



Glen Ellyn School District 41 Superintendent Entry Plan



Dr. Jeffrey McHugh
June 2024

Message to the D41 Community

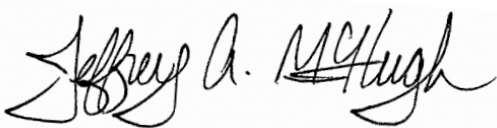
I am honored and grateful to serve as the next superintendent of Glen Ellyn School District 41. As I step into this role, I am filled with enthusiasm for the opportunities ahead and deeply committed to serving the needs of our students, families, staff, and wider community.

Having spent time understanding the rich history and values of District 41, I am inspired by the dedication to academic excellence, inclusion, and community collaboration that define our district. Significant work has been accomplished through the development of the strategic plan, and I am eager to build upon this foundation and work together to further enhance the educational experiences and outcomes for every student under our care.

To facilitate my entry into the district, I have created a plan to guide our initial work. This plan allows for immediate action to support the transition period while simultaneously establishing the foundation for our work ahead. As we embark on this journey together, I am eager to listen, learn, and collaborate with each of you. Your insights, perspectives, and contributions are invaluable as we strive to create a thriving educational community where every child has the opportunity to succeed.

I invite you to join me in this exciting endeavor, as we work together to ensure that District 41 continues to be a place of excellence in education. Thank you for your warm welcome, and I look forward to the journey ahead.

All the best,



Jeffrey A. McHugh, Ed.D.



Entry Plan Purpose

The purpose of this entry plan is to create an intentional process with identified strategies that allow for the integration into the role of Superintendent of Glen Ellyn School District 41. The plan outlines structures and processes aimed at building relationships and facilitating a comprehensive understanding of the district's history, operational dynamics, strengths, and areas for growth.

The plan is designed to address the following goals:

1. Develop trusting, productive, and collaborative relationships with students, staff members, families, the Board of Education, and the community
2. Acquire a deep understanding of all facets of the district by listening to stakeholders, asking questions, and reviewing materials
3. Ensure a smooth leadership transition

The insights gained will serve as a foundation for well-informed decision-making, leveraging past achievements to propel District 41 towards greater success.



Entry Plan Actions

Transition: January 1 - June 30, 2024

Throughout the transition phase, I will begin establishing relationships with district and community stakeholders. Doing so will allow me to get to know the stakeholders, and they in turn will begin to learn about my background and student-centered educational philosophy. I will work with the Board, Dr. Kaczowski, and the district leadership team to provide a smooth transition.

During this phase, I will:

- Meet individually with each Board member to hear their perspectives and aspirations for the district
- Conduct one-on-one meetings with all district cabinet members and principals to review job responsibilities, current goals and areas of focus, and contributions to the strategic plan
- Talk to the Board and administration about the district's history, culture, strengths, challenges, and status of current issues
- Learn about the current status of full-day kindergarten plans, including construction, logistics, and programming
- Watch Board meetings to learn about current issues facing the district
- Identify key events to attend and interact with students, staff, and community
- Visit each school to meet students and staff
- Review documents, including the strategic plan, school improvement plans, collective bargaining agreements, financial documents, program evaluations, Board documents, special education data, current legal proceedings, safety and crisis management plans, and community outreach engagement efforts and communication



Summer: July 1 - August 14, 2024

Having transitioned into the role, I will continue to develop relationships through intentional meetings with members from various constituent groups to help me understand their perspectives about the district, both past and present. I will ask questions to understand the “why” behind systems, processes, and decisions. Using this data, I will collaborate with staff, Board members, and the community to make decisions and create plans for the future.

During this phase, I will:

- Meet with key district partners, including PTA Executive Council, D41 Kids Foundation, Glen Ellyn Children’s Resource Center, and district consultants
- Be visible in the community by visiting local businesses and organizations and attending community events
- Organize an administrative retreat to build relationships and establish norms and protocols for our team
- Meet with community leaders to connect and grow a shared vision for success
- Review test scores with district and building leadership to celebrate gains and target areas for improvement
- Create a regular schedule for building visits throughout the 2024-25 school year
- Plan opportunities for direct dialogue (listening sessions/focus groups) with students, staff, and community members throughout the year
- Meet with GEEA and AFSCME leadership
- Meet with other local superintendents to build relationships and learn about collaboration opportunities
- Ensure all necessary plans, preparations, and communications are in place for a terrific opening of school

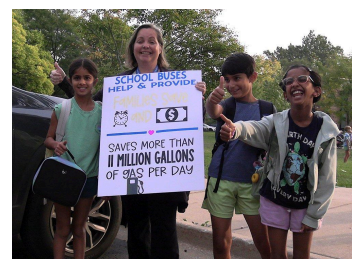


Fall: August 15 - September 30, 2024

By the time school begins, I will have gained a clear picture of the district and community. The data gathered through listening sessions and document reviews will serve to provide insight into the district's strengths, challenges, and areas for growth. I will utilize this data to focus organizational efforts, align resources, and inform the next stage of continuous improvement.

During this phase, I will:

- Engage stakeholders in a midpoint review of the strategic plan
- Communicate progress on district issues in person (Board meetings, PTA meetings), through the media (local newspapers), and electronically (district website, social media)
- Monitor fall test scores and collaborate with the leadership team to assess teaching and learning practices and resources
- Create a community advisory council to serve as a key communicator group representing the community
- Form a student advisory council to serve as a conduit for student communication and feedback
- Maintain a visible presence in each school community by attending faculty meetings, co-curricular events, and PTA meetings
- Develop performance expectations with the Board (evidence of success, roles/responsibilities, and communication systems)
- Offer regular opportunities for staff and community members to sit down with me and share their thoughts, hopes, and concerns
- Hold a Board retreat to determine a clear direction for the upcoming year



Completion of the Plan

At the conclusion of this entry plan, I will have developed relationships with stakeholders, gained a thorough understanding of the district, and ensured a smooth leadership transition. In October, I will create a summary report of observations and significant themes from the plan's actions. At that month's Board of Education meeting, I will share my findings and lay out next steps to address them.

This plan details my steps for entry into the superintendent role in District 41, but the outcomes will not be mine alone. Instead, the results will stem from a collaborative effort that includes students, staff, families, the Board, and the community. In doing so, we will energize the District 41 community to ignite passion, inspire excellence, and imagine possibilities, all the while keeping students at the heart of all decisions.

