



100-Day Plan

2022-2023 School Year

**Sergio C. Chavez, Ed.D.
FUSD Superintendent**

September 1, 2022

Farmersville Unified School District

Board of Education

Jorge Vazquez, President

John Alvarez, Board Clerk

Isamar Hernandez, Trustee

Alice Lopez, Trustee

John Vasquez, Trustee

Vision Statement:

Preparing students to be productive members of society and innovative leaders of tomorrow!

We Are Farmersville:

The Farmersville Unified School District covers approximately four square miles and has a current K-12 enrollment of approximately 2,600. In July 1993, the District unified; the doors to the first high school in Farmersville opened in fall of 1998.

There are six schools in the district: Hester Elementary is a K-1 (440 pupils) site with extended day Kindergarten program and Special Ed. Preschool; Snowden School houses 425 students in grades two and three and is a QEIA site. Freedom School opened in August 2004 with grades four through six and houses 371 pupils. Farmersville Junior High School houses 611 students in grades seven through eight and is a QEIA site. The High School operates a 9-12 (659 students) comprehensive program. Deep Creek Academy is a continuation school for 61 students and houses a small evening Adult Ed., TAPP, and Independent Studies programs. There are 3 county-operated programs on FUSD sites: preschool, community school, and special ed. All sites offer after-school programs until 6:00 p.m.

The ethnic composition of the District student population is 93% Hispanic and 6% white. The free and reduced meal count average is approximately 85%. Limited English proficiency students represent 40%; and the Migrant population represents 6%. The District General Fund budget is about \$22.5 million and employs 249 regular employees. The distribution of employees is as follows: 10 administrators, 131 teachers, 8 pupil services, and 100 classified employees.

Current curricular focus is literacy development and mathematics success. 100% of District teachers are authorized to teach English Language learners. The District is a member of the TCOE BTSA program to support new teachers.

100-Day Plan for Farmersville Unified School District

Purpose: Successful leaders consistently plan, prepare, monitor, and evaluate progress. The purpose of this 100-Day Plan is to establish goals and identify action items to guide success. The intent of this plan is to ensure that students and all District employees understand the priorities to ensure they meet their personal and professional goals. The intent is also to provide a transparent transition into the superintendency.

Leadership Philosophy: Impactful leaders cultivate trust of the people they serve. As Superintendent of the Farmersville Unified School District, I will gain respect, and unwavering support from constituents by demonstrating the five elements of trust: competence, consistency, concern, candor, and connection. I will place students first through innovative educational practices, unwavering commitment to advocacy, and ensuring equitable practices to support students to become productive citizens.

" The end of all knowledge should be service to others."
- Cesar Chavez

This 100-Day Plan establishes a foundation for the following seven goals with action items. At the conclusion of the 100-Day Plan, the Superintendent will share the results with the Farmersville Unified School District Board at a Board/Superintendent Retreat.

Areas of Focus





1 Board and Superintendent Governance

Ensure effective governance through a positive and productive Board and Superintendent relationship.

Work with the Governing Board to establish a cohesive leadership team committed to equitable leadership and opportunity for all individuals in education.

Action Items:

- 1.1 Schedule individual meetings with each Board Member to gain perspective regarding District culture and promote relationship building. Use the following questions to generate discussion:
 - a. What are the essential qualities to preserve in FUSD?
 - b. Please identify three essential needs for the District.
 - c. What improvements would you like to see implemented?
 - d. Discuss your five-year vision for FUSD.
 - e. What qualities would you like to see in the Superintendent?
- 1.2 Establish each Board Member's preferred method of receiving information relative to District business (i.e., email, phone calls, text messages, and virtual or in-person meetings).
- 1.3 Discuss protocols for developing the Governing Board meeting agendas with the Board President.
- 1.4 Meet with the Board President to identify a format, agenda, and facilitator for two Governing Board retreats designed to establish norms and expectations for the Governing Board team. The initial retreat would occur before the 30th day in the position and the second retreat around the 100th day.
- 1.5 Establish an evaluation system that the Board will use to evaluate the Superintendent.
- 1.6 Compose and distribute a regularly scheduled Board update to all Board Members detailing high priority issues, current and upcoming District events, and progress toward goals achieved in the 100-Day Plan.

