

Rush City Public Schools

Superintendent Entry Plan

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Overview of Year 1 Process

Phase I: 100 Day Plan and Listening Sessions

Phase II: Comprehensive Needs Assessments

Phase III: Portrait of a Graduate

Phase IV: Strategies Plan

Phase V: Budget Approval Aligned to Strategic Plan



What is Implementation Science?

The Four Stages of Implementation

- **1. Exploration:**
 - Assessing district needs, examining fit and feasibility, and securing community/staff buy-in.
- **2. Installation:**
 - Acquiring necessary resources, preparing the infrastructure, and training staff before launching.



What is Implementation Science?

- **3. Initial Implementation:**
 - The first use of the new practice. This stage focuses on managing the natural awkwardness of change, gathering data, and refining processes.
- **4. Full Implementation:**
 - The practice becomes fully integrated into the school culture, operating efficiently with highly reliable outcomes.



Implementation Stages



A photograph of a classroom with several young students sitting at their desks. Many of the students have their hands raised, indicating they want to participate or answer a question. The classroom has colorful decorations on the walls, including a tree and a cluster of colorful circles. The text is overlaid on a semi-transparent blue rectangle in the center of the image.

Phase I:
100 Day Plan
And
Listening Sessions
July - October

100 Day Plan and Listening Sessions

1. Initial Adjustments
 - a. Communication
 - b. Linked Teams
 - c. Human Resources
 - d. Business Services
 - e. System Alignment
2. Listening Sessions
 - a. Student, staff, families, community members, businesses, government officials and other stakeholders
3. Deliverable: Summary Report and Initial Action Steps



Initial Adjustments Based on Needs

Improved Communication

CESO Communications

- **Objective:** Elevate district-wide transparency and brand consistency.
- **Key Focus:** Fosters robust two-way organizational communication channels.
- **Impact:** Ensures students, community, staff, and families stay aligned with district priorities and updates.
- **Needs Assessment:** Support existing HR needs and conduct a comprehensive needs assessment to inform and support organizational adjustments needed.



What are Linked Teams?

In the context of school districts, "linked teams" refer to a systematic and interconnected structure of collaborative groups that work together across different levels of the organization to achieve shared goals, primarily focusing on improving student outcomes.

These teams are not isolated; rather, they are designed to be interdependent, with clear communication channels and shared responsibilities.



How Linked Teams Support Two-Way Organizational Communication

Linked teams are pivotal in fostering robust two-way communication within a school district. They create formal structures for information flow and feedback at every level, ensuring that governance decisions are informed by realities on the ground, and that ground-level efforts align with overarching district priorities.

