

Transition Plan

Relationships and Student Achievement

1. Meet with each team member individually. Establish meeting formats with teams (Frequency, Agendas, Goal Setting).
2. Meet with each principal individually.
 - a. Review achievement data
 - b. Review building goals/objectives
3. Meet with each Board member, establish weekly or bi-monthly meetings.
 - a. Do an informal "Keep-Start-Stop".
 - b. Retreat for team building and goal setting.
4. Review District Mission and Goals, District Improvement Plan.

5. Meet with key community members (key parents, business leaders, activists, politicians).
6. Review detailed budget.
7. Investigate independent auditing. Review the audit and management letters for the past 7 years.
8. Meet with the staffs at each school and department and former superintendent.
9. Review union contracts. Meet with union presidents individually.
10. Review all achievement data (MEAP, ACT, assessments).
11. Review the curriculum. Review Curriculum Maps. Look for evidence of alignment and articulation.
12. Visit classrooms and talk to teachers about what they believe the curriculum looks like. Observe the learning process.

13. Meet with key city officials (mayor, city manager, chair of the economic development committee).
14. Review professional development activities over the past 3 years.
15. Review enrollment trends over the past 20 years.
16. Distribute Needs Assessment/Opinion surveys to students, parents, community members.
17. Review Graduation, Attendance, College Completion rates.
18. Investigate feasibility of a Phi Delta Kappa curriculum audit.
19. Meet with neighboring superintendents to discuss area concerns and potential collaborations.
20. Meet with media representatives (Newspaper, TV, radio). Ask for archival copies of positive and negative articles about Rochester Community Schools over the past three years.

21. Set up Superintendent's Communication Groups:

- a. Key Communicator's (community)
- b. Superintendents Staff Communication Round Table (staff).
- c. Middle school and high school student groups.
 - i. Disengaged, low performing.
 - ii. High achievers, student council, actively involved.
 - iii. Middle of the Road students.

22. Review Board minutes and agendas for the past three years.

23. Review evaluations of principals and administrators for the past three years.

24. Investigate the feasibility of an MASB staffing efficiency report.

25. Set up a transition team to develop a transition plan for any modifications or changes that need to be made.