North Huron School District

Superintendent 90 Day Reflection & Progress Report

Building Bridges · Inspiring Growth · Leading with Heart



RECIPIENT

North Huron School District
Board of Education

PRESENTED BY

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Superintendent

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Introduction

Fostering a Student-Centered Learning Environment



The first 90 days serving as Superintendent of North Huron School District have passed quickly, yet with clear intention. Entering this role, my guiding purpose was to listen deeply, build trusting relationships, and develop a comprehensive understanding of the district's strengths, challenges, and opportunities—always with students at the center of every decision.

This 90-Day Reflection and Progress Report is grounded in the Entry Plan that helped guide my transition and reflects a deliberate progression from listening and learning, to assessing and identifying priorities, to collaborating and initiating early action. While this report is not intended to be a comprehensive audit of all district systems, it is an authentic reflection of what I heard, observed, and learned through conversations, classroom visits, community engagement, and ongoing collaboration with staff, students, families, and the Board of Education.

The themes highlighted throughout this report represent the collective voice of North Huron—our pride, our commitment to students, and our shared desire to continue strengthening the district for the future. This work has laid a strong foundation for thoughtful, strategic action moving forward.

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Purpose & Entry Framework

Aligning community engagement with educational outcomes and strategies



The Superintendent 90-Day Entry Plan was designed to support a successful leadership transition by establishing clarity, trust, and alignment across the district. The plan focused on four core outcomes:

- Developing a strong understanding of district roles, systems, and priorities
- Collaborating with stakeholders to identify district strengths and opportunities using data and feedback
- Identifying short- and long-term goals aligned to the District Strategic Plan
- Building district capacity through collaboration, communication, and shared ownership

To achieve these outcomes, the plan was implemented through 3 intentional phases:

1. Listening, Learning, and Building Relationships
2. Assessing and Identifying District Needs and Priorities
3. Collaborating, Planning, and Monitoring Progress

The following information outlines progress within each phase, highlighting key themes, celebrations, and early indicators that are shaping the district's direction.

Engagement Summary

Overview of listening and learning initiatives conducted



First 90 Days: Listening, Learning, Building, and Planning:

During the first 90 days as Superintendent of North Huron School District, intentional time was dedicated to meeting with stakeholders across all areas of the organization and community. These meetings supported listening and learning, collaboration and relationship-building, and analysis to inform future planning.

Engagement Snapshot:

Across the first 90 days, more than 200 meetings and structured engagements were conducted, reflecting a deliberate commitment to listening, collaboration, and informed planning.

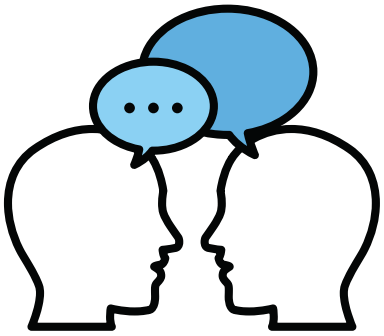
27 Administrative Meetings (Ongoing)

34 Teacher & Staff Meetings (Ongoing)

16 Curriculum & Instruction Meetings

4 Community Outreach Meetings

9 Board of Education Meetings



8 Individual Board of Education Interviews

16 New Hire Meetings (Certified & Non-Certified)

33 Finance/Business/ Operations Meetings (Ongoing)

21 Facilities & Maintenance & Safety Planning Meetings

25 Technology Meetings (Ongoing)

24 Superintendent Professional Training Meetings

Phase I

Listening, Learning, and Building Relationships in the District **(Days 1-30)**



The first 30 days focused intentionally on listening, visibility, and relationship-building. This phase was foundational in establishing trust, understanding district culture, and gaining insight into the lived experiences of students, staff, families, and community members across the district.

During this phase, I met individually with each member of the Board of Education to begin building strong, transparent working relationships centered on shared governance and student-focused decision-making. I also engaged with district leadership, building administrators, association leadership, and staff across all departments.

Equally important was visibility and connection within our schools and community. I visited classrooms at every grade level, spent time with students from our youngest learners through secondary classrooms, attended athletic and extracurricular events, and participated in community activities. These experiences provided invaluable insight into the district's culture and allowed for authentic relationship-building.

Listening and learning also occurred through surveys and informal conversations with staff, students, parents, and community members. These multiple avenues ensured that voices across the district were heard and considered.