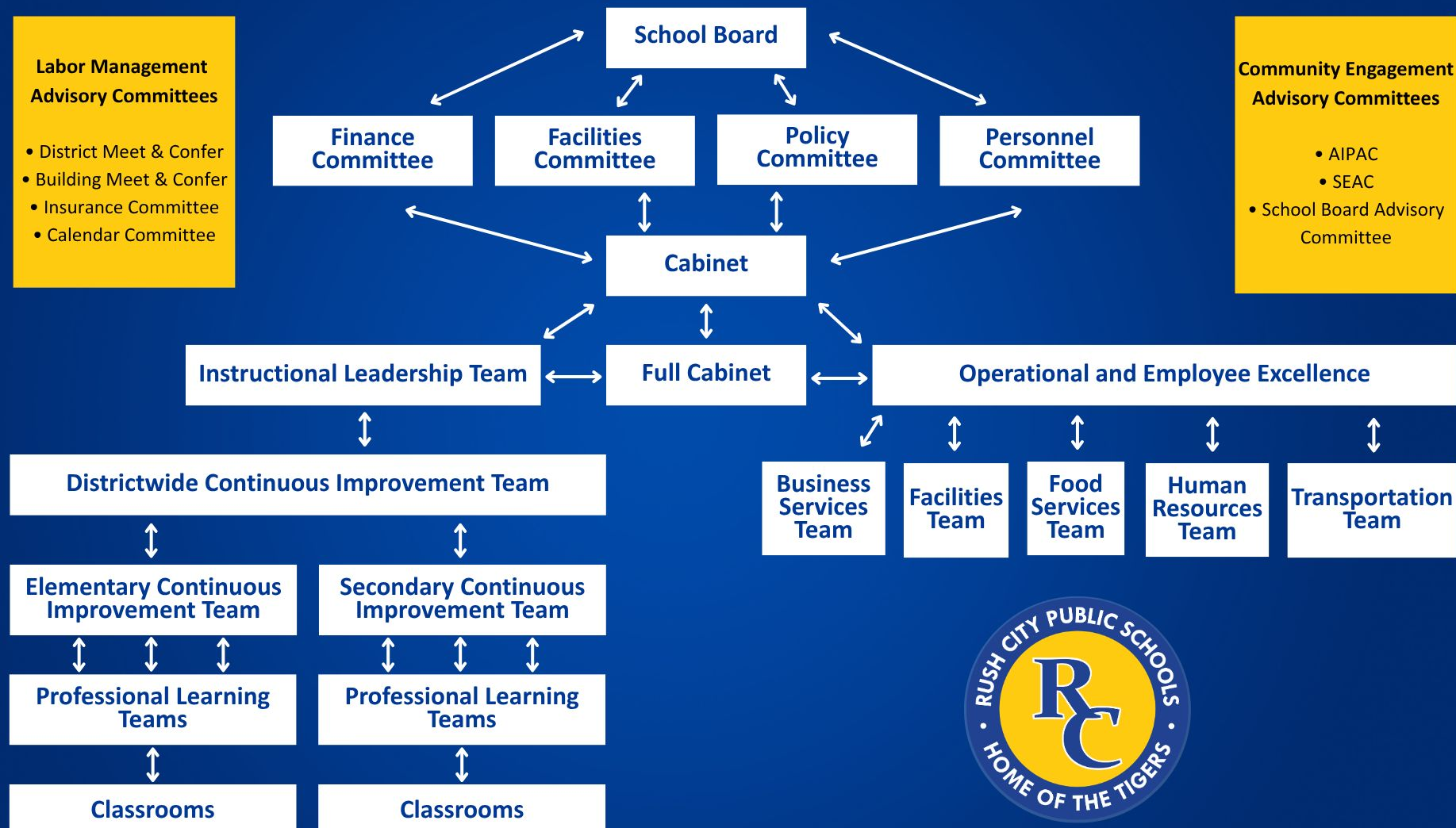


**Labor Management
Advisory Committees**

- District Meet & Confer
- Building Meet & Confer
- Insurance Committee
- Calendar Committee

**Community Engagement
Advisory Committees**

- AIPAC
- SEAC
- School Board Advisory Committee



Initial Adjustments Based on Needs

Human Resources Support

CESO Human Resources

- **Objective:** Strengthen talent management, operational efficiency, and regulatory compliance.
- **Key Focus:** Aligns organizational roles to eliminate systemic gaps while instilling industry-standard HR best practices.
- **Impact:** Maximizes resource efficiency and ensures all personnel actions and administrative decisions are strictly grounded in state statute and district policies.
- **Needs Assessment:** Support existing HR needs and conduct a comprehensive needs assessment to inform and support organizational adjustments needed.



