



WILSON SCHOOL DISTRICT



Dr. Chris Trickett

SUPERINTENDENT
ENTRY PLAN

WILSON SCHOOL DISTRICT

Dr. Chris Trickett, Superintendent



"Empowering Our Students to Create Their Own Future"

Create a Culture of Excellence, Unity, and Pride. We strive to be a place where "students love to learn, staff love to work and people love to live."

As a tested and proven school and community leader, I take pride in creating a culture that focuses on setting high standards for students, staff, and the leadership team by developing and aligning the school system to achieve clearly defined results. Additionally, I prioritize promoting a school climate "where kids love to learn, staff love to work, and the community loves to live." I believe that the Wilson School District is primed to be the premier school community in the region and that, working collaboratively with the board, we can progress from "Good to Great!"

Moving our district forward to a place of excellence will require steadfast leadership, collaboration, vision, and unity among all stakeholders. This entry plan will lay out my plan to begin to cultivate an effective and synergistic relationship with the Board of Education and other key members of the Wilson Community while strengthening the sense of Bulldog Pride people feel when they walk onto our campuses. Additionally, it will establish areas of priority as I transition into the superintendency.

CORE VALUES

Integrity

Honesty

Loyalty

Collaboration

Invested

Entry Plan Phases

PHASE I

Pre-Entry
End of School Year

PHASE II

Entry
*Vision and
Leadership*

PHASE III

Post-Entry
Start of School Year



PHASE I: End the School Year Strong

Focus on trust, unity, pride, accomplishment, and celebration

The goal of this phase is to provide a seamless leadership transition for the board, staff, and community which will keep the focus on our kids as we finish the year strong. I will work collaboratively with our team to establish or strengthen trust within the Wilson community including, school board members, district leaders, employees, parents, colleague superintendents, and the BCIU leadership team.

Strategic focus will be placed on uniting our board, administrative team, and community around a singular focus on celebrating our learners in the final weeks of the year. This will build momentum and trust as we move into the summer months, which are critical for developing the vision for the upcoming school year and improving the effectiveness of the leadership team.

PHASE I: Strong Leadership Transition

Priorities and action steps

- Final budget preparation
- Recruit and hire fantastic people
- Rightsizing plan implementation with care
- End of year events (ceremonies, concerts, celebrations)
- Provide strategic support for all graduation festivities
- Evaluations of the district and building leaders
- Review community feedback/superintendent profile
- Work with board leadership to define expectations of the communication process



Entry Plan Phases

PHASE I

Pre-Entry
End of School Year

PHASE II

Entry
*Vision and
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PHASE II: Vision and Leadership

Hone vision, develop leaders, analyze systems, prepare for start of year

The goal of this phase is to partner collaboratively with the board of directors and executive leadership team to evaluate our current system, inclusive of all divisions, schools, and departments. Revisit current priority areas of Employee Recruitment, Onboarding, and Retention; Curriculum, Assessment, and Environment; and the Profile of a Wilson Graduate to ensure focus and commitment by the school board.

The summer will be dedicated to strengthening the capacity and cohesion of our district and building leadership teams. While we have great people who are focused on the needs of children, key leadership is needed to bring people together to synergistically work toward a common purpose. We lack focus and metrics to measure progress. Mentoring, coaching, and feedback cycles will be developed.

PHASE II: Strengthen Leadership and Engagement

Priorities and action steps

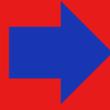
- Review vision, strategic plan, and goals to ensure alignment and consensus
- Strengthen our safety and security measures
- Evaluate facilities needs and provide updated recommendation
- Collaboratively develop superintendent and administrative goals and performance metrics for upcoming school year
- Create leadership work sessions focused on development, coaching, and mentoring
- Work with employee group leaders to prepare for the start of the upcoming school year
- Engage civic, community, and parent leadership teams
- Develop and implement strategic "story telling" plan



Entry Plan Phases

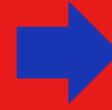
PHASE I

Pre-Entry
End of School Year



PHASE II

Entry
Vision and Leadership



PHASE III

Post-Entry
Start of School Year



PHASE III: Start of School Year

Ensure all facets of the school district are prepared to welcome kids

Ensuring a successful start of the school year is critical as it sets the tone for the community, our 6,350 students, and 1,200 staff members. It is my belief (and practice) that the first two weeks of school need to be planned with precision and care. Priority will be given to ensuring every school is welcoming to all students which means we understand their needs, gifts, and challenges. An analysis of data helps with this transition; however, teachers and counselors need to be part of the team that designs activities during this critical time. We will also work to make an environment where students and staff feel safe in our buildings. Staff and student voices will be amplified to ensure the needs of kids are met as we kick off the 2022-2023 school year with a renewed sense of hope, optimism, and excitement to work hard, have fun, and care for each other!

PHASE III: Ensure a Successful Start to 2022-2023

Priorities and action steps

- Create and implement a system for student and staff feedback on the start of year plan
- Identify all students who are new to our school district
- Ensure mentoring plans are in place for staff and students
- Lead principals to ensure student schedules are maximized to meet each student's needs, preferences, and goals
- Increase leader's accessibility and participation in opening activities
- Increase communication between the Board of Education and the community by implementing a "storytelling" strategy

