The purpose of this document is to enable me to hit the ground learning by establishing goals and activities that will guide my transition into the role of superintendent of Klein ISD schools. Ultimately, the feedback from this plan will assist in our future efforts, as we continue to honor Klein ISD’s rich heritage.

Working this plan will help me to gather information from a variety of stakeholders, to establish a strong visible presence on campuses and in the community, to identify and build on district strengths, to identify and begin to work on areas of improvement, and to create a network of contacts and resources that will assist in the work of moving Klein ISD forward.

I hope that this document provides you with a clear sense of how I will be spending my time over the next few months. It’s important to remember, as well, that the district will continue to be actively led and managed while the following is occurring! We are fortunate to have terrific people in Klein ISD who will continue to do the great work that keeps the district and our schools learning and growing. I often say that Strong Processes + Great People = Student Success, and I’m confident that students will continue to have success this school year!

On a personal note, there are a lot of activities in this document, and I want to state up front that in order for me to complete them well, I must ensure that I remember to stay emotionally, spiritually and physically healthy. To that end, I will find time for my faith, my family and my health.

I will update this document at various times during its implementation and will be prepared to report on how it’s going at any point. While this was assembled, I asked for input from a variety of folks about activities and goals. And since I’m a strong believer in continuous improvement, if anyone sees a hole in the document, I encourage you to email me at bchampion1@kleinisd.net. I also encourage you to follow me on Twitter: @KleinISDBret.

Thank you for taking the time to read this document, as we all work together to ensure the best quality education and support for the students of Klein ISD.

Best,

Bret A. Champion, Ed.D.

Bret A. Champion, Ed.D.

“Our task is to provide an education for the kinds of kids we have, not for the kinds of kids we used to have, or want to have, or the kind of kid that exists in our dreams.”

-Tom Brokaw
The Klein Independent School District, proud of its heritage and embracing the future, develops students to become skillful, active, reflective, self-disciplined, and honorable members of their communities through engaging learning experiences in a safe and nurturing environment.

**MISSION STATEMENT**

The Klein Independent School District, proud of its heritage and embracing the future, develops students to become skillful, active, reflective, self-disciplined, and honorable members of their communities through engaging learning experiences in a safe and nurturing environment.

**ENTRY PLAN TIMELINE**

- **JULY - SEPT.**
  - Entry Phase
- **MAY - JUNE**
  - Pre-entry Phase
- **EARLY OCT.**
  - 100-Day Report to the Board of Trustees and Klein ISD Community
- **OCT. - DEC.**
  - Sharing & Planning

I will report to the Board and community initial thoughts from the listening and learning that took place during the entry phase. In early 2017, I will present a state of the district, based on this report and other areas of the district, as we plan for the 2017 - 2018 school year.

**GOALS OF THIS ENTRY PLAN:**

A. Establish a collaborative, positive and productive working relationship with the Board of Trustees.

B. Create opportunities to build strong, collaborative and productive relationships with a multitude of stakeholders in the district through open and honest communication, including listening to and learning from feedback.

C. Evaluate organizational effectiveness and efficiency to ensure strong support of campus teaching and learning and a robust system of continuous improvement, built upon the Klein ISD culture of trust, diversity and heritage.

D. Work with staff to ensure a start to school that is energizing, focused on student learning, and builds momentum toward ensuring all students have all pathways available to them.

“It is no profit to have learned well, if you neglect to do well.”

- Publilius Syrus
Great things are accomplished by talented people who believe they will accomplish them.

- Warren Bennis

**GOAL A:**

**ESTABLISH A COLLABORATIVE, POSITIVE AND PRODUCTIVE WORKING RELATIONSHIP WITH THE BOARD OF TRUSTEES.**

**PRE-ENTRY**

A. Share Entry Plan with the Board for input, feedback, suggestions and guidance.

B. Meet with Board President to discuss general goals and objectives for a Board retreat, upcoming Board meeting agenda items and how the Board works in partnership with senior staff and myself.

C. Begin scheduling individual meetings with each Board member for one-on-one discussions about the district and to continue to build relationships.

D. Schedule a retreat/workshop with the full Board.

**ENTRY**

A. Conduct a Board retreat to discuss and determine areas of focus, communication protocols, roles and responsibilities, norms of behavior and interaction, expectations for first year, and agenda setting.

B. Establish logistics on the construction of the Board meeting agenda, information in the Board packet, and protocols for Board presentations.

C. Collaborate on the evaluation process and format for the year one Superintendent Evaluation, including spring and fall updates and reviews.

D. Establish regular meeting times with the Board President for reviewing and constructing Board agendas.

E. Establish (at least) quarterly visits with each Board member.
GOAL B:

CREATE OPPORTUNITIES TO BUILD STRONG, COLLABORATIVE AND PRODUCTIVE RELATIONSHIPS WITH A MULTITUDE OF STAKEHOLDERS IN THE DISTRICT THROUGH OPEN AND HONEST COMMUNICATION, INCLUDING LISTENING TO AND LEARNING FROM FEEDBACK.