Several consistent strengths emerged throughout Phase I. Across stakeholder groups, there was a clear and shared commitment to supporting students academically, socially and emotionally. Staff demonstrated pride in their work and deep care for students and the community, often going above and beyond to meet student needs. The North Huron community expressed strong pride in its schools, programs, and traditions, along with optimism about the district's future.

Recognizing and celebrating staff contributions—including teachers, administrators, support staff, custodial teams, food service staff, clerical staff, and paraprofessionals—was an important component of this phase and reinforced a culture of appreciation and respect.

While pride and commitment were evident, Phase I also revealed recurring themes that warrant continued attention. Stakeholders emphasized the importance of clear and consistent communication, coherence and alignment when implementing initiatives, adequate time and training to support new efforts, and continued relationship-building as the foundation for improvement. These themes informed the transition into Phase II.

Phase II

Assessing & Identifying District Needs & Priorities
(Days 31-60)



Phase II marked a deliberate shift from listening to analysis. Building upon the relationships, insights, and themes identified during Phase I, this phase focused on examining district systems, practices, and data to identify priority needs, clarify direction, and ensure alignment with the North Huron School District Strategic Plan.

A central focus of Phase II was the activation and engagement of the District School Improvement Team. Through structured meetings, the team conducted a comprehensive review of student achievement data, assessment systems, curriculum resources, and progress-monitoring tools. This work included analysis of state and local assessment data, review of the District Annual Education Report, and examination of trends across grade levels and content areas.

The School Improvement Team also initiated a detailed inventory of curriculum resources across PreK–12. This process revealed both strengths and inconsistencies in curriculum alignment, publication dates, and supplemental supports, reinforcing the importance of establishing a guaranteed and viable curriculum. These findings inform a multi-year curriculum review and replacement cycle to ensure instructional materials remain current, aligned to standards, and supportive of student growth.

This work laid the foundation for the development of districtwide SMART goals in mathematics, English language arts, and an affective (non-academic) area. These goals will guide professional development, instructional focus, and continuous improvement efforts. Phase II also included close attention to teacher and administrator evaluation systems. The North Huron Teacher Evaluation Framework—developed collaboratively with building administration and association leadership—was reviewed as a growth-oriented tool to support instructional coherence and professional development. Early observations and evaluation conversations highlighted strong reflective practice and commitment to student success, while also identifying the need for calibration, clarity, and aligned professional learning.

As part of assessing district operations and communication systems, Phase II included continued development and launch of a new district website. This work reflected a broader commitment to improving clarity, accessibility, and consistency in communication with staff, families, and the community. Additional review of district policies, procedures, and internal systems identified opportunities to streamline processes, clarify roles, and strengthen implementation fidelity.

Phase II

Assessing & Identifying District Needs & Priorities
(Days 31-60)



Student and staff safety remained a priority during Phase II through the continued work of the District Safety Committee. Third-party safety assessments and law enforcement reviews informed identification of immediate and long-term safety priorities, highlighting physical security enhancements, emergency preparedness training, accountability systems, and reunification planning. This work emphasized collaboration across departments and transparent communication with stakeholders.

Phase II also included focused attention on Human Resource systems that support staff stability, equity, and organizational effectiveness. A review of wage schedules for non-certified staff was initiated to ensure competitiveness, internal equity, and alignment with current roles and responsibilities. In parallel, hiring and onboarding procedures were refined to improve clarity, consistency, and compliance.

Across Phase II, several priorities emerged consistently: the need for coherent systems aligning curriculum, assessment, instruction, and professional learning; continued emphasis on clear and consistent communication; strengthened professional support structures for staff; sustained commitment to student safety and wellness; and data-informed decision-making balanced with professional judgment and community context.

Phase III

Collaboration, Early Action & Monitoring Progress
(Days 61-90)



Phase III marked a clear transition from analysis to action. Building upon the priorities identified during Phase II, this phase focused on strengthening collaborative structures, initiating early action steps, and establishing systems to monitor progress and ensure accountability. The intent was not to implement rapid change, but to build sustainable momentum grounded in shared ownership and strategic alignment.

During this phase, district leadership teams, committees, and working groups were engaged in purposeful collaboration. Continued work with the School Improvement Team, Safety Committee, administrative team, and staff leaders supported refinement of goals, clarification of roles, and development of timelines. This approach reinforced the belief that meaningful improvement occurs when staff and stakeholders help shape solutions rather than receiving directives in isolation.

