



Superintendent Entry Plan

Charles A. Grandson IV, Ed.D.
September 2016

A globally competitive educational opportunity for every child



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Dear Malden Public Schools Community,



I am honored to have the privilege of serving as superintendent of Malden Public Schools (MPS), and I look forward to partnering with the entire community to provide every child with the opportunity to reach his/her full potential. Malden is a great city with a long and rich history. As I continue to meet students, parents/guardians, and community members, I remain inspired by your passion for our schools and your commitment to challenging all stakeholders to think differently about how we can continue to take our school system to new heights.

In order to ensure a thoughtful entry process for this important role of public trust, my entry as superintendent has been and will continue to be guided by a structured entry plan. Malden has a diverse array of stakeholders and community members who have perspectives as diverse as the community itself. The insights gained will help accelerate my learning, and help inform early decisions as we position MPS to leverage its strengths in order to address our persistent challenges.

While my appointment is currently interim, my commitment to educating Malden's children is permanent and I intend to lead as such. We will use this entry planning process as an opportunity to study how MPS works as a system to produce quality educational outcomes and with a transition team of educational experts, synthesize our learnings into a transition report that will inform our work moving forward.

This moment in MPS history is ripe with opportunity to set the course for a system that will provide every child with a globally competitive educational experience. The diversity of the students and families we serve is an asset that we can leverage to burgeon as a national and international example of educational excellence.

Thank you for the opportunity to partner with you in this entry process. I look forward to a successful year engaging in this most important work.

Sincerely,
Charles A. Grandson IV, Ed.D.
Superintendent of Schools
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Charles A. Grandson IV, Ed.D.
Superintendent
Malden Public Schools

Dr. Charles A. Grandson IV is a results-driven and collaborative leader committed to innovation in education. He joined the Malden Public Schools community as Interim Superintendent on July 1, 2016 after appointment by the Malden School Committee.

Dr. Grandson's expertise scans the areas of accelerated student achievement, leadership development, school and district improvement and turnaround. He is committed to meeting the needs of all students, families, and communities through the educational process. Known for his collaborative and engaging style, he is a proven instructional leader who has led turnaround work as a principal and as a central office leader.

Prior to his appointment at Malden Public Schools, Dr. Grandson served as a Senior Administrator at the Center for Public Leadership at the Harvard Kennedy School of Government, where he oversaw leadership development programming aimed at developing leadership competencies of public policy and public administration graduate students.

Before Harvard, he served as deputy superintendent of educational services and systemic initiatives for Poughkeepsie City School District in New York. In this role, Dr. Grandson created an alternative program for over-aged and under-credited students, established a Career and Workforce Development Center in partnership with the Dutchess County Chamber of Commerce, and established the district's model for peer tutoring program to prepare students for accelerated performance on state assessments. Prior to Poughkeepsie, he served as district School Redesign Officer and turnaround high school principal in Springfield Public Schools in Massachusetts.

Dr. Grandson has dedicated his professional career to public service through public education. He met his wife Jahmeelah while they both were in the Boston Public Schools, where he started off as a humanities and AP Government teacher and where she started as a science teacher. His wife Jahmeelah is now a high school principal. They have a son who was born this February, Charles A. Grandson V.



Strategy Implementation (September/October/November)

At the culmination of the entry planning process, I will publish what I learned in a transition report. The report will outline key findings, as well as district strength areas, growth areas, and recommendations for next steps. This process will assist in accomplishing the following:

- Be used to share findings and next steps gathered from entry planning meetings with the School Committee
- Setting the stage for a comprehensive district engagement strategy for all stakeholders to participate in the conversation about how to move Malden Public Schools forward
- Developing a process for reviewing and improving the district's 3-year strategic plan
- Review processes and structures to devise a plan for supporting schools to reach their goals
- Transition Team begins work with a focus on five areas:
 1. Global Competitiveness in Teaching and Learning
 2. Fiscal Health and Equity
 3. Organizational Culture and Leadership
 4. Efficiency of District Operations
 5. Family and Community Engagement



Introduction

My entry work is designed to: build relationships of trust, deeply understand Malden Public Schools, and collaboratively plan for systemic improvement. The planning process has three components:

1. **Listen** – I will meet with stakeholders across the city including parents/guardians, students, teachers, elected officials, and community leaders to develop a strong understanding of the fabric of the Malden Public Schools community and to build partnerships to help meet the needs of our students.
2. **Learn** – We will convene a Transition Team comprised of national, state, and local experts to implement a comprehensive district review of school and district plans, data, and teaching and learning. What we learn about the strengths and growth areas of Malden Public Schools will be synthesized into a report for dissemination.
3. **Lead** – The entry process findings will be shared so that we can work together to create a plan for moving our district forward together.



Transitioning (July)

To ensure a smooth transition and build on the momentum being recently appointed as Interim Superintendent by the School Committee, in July I completed the following:

- Met with key district stakeholders including central office administrators, meetings with each individual school committee members, and weekly meetings with Mayor Christenson, school committee chair
- Engaged in initial conversations with district partners, including higher education and surrounding municipal and non-profit organizations, leaderships, and elected officials
- Met individually with my direct reports to start building strong working relationships, get feedback on the entry process, and identify people who can serve on the Transition Team and help implement the entry plan
- Collaborated with the Mayor's office and School Committee to address time-sensitive issues that needed to be addressed, including on-boarding an Interim Assistant Superintendent
- As a part of what will become my regular practice, visited schools and classrooms during summer session. I will continue to visit classrooms throughout my tenure to learn about our district as well as remaining accessible to teachers, parents/guardians, and students



“Hitting the Ground Learning” (August)

Working to learn the strengths, challenges, and opportunities in the Malden Public Schools:

- Continued entry meetings with school committee members, elected officials, parents/guardians, district staff, and community leaders.
- Facilitated a Leadership Institute for Principals, Assistant Principals, Directors, and Program Managers to establish district focus goals for the year
- Conducted Opening of Schools meetings to ensure an efficient school opening and first day of school for all district schools
- Reviewed and analyzed school committee policy, district documents, student demographic, and achievement data (on-going with transition team)
- Conducted Listen and Learn sessions: Met with teachers and parents/guardians to learn about district challenges and opportunities for improving the system
- Kicked-off the year with faculty and staff convocation to establish a shared vision and shared expectations for the academic year