PRE-ENTRY
A. Identify key staff to assist with the transition within the organization, and ensure that the staff members provide feedback and advice as the transition occurs.
B. Share Entry Plan with senior leadership for input, feedback, suggestions and guidance.
C. Visit informally with senior staff.
D. Begin scheduling meetings with local community and political leaders.
E. Attend a meet and greet event before the 2015 - 2016 school year ends.
F. Visit multiple campuses within each high school feeder pattern in May.
G. Attend as many district-level events in Klein ISD as possible, such as the Academic Banquet and Transform Academy.
H. Work with the Communications and Planning Team to create a first-day video.

ENTRY
A. Conduct Listen & Learn Tours: Visit each campus and principal, as well as each central office department and department head in order to introduce myself, share my educational philosophy, answer questions, and garner feedback using the 4Q Form and/or interview protocols.
B. Make campus visits a dedicated part of each work week.
C. Establish elementary teacher focus groups and secondary teacher focus groups, to hear directly from teachers about successes and challenges that arise.
D. Visit high school student focus groups to ask what’s going well and what needs attention.
E. Work with a focus group of counselors and other guidance staff to gather feedback about successes and challenges in their work.
F. Gather feedback from focus groups of parents, as well as parent volunteer and community organizations, using the 4Q Form and/or interview protocols.
G. Conduct formal visits with direct reports using the 4Q Form and/or interview protocols.
H. Communicate with stakeholders, using direct and media-facilitated communication, expressing my vision and philosophy. Use webcasts as a regular means of communication, including an introductory video.
I. Meet with parent volunteers and community organizations to introduce myself, share my educational philosophy, answer questions and garner feedback.
J. Meet with standing district committees.
K. Attend meetings of key organizations such as the chambers of commerce and service clubs/organizations for initial listening and learning.

“...It is only with the heart that one can see rightly; what is essential is invisible to the eye.”
-Antoine de Saint-Exupery
L. With Board members and senior staff, host two to three “town hall” meetings throughout all areas of the district using a standard protocol to gather community input and initiate community dialogue.

M. Communicate with a variety of critical stakeholders with the goal of continuing or starting transparent dialogue in order to listen and learn, as well as to strengthen and improve strategic partnerships. These would include (but are not limited to):

i. Elected officials, including local, county, state and national leaders
ii. Chamber of Commerce officials
iii. Parent organizations and local PTOs
iv. Local college and university officials
v. Key business and civic leaders and partners
vi. Educational or community advocacy groups
vii. Klein Education Association (KEA) and Association of Texas Professional Educators (ATPE)
viii. Non-profit groups
ix. Faith-based leaders
x. Other local superintendents
xi. Media
xii. Realtors
xiii. Senior Citizens
xiv. Financial Community
xv. Klein Association of Retired Educators (KARE)

N. Consider the quality, quantity and effectiveness of all existing forms of communication with various stakeholders, including, but not limited to:

i. Board
ii. Parents
iii. Teachers
iv. Students
v. Support Staff
vi. Administrative Staff
vii. Community
viii. Elected Officials
GOAL C:

EVALUATE ORGANIZATIONAL EFFECTIVENESS AND EFFICIENCY TO ENSURE STRONG SUPPORT OF CAMPUS TEACHING AND LEARNING AND A ROBUST SYSTEM OF CONTINUOUS IMPROVEMENT, BUILT UPON THE KLEIN ISD CULTURE OF TRUST, DIVERSITY AND HERITAGE.

PRE-ENTRY

A. Request Briefing Documents Summaries from each department. Documents will include areas of major responsibility, major initiatives underway with projected timelines, significant or potential problems, and major decisions that need to be made in one month, three months, six months, and one year. Summaries of processes to keep, stop and start will also be included.

B. Begin review of campus packets and district packets, including (but not limited to) the strategic plan, improvement plans, student achievement results, National Student Clearinghouse reports, discipline and safety reports, Klein Quality School Survey Report, Building Program Report, Future Ready 21 Plan and technology plans, communications and financial documents.

C. Visit with staff regarding new legislation that takes effect in the fall of 2016.

ENTRY

Student Success

A. Review student data for all student populations, including data by student groups, subjects, and schools and evaluate the current courses of action. Consider instructional program alignment and goals, and priority action areas for the district.

B. Meet with key technology/instructional staff about instructional technology implementation and future plans. Evaluate technological tools and digital resources that are available to teachers and students.

C. Evaluate what processes are in place to provide guidance, counseling, mental health, physiological and social services.