Several early action steps were initiated to demonstrate responsiveness and forward progress. In academics, curriculum review and data analysis began informing professional dialogue, instructional focus, and planning for future curriculum updates. In the area of communication, continued development and use of the new district website improved access to information and consistency in messaging. In addition, regular monthly superintendent newsletters and weekly building-level principal newsletters provided families and community members with timely, transparent updates on district initiatives, celebrations, and upcoming priorities.

Safety and security efforts progressed through continued Safety Committee meetings, prioritization of identified needs, and planning for phased implementation of recommended upgrades. Training, communication, and procedural clarity remained central to this work. Human resource initiatives advanced through continued alignment of wage schedules, hiring procedures, and onboarding practices, supporting organizational stability and workforce sustainability.

An essential component of Phase III was the establishment of structures to monitor progress and support continuous improvement. Leadership team meetings and committee updates served as mechanisms for reviewing data, reflecting on progress, and adjusting plans as needed. Equally important was the intentional celebration of successes—both small and large—which reinforced positive momentum and strengthened morale.

By the conclusion of the first 90 days, the district had established collaborative structures, transparent communication practices, and data-informed decision-making processes to support continued progress.

Strategic Plan Alignment

First 90 Days in Action: Key Focus Areas



The work completed during the first 90 days as Superintendent of North Huron School District was intentionally aligned to the District's Strategic Plan (2024–2029). The entry period focused on building the foundational conditions—relationships, systems, clarity, and trust—necessary to advance the Strategic Plan in a thoughtful and sustainable manner. Actions taken during the first 90 days aligned directly with the Strategic Plan's focus areas. In Academics and Programs, curriculum review, School Improvement Team activation, and SMART goal development reinforced a commitment to a guaranteed and viable curriculum. In Learning Environment and Culture, relationship-building, staff recognition, and safety planning supported a respectful, student-centered learning environment. In Personnel, evaluation systems, wage schedule updates, and refined hiring procedures aligned to staff support and retention goals. In Communications and Community Engagement, the new district website and layered newsletter communication strengthened transparency and partnerships. In Operations and Finance, safety, facilities, and stewardship reviews supported operational effectiveness and sustainability.

Collectively, the actions taken during the first 90 days reflect clear and intentional alignment with the North Huron School District Strategic Plan. This entry period was designed not to implement rapid change, but to establish a strong foundation for continued progress. With clear priorities, collaborative structures, and aligned systems now in place, the district is well-positioned to advance its Strategic Plan with purpose, coherence, and shared commitment.

Conclusion

Reflecting on progress and setting future aspirations



My first 90 days as Superintendent of North Huron School District were intentionally focused on listening, learning, and building the conditions necessary for long-term success. This entry period was not about rapid change, but about understanding the district deeply, strengthening relationships, and ensuring that future decisions are grounded in shared values, data, and community voice.

Throughout these initial months, one theme emerged consistently: North Huron is a district rich in commitment, pride, and potential. Students, staff, families, and community members care deeply about their schools and share a common desire to see all students succeed. The work completed during this time reflects that collective commitment and honors the trust placed in district leadership.

This report represents a moment of reflection, but more importantly, it marks a transition from entry to sustained leadership. With strong relationships established, systems reviewed, and priorities clarified, North Huron School District is well-positioned to move forward with purpose, coherence, and shared responsibility. The work ahead will require continued collaboration, transparency, and perseverance—but it will be guided by a clear foundation built during these first ninety days.

Next Steps

Reflecting on progress and setting future aspirations



As the district moves beyond the entry period, the focus will shift from assessment and early action to sustained implementation and continuous improvement. The next phase of work will build directly upon the priorities identified during the first ninety days and remain aligned to the District Strategic Plan.

Key next steps include continuing the work of the School Improvement Team to finalize and implement districtwide SMART goals in mathematics, English language arts, and an affective domain, while aligning professional development and instructional supports accordingly. Curriculum review and replacement cycles will advance to ensure a guaranteed and viable curriculum across all grade levels.

Ongoing emphasis will be placed on strengthening communication systems, including consistent district and building-level messaging, to maintain transparency and engagement with families and the community. Safety planning and implementation of prioritized recommendations will continue through collaboration with staff, local partners, and first responders.

In the area of personnel, efforts will focus on refining evaluation practices, supporting professional growth, strengthening onboarding processes, and maintaining equitable and competitive compensation structures. Operational and financial systems will continue to be reviewed with a lens toward sustainability, efficiency, and student-centered decision-making. Collectively, these next steps reflect a commitment to steady, thoughtful progress. By remaining grounded in relationships, data, and shared purpose, North Huron School District will continue advancing its mission to empower students to learn here and succeed anywhere

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