"Remember teamwork begins by building trust. And the only way to do that is to overcome our need for invulnerability."

-Patrick Lencioni



2 Organizational Effectiveness

Analyze and assess organizational structures and identify areas of growth within departments, the leadership team, and Cabinet to build a successful foundation for District progress.

Organizational effectiveness is the barometer that measures the cohesiveness in which an organization achieves desired outcomes– successful, productive students. Organizational effectiveness includes staffing, leadership development, organization design and structure, design of measurements and assessments, implementation of change and transformation, implementing well-organized processes and modern technology to support the District's human resources.

Action Items:

- 2.1** Review all former Superintendent's documents relative to the District, including:
- Leadership job descriptions.
 - Areas of Superintendent's significant responsibilities.
 - Major initiatives in progress with projected timelines.
 - Potential concerns and significant decisions that must be completed within a one-to-three-month period.

Use the following briefing tool to assess strengths and identify critical growth areas or threats posed to the organization.

- What are the essential qualities to preserve in FUSD?
 - Please identify three essential needs for the District.
 - What improvements would you like to see implemented?
 - Discuss your five-year vision for FUSD.
- 2.2** Review all essential documents:
- Local Control Accountability Plan (LCAP)/Strategic Plan, and WASC Report.
 - Student achievement data by District and school site.
 - Master Facilities Plan (including the status of General Obligation Bond projects).
 - Budget documents, fiscal projections, and budget development processes.
 - Legal proceedings.
 - Curriculum reports (standards, assessment, accountability).
 - Technology, staff development, GATE, and AVID program plans.
 - Board Policies and Administrative Regulations.
 - Safety and emergency plans.
 - Collective bargaining agreements.
 - Employee handbooks.
 - Studies, reports, and audits by outside agencies.
- 2.3** Review and assess all existing forms of communication and establish formats for all stakeholder groups.



3 District Leadership Team

Establish cohesive professional relationships with personnel within various departments and assess the strengths and growth areas of the District Leadership Team.

Initiating and facilitating team building enhances group effectiveness—people who work interactively and cohesively generate innovative protocols and solutions.

Action Items:

- 3.1 Brief with current Superintendent to learn about the Strategic Plan, achievements, and challenges within the District.
- 3.2 Review all organizational charts within the District.
- 3.3 Meet with Executive Director of Human Resources to review hiring practices, policies, and procedures to discuss issues/concerns related to bargaining.
- 3.4 Schedule meetings with District administrators and spend time and learn about one another's educational leadership philosophies. Schedule monthly meetings throughout the school year.
- 3.5 Meet with District Cabinet members, department directors/coordinators, and site administrators. The purpose is to assess District and departmental capacity for effectiveness, efficiency, and streamlining of services. Use the following questions to generate discussion:
 - a. What are the essential qualities to preserve in FUSD schools?
 - b. What do you like about working at FUSD?
 - c. How is your department linked to improving student achievement?
 - d. What could we do differently as a team to impact student learning?
 - e. Where would you like FUSD to be in five years?
- 3.6 Request an assessment of the status of each department's goals, an analysis of potential concerns and work priorities for the upcoming school year, and the proposed plan of action to address each.

“I raise up my voice—not so that I can shout, but so that those without a voice can be heard. ... We cannot all succeed when half of us are held back.”

-Malala Yousafzai



4 Instructional and Support Staff

Establish cohesive professional relationships with District bargaining team.

The Superintendent, administration and bargaining team members have a collective responsibility to support the negotiated contract between certificated and classified bargaining units and the Board of Trustees. Proactive measures encourage everyone to follow the spirit of the agreement. More importantly, it builds a culture of trust between employee organizations and leadership.

