4
DAY 85 FEBRUARY 6	DAY 90 FEBRUARY 13	DAY 95 FEBRUARY 21	DAY 100 FEBRUARY 28 100 day milestones achieved for Goals 1, 2, 3, 4 and 5

timeline

Over my first one-hundred days, it is imperative to make significant progress toward accomplishing my entry goals. Though I will guide the activities that will aid in completing the five objectives, success will certainly be the result of a team effort. The Indianapolis Chamber of Commerce partners with IPS to conduct an extensive departmental assessment to gain insight into district operational practices. Work on this initiative is already underway and will help to inform our planning efforts. Additionally, I will convene a team of national and local subject matter experts to review specific internal and external components that are highly impactful to district success. Members of this Transition Team will visit the district in the coming months to evaluate teaching and learning, culture and context, strategic partnerships and communications, among other things. The team will cite their research and provide helpful recommendations for improvement.

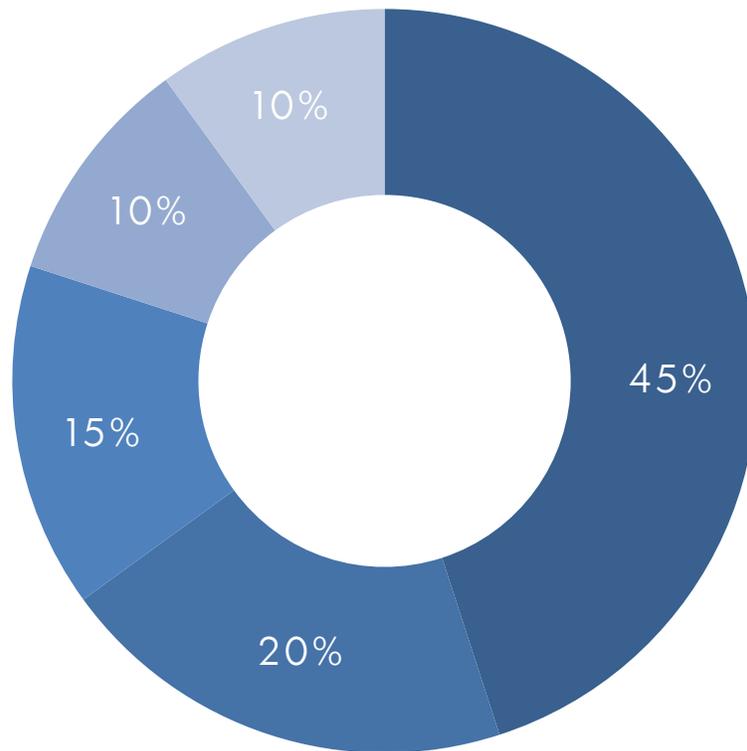
Within 30 days of entering the district, I aim to complete approximately 10 key actions (or 25% of the work that is specified in the entry plan). By my 60th day, I expect to complete half of the actions in the entry plan. Within 90 days, I should complete approximately 30 of 40 key actions (or 75%).

This information is aligned with the preceding calendar of milestones; however, it depicts completion status on a continuum for at-a-glance progress monitoring.