Initial Adjustments Based on Needs

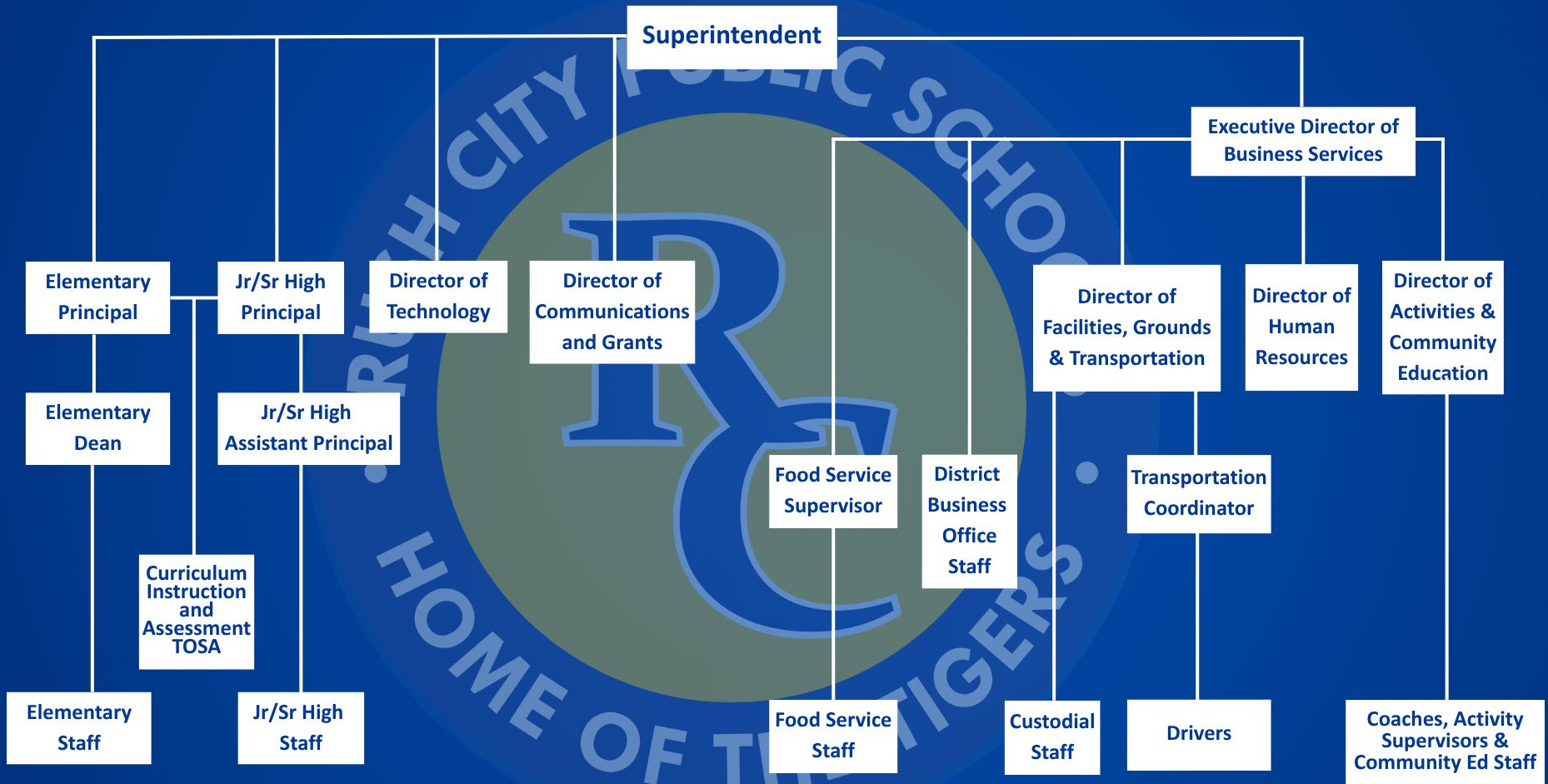
Business Services Support

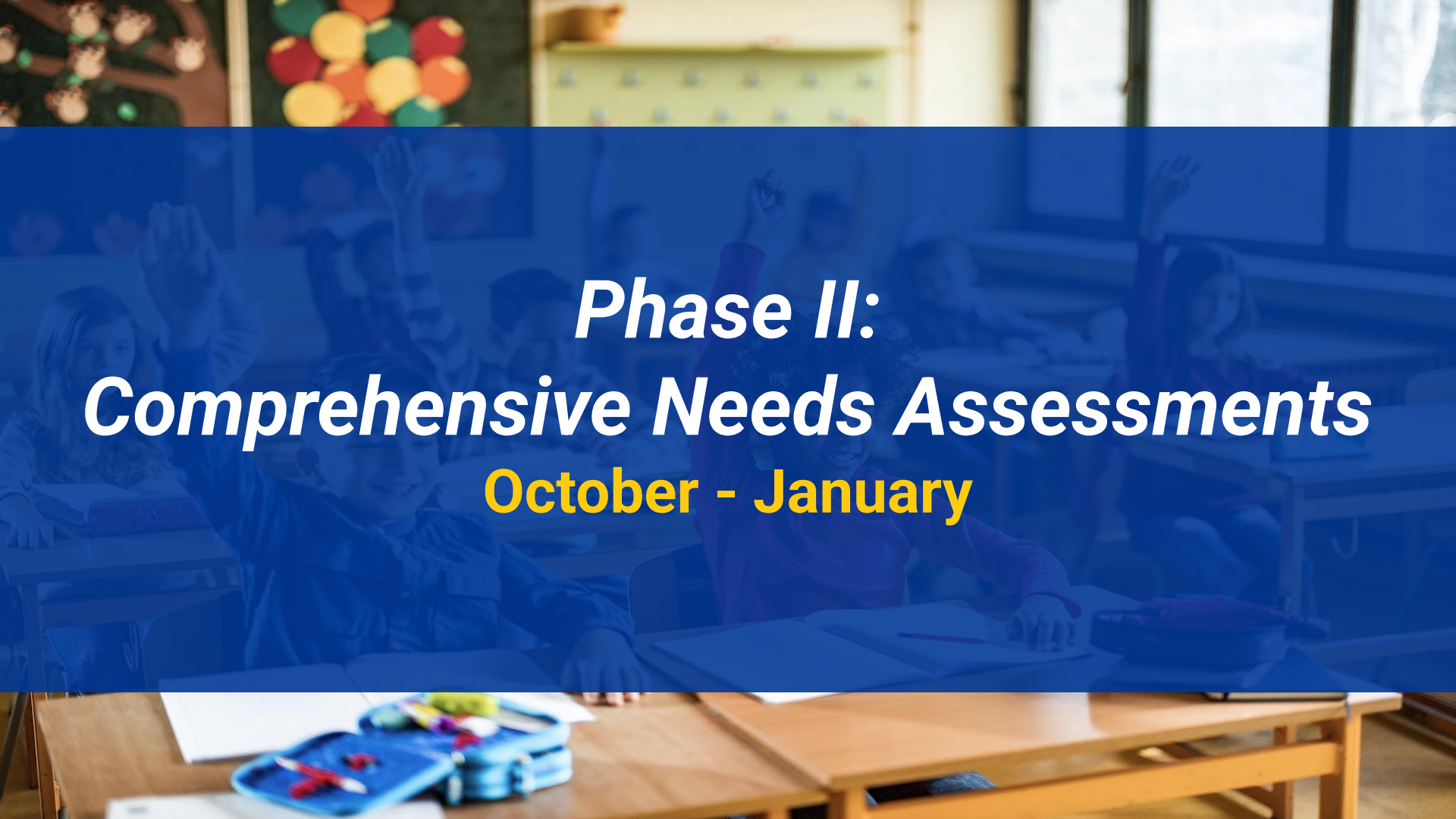
Internal Adjustments

- **Objective:** Reorganize workloads to support business office staff and District operations
- **Key Focus:** Supports best practices, structural alignment and employee support
- **Impact:** Ensures business office staff and the District are support for operational excellence.
- **Needs Assessment:** Will conduct a needs assessment in the future to inform and support further organizational adjustments needed.