D. Review and engage in the Good to Great study the district has underway.

E. Through teacher focus groups and other feedback loops, review the current state of the written, tested and taught curriculum, looking for consistency and viability.

F. Review student safety procedures, including crisis communications, threat assessment, weather emergency plans and reporting requirements.

G. Utilize the Readiness Assessment from the University of Washington/Wallace Foundation Central Office Transformation Toolkit to get feedback on the current state of central office in the areas of teaching and learning.
GOAL C CONTINUED:

Strategic Planning

A. Institute a web-based survey for all stakeholders, utilizing the 4Q Form.

B. Review the current Central Office structure through the lenses of student learning, alignment and operational efficiency.

C. Conduct one-on-one interviews with all heads of departments, focusing on alignment, student learning and operational efficiency.

D. Hold a retreat with key organizational leaders regarding the best way to structure the Klein ISD organization for student learning, including discussions regarding what should be centralized or decentralized; what should be loose and what should be tight.

E. Meet jointly with senior staff and other key staff to review district and department improvement plans, strategic plans, measures, leadership team structures, and norms and practices, including communication and decision-making protocols.

F. If needed, conduct a second retreat with senior staff to clarify process and progress toward improvement with improvement plans, review current and future budget and staffing issues, and current and future organizational structure.

G. Review and/or develop succession planning and leadership development plans.

H. Review current professional development efforts and capacity for meeting the training needs of teachers, principals and central office staff. Determine the degree to which it is job-embedded, differentiated and student-success directed. Review budget development around professional development and how it is being measured for success.

Finance, Human Resources and Operations

A. Review existing measures, studies and audits by outside agencies and inside groups or departments, including campus safety reports.

B. Review current budget development and implementation processes, including financial projections, resource allocation and budgeting, to ensure that they are fiscally responsible while providing what campuses and departments need to focus on student learning.

C. Meet with groups and departments that work with Klein ISD’s building program, construction program, and investment program.

D. Review recruiting plans for teachers and administrators, paying particular attention to recruitment efforts for difficult-to-fill positions.

E. Review employee contracts, salary schedules and benefits.

F. Conduct meetings with the district’s internal auditor and attorney to review any current or pending legal proceedings and/or areas of concern.

The gap is not one amorphous gap. We fail because we address it as such. It is a series of gaps: the belief gap, the instructional gap, the support gap, and the outcome and accountability gap.”

- Deborah Jewell-Sherman
GOAL D:

WORK WITH STAFF TO ENSURE A START TO SCHOOL THAT IS ENERGIZING, FOCUSED ON STUDENT LEARNING, AND BUILDS MOMENTUM TOWARD MAKING CERTAIN THAT ALL STUDENTS HAVE ALL PATHWAYS AVAILABLE TO THEM.

PRE-ENTRY

A. Work with the Communications and Planning Team to schedule a district wide convocation (Klein Kickoff) for employees during the Welcome Back Week.

B. Visit with principals, school administration and instructional teams to ensure feedback loops, collaboration and transparency in communications.

ENTRY

A. Utilize the Klein Kickoff to reassure employees that maintaining the foundation of our district is a goal that supports my vision and philosophy, even as we continue to reach further to ensure that our district continues to improve.

B. Work with staff to hire key campus administrators, including the Klein Forest High School Principal, Greenwood Forest Elementary Principal, High School #5 Principal, and The Annex Director.

C. Work with campus and central office staff in anticipation of hiring a direct report in the instructional area. Interview and/or survey campus principals, instructional staff and other staff to help determine next steps.

D. Visit with staff to understand plans and preparations that are in place for an outstanding opening of school. Discuss a means for assessing the effectiveness of the opening of schools (scheduling, transportation, facility preparedness, etc.).

E. Work with staff to ensure a smooth transition to Skyward.

F. First Days of School: Visit all campuses.

ACKNOWLEDGEMENTS:

DR. ROBERT M. AVOSSA
JUAN E. CABRERA
JUDY RIMATO AND THE KLEIN ISD COMMUNICATIONS AND PLANNING TEAM

“Feedback is the single most powerful influence on achievement.”
-Roy Pollock, Andrew Jefferson, Calhoun Wick
OUR CORE BELIEFS:

These beliefs are an expression of fundamental values: ethical code, overriding convictions, inviolable principles. Our beliefs are:

- We believe that knowledge empowers people
- We believe that the limits of human potential are unknown and immeasurable
- We believe that a safe and secure environment nurtures
- We believe that all people are inherently free to make choices
- We believe that responsibility is necessary for the benefits of freedom to be realized
- We believe that leadership is a shared role and responsibility
- We believe that integrity and respect build trust
- We believe that meaningful relationships are essential for overall well-being
- We believe that families provide stability for communities
- We believe that diversity and heritage enrich and strengthen
- We believe that faith gives meaning and purpose to human life

“Never confuse motion with action.”

-Benjamin Franklin