effort

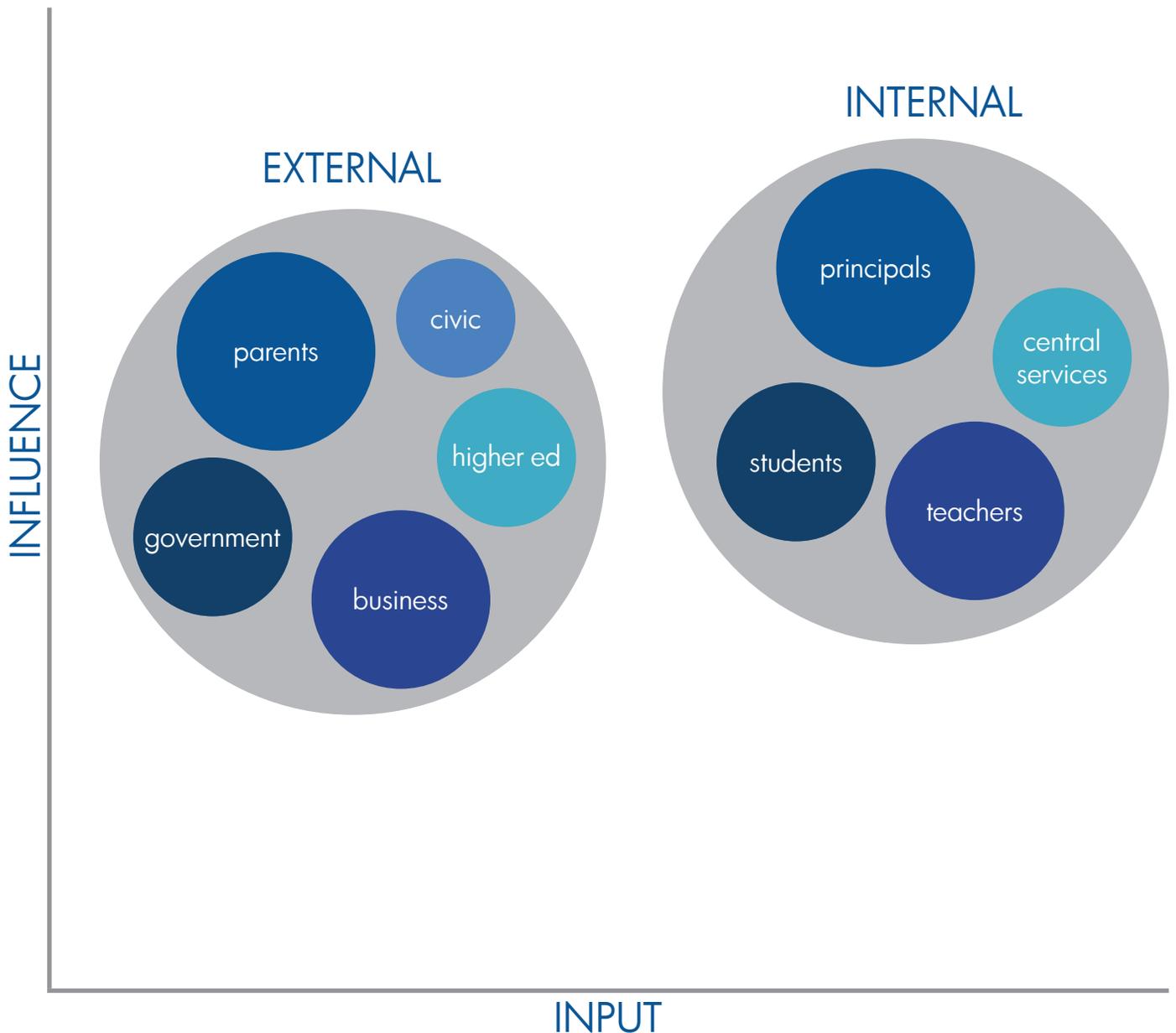
I believe that building capacity is essential to nurturing student learning and refining adult collegial relationships. Below, I provide insight into how I process what is required of me to successfully accomplish my entry plan goals. This diagram depicts how I will allocate my energy toward five integral components that are essential to an effective transition: Gathering stakeholder feedback; Conducting an environmental scan; Creating culture; Developing a strategic plan framework; and Reorganizing for effectiveness and efficiency. As illustrated, I will place a great deal of effort on listening and learning.



- ▲45 GATHER STAKEHOLDER FEEDBACK
- ▲20 CONDUCT ENVIROMENTAL SCAN
- ▲15 CREATE CULTURE
- ▲10 DEVELOP STRATEGIC PLAN FRAMEWORK
- ▲10 REORGANIZE FOR EFFECTIVENESS & EFFICIENCY

stakeholders

While conducting an environmental scan, it is critical to understand the current climate and its itinerant circles of influence. This is necessary in order to enhance organizational effectiveness and ultimately gain competitive intelligence. The strategic diagram below illustrates the potential relationship between internal and external stakeholder groups in terms of their broad participation levels and influence on district operations. This diagram is not intended to be an accurate assessment of current stakeholder engagement, rather it highlights the importance of including stakeholder groups in our planning endeavors.





For more information about Superintendent Lewis D. Ferebee, Ed. D.,
or Indianapolis Public Schools visit, www.ips.k12.in.us.

September 27, 2013

ferebee