Action Items:

- 4.1 Send a letter of introduction expressing excitement about joining the District's team.
- 4.2 Meet with the elected officers of certificated and classified bargaining units to discuss common goals, norms for working together, etc. Request an invitation to a meeting to formally introduce myself to their membership.
- 4.3 Become familiar with all negotiated agreements, salary schedules, and Memorandums of Understandings.
- 4.4 Request that each site Principal place an item on their September/October staff meeting agenda so I may formally introduce myself to their staff. Distribute and collect the following written climate assessment to staff members:
 - a. What are the essential qualities to preserve in FUSD?
 - b. What are your school's most significant accomplishments?
 - c. What could the District office do differently to serve your school and students more effectively?
 - d. What does equity mean to you, and how do you advocate for equitable outcomes for students?
 - e. Discuss the strengths and challenges of facilitating social-emotional learning programs.
 - f. What needs do you have for professional development?
 - g. Where would you like FUSD to be in five years?

“Courage is the most important of all the virtues, because without courage you can't practice any other virtue consistently. You can practice any virtue erratically, but nothing consistently without courage.”

– Maya Angelou



5 Student Achievement and Schoolwide Effectiveness

Assess the instructional program and increase learning opportunities for all students.

Equity-minded leaders facilitate professional learning opportunities to foster the acquisition of effective teaching strategies to deliver strong academic knowledge and skills. Administrators must support teachers in creating a positive learning environment where all students can flourish.

Action Items:

- 5.1 During the first month of the superintendency, schedule one-on-one meetings with each Principal to get acquainted with and discuss their school's accomplishments, challenges, and plans. Use the following guided questions to generate meaningful discussion:
 - a. Share five personal and five professional aspects about yourself.
 - b. What are your school's greatest strengths and achievements?
 - c. How does the District office support your leadership at your school?
 - d. What would you like to see improved or changed?
 - e. How can a new Superintendent help you achieve your school goals?
 - f. What does equity mean to you, and how do you advocate for equitable outcomes for students?
 - g. Discuss the strengths and challenges of implementing Social-Emotional Learning programs.
 - h. What needs do you have for professional development (curriculum and instruction, English Language Learners, Special Education, SEL, equity, budget, leadership, etc.)?
 - i. What is your most significant leadership quality?
- 5.2 Review the LCAP with the Chief Business Officer. Create a plan to ensure site Principals have a clear understanding of the plan and how to implement identified programs, strategies, and actions supporting English Language Learners, socioeconomically disadvantaged youth, foster, and homeless students (including being mindful of all students' needs).
- 5.3 Conduct an academic review and analysis to evaluate the instructional program, practices, curriculum, and support materials for evidence of effectiveness in improving student achievement.
- 5.4 Review the 2019 and 2022 WASC Report with Cabinet, followed by the high school Principal and administrative team to discuss progress toward school improvement.
- 5.5 Review and analyze patterns in student achievement data for all groups, particularly STEAM, literacy/humanities.
- 5.6 Review curriculum materials, instructional strategies, assessment indicators for high achievement, and appropriate instructional plans for students requiring support.
- 5.7 Schedule school visitations in September and October, requesting the Principal highlight programs in place, alignment of standards, and best teaching practices. Also, facilitate engagement meetings with students to gain perspective into FUSD culture.



6

School Safety, Security, and Climate

Establish clear goals to ensure that schools are clean, safe and support a positive climate for learning.

A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing, and satisfying life in society. This climate includes norms, values, and expectations that support people feeling social-emotionally and physically safe. People are engaged and respected in a positive school climate. Staff models and nurtures attitudes that emphasize the benefits and satisfaction gained from learning.