Roles and Responsibilities, System Alignment, and Communication





A photograph of a classroom with several young students sitting at wooden desks. Many of the students have their hands raised, indicating an interactive or active learning environment. The background shows a typical classroom setting with colorful decorations on the wall and a window on the right side. A blue semi-transparent overlay is placed over the middle of the image to contain the text.

Phase II:

Comprehensive Needs Assessments

October - January

Comprehensive Needs Assessments

1. Teaching and Learning
2. Communications
3. Human Resources
4. Business Services
5. Transportation?
6. Athletics and Activities?
7. Facilities?
8. Other



Communication Tools

What is Edlio?

- **Unified CMS Platform:** A content management system specifically built for K-12 education that powers our district and school websites.
- **Mass Notification Hub:** Seamlessly integrates email, text messaging, and voice broadcasts into a single dashboard to reach families instantly.
- **School News App:** Connects directly to parent-facing mobile apps to deliver real-time updates, calendars, and alerts directly to smartphones.



Communication Tools

What is ThoughtExchange?

- **Crowdsourcing Platform:** An interactive engagement tool that allows large groups of people (staff, parents, students, community) to respond to open-ended questions.
- **Anonymous & Equitable:** Participants share thoughts anonymously and independently rate the thoughts of others, ensuring every voice has equal weight regardless of status or volume.
- **AI-Driven Analytics:** Automatically groups similar thoughts into themes, allowing leadership to instantly see what priorities or concerns have the highest community agreement.



A photograph of a classroom with several young students sitting at their desks. Many of the students have their hands raised, indicating an interactive learning environment. The room is decorated with colorful artwork on the walls, and a window is visible in the background. A blue semi-transparent overlay covers the middle portion of the image, where the text is placed.

Phase III: *Portrait of a Graduate*

January - February

What is a Portrait of a Graduate

- **A Shared Vision:** A collective document that defines the specific **skills, character traits, and competencies** our students need to succeed in college, career, and life.
- **The "North Star":** It serves as the district's framing vision, moving beyond standard test scores to identify the holistic qualities of a Rush City graduate
- **Community-Driven:** Locally framed by robust partnerships between students, staff, parents, and community members to reflect our unique values.



A photograph of a classroom with several young students sitting at their desks. Many of the students have their hands raised, indicating an interactive lesson. The room is decorated with colorful artwork on the walls, and a window is visible in the background. A blue semi-transparent overlay covers the middle portion of the image, where the text is placed. In the foreground, a wooden desk holds a blue pencil case and some papers.

Phase IV: *Strategic Plan*

February - May

The Communities Strategic Plan Review

Board Retreat to review data from:

- Listening Sessions

- Comprehensive Needs Assessments

- Portrait of a Graduate

- Stakeholder Feedback on all of the above

- Other pertinent data and research

Stakeholder Advisory Group will join the Board to review information



A photograph of a classroom with several young students sitting at their desks. Many of the students have their hands raised, indicating they want to participate or answer a question. The classroom is decorated with colorful artwork on the walls, including a large tree and a cluster of colorful circles. The scene is brightly lit, likely from a window on the right side of the frame. A semi-transparent blue overlay covers the middle portion of the image, where the text is placed.

Phase V:
Budget Approval Aligned to
Strategic Plan
June

Approval of Budget

Approve budget aligned to Strategic Plan goals and benchmarks

Refine Systems and Structures

Allocate Resources

Move further into the “Installation” and “Initial Implementation” phases of implementation science



A photograph of a classroom with several young students sitting at their desks. Many of the students have their hands raised, indicating they want to ask a question or share something. The room is decorated with colorful artwork on the walls, and there are windows in the background. A blue semi-transparent overlay covers the middle portion of the image, where the text is placed.

Thank You!

Questions?