Action Items:

- 6.1 Review the implementation of the existing Social-Emotional Learning Plan. Request FUSD staff to brief Superintendent on current wellness center data, curriculum materials, parent workshops, and summer programs.
- 6.2 Request FUSD staff to brief Superintendent on attendance, tardiness, suspension, expulsion, truancy data, policies, and regulations relative to student discipline. Review law enforcement, social services, and other agency data.
- 6.3 Review the District's technology use agreements, social media expectations, and the means leadership communicates and enforces the expectations to students and employees.
- 6.4 Review school-wide discipline plans, alignment with Board Policies, and communication structures to parents, students, and others critical in implementing policies.
- 6.5 Review Emergency Disaster Preparedness Plans. Meet with crisis response teams, gather initial information, and identify potential vulnerabilities in the plans. Discuss and map District emergency organizational structures. Review protocols and establish new ones as needed.
- 6.6 Review District's boundaries and Facilities Master Plan, including school's modernization plans, corresponding budgets, and timelines.
- 6.7 Meet with the Chief Business Officer and Director of Maintenance and Operations to discuss current work and upcoming plans for the Facilities Master Plan.
- 6.8 Survey parents, students, and staff regarding social-emotional wellness, school security, and promoting positive learning environments at all schools.



7

Public Trust and Community Support and Partnerships

Earn the public trust and establish community partnerships and support.

Expand current knowledge of the FUSD community, its culture, traditions, history, and expectations. Continue to foster positive and productive working relationships with leaders and members of the parent and business organizations within the Farmersville Unified community. Leverage established relationships with political leaders, businesses, and groups to promote public education for the Farmersville Unified School District and throughout California.

Action Items:

- 7.1 Send a letter to all parents in the community introducing myself.
- 7.2 Facilitate Town Hall Community Engagement Events open to parents and community members.
- 7.3 Engage parents and the greater community in positive public relations activities by highlighting academic, cultural, and co-curricular activities. Reinforce interconnectivity and the sense of community through various media outlets, including social media, Facebook, news releases, Twitter, newsletters, etc.
- 7.4 Identify and schedule lunch/dinner meetings with stakeholders, community leaders, foundation leaders, college and university connections, and faith-based congregations in July and August. Generate a list of primary stakeholders to build alliances for working together on behalf of students. Determine what they see as the District's strengths and how they would like to extend their partnership.
- 7.5 Meet with Parent Organizations to coordinate and schedule summer meetings to introduce myself to the various groups. Ask them to share their plans for the school year in addition to establishing routine meetings and communication with these groups.
- 7.6 Attend service organization and Chamber of Commerce meetings to learn about current and local initiatives which support the schools.
- 7.7 Attend a City Council meeting to reinforce the relationship between District and City. Discuss a mutually acceptable format for ongoing communication.
- 7.8 Meet with the County Superintendent and related staff to establish regular meetings and preferred communication protocols. Discuss common interests and needs of FUSD.
- 7.9 Establish regular meetings with education leaders. Schedule attendance at ACSA, CALSA, CSBA, and Superintendent's annual conferences.
- 7.10 Attend co-curricular and extra-curricular activities as schedule permits.

Summary – Intended Results

Upon completing the 100-Day Plan, I will share the outcomes detailing overarching themes to Governing Board Members at a Board/Superintendent Retreat. Reviewing and evaluating goals and action items will enable the Board/Superintendent team to adjust the District's strategic initiatives and revise the Superintendent's goals for 2023-2024.

I am proud and excited to serve as Superintendent of Farmersville Unified School District. Working in unison, we will influence and support meaningful learning, growth, and achievements for our students, staff, and the community.

Education is the "great equalizer," and as leaders, we have a collective responsibility to ensure school community members have the tools necessary to execute the vision of the organization. As Superintendent, I commit myself to serve with great privilege and responsibility each day. I know the importance of advocating for students, will embrace the District's culture, and will be a courageous, strategic, and visionary leader for the Farmersville Unified School District.



“Vision without action is just a dream, action without vision just passes the time, and vision with action can change the world.”

- Nelson Mandela