

# **Superintendent Entry Plan**

2025-2026

Timothy R. Callahan, Ed.D.



**NORTH ADAMS  
PUBLIC SCHOOLS**  
*Empowering All Learners*

Approved by the North Adams Public Schools

School Committee August 26, 2025

Dear North Adams Public Schools Community,

After 27 years in the district in various teaching and leadership roles, I feel an incredible sense of honor to be heading into the new school year as Superintendent of the North Adams Public Schools. I am committed to ensuring that our schools prepare students with real skills for the real world, and I have been an active member of the county-wide Portrait of a Graduate team to identify and implement the most important competencies our students will need for life beyond high school.

Our mission in the North Adams Public Schools is to help *every child* learn *every day* in *every classroom* and empower all students to recognize and optimize their full potential. As a district, we have five core values: (1) High Expectations for Student Achievement, (2) Respect, (3) Equity and Belonging, (4) Family and Community Involvement, and (5) Meaningful Learning.

Although I have been working in the district for decades, as part of my transition and entry plan for my new role I will be listening and learning in our schools and in our community over the next few months to find out more about ways we are living up to the district's mission and values, and ways we may need to improve so we can fulfill our promise to the community. My goal is to learn more about our district and community, to gain a deeper understanding of the current conditions of the school system overall and each school specifically, and to identify areas for further improvement and growth.

I see this entry plan as an opportunity not only to learn more about our schools and district with fresh eyes, but also to have our faculty, staff and community get to know me in a different capacity. In the upcoming months, I will be interviewing students, staff, parents and community stakeholders. During those months, my main role will be to listen, observe, learn, be present and ask questions. The details of my entry plan can be found in the following pages of this document.

Thank you for the opportunity to partner with you in this entry plan process. I look forward to our work together as we ensure that our students have the best learning experiences each day to prepare them for the possibilities of tomorrow.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Timothy Callahan', with a long horizontal flourish extending to the right.

Timothy Callahan, Ed.D.

Superintendent

North Adams Public Schools

## ENTRY PLAN OVERVIEW

**Purpose:** To listen to stakeholders in our schools and community to learn (a) how the district is fulfilling the stated mission and values of the North Adams Public Schools, (b) what areas can be improved to better meet the expectations of the district's mission and values, and (c) how can we improve to meet those expectations.

**Process:** From July through November, I will review district- and school-level data and reports, interview stakeholders, solicit input through surveys, and conduct site visits to gather information and recommendations about our district and our schools. I will use the following questions to guide my information gathering:

- *In which areas is the North Adams Public Schools strong at meeting its stated mission and values? What are the strengths of individual schools and programs?*
- *Are certain components of the mission or values of the district less reflected in our schools or programs? In what ways?*
- *What are the greatest challenges within our district, schools, or programs keeping North Adams Public Schools students from performing at their highest levels*
- *What must we protect or sustain within our district?*
- *What within our district should be examined more closely to consider changes?*
- *What are your recommended improvements or priority areas our district should consider over the next three years?*

After gathering information in response to these guiding questions, I will analyze and evaluate the data collected from December through January and present the findings to the community in early February at the School Committee meeting and through messaging to students, faculty, support staff, and community members. From February through June, I will work with our district leadership team to examine my findings in relation to our multi-year district strategic plan and collaboratively identify areas of growth to prioritize for the remainder of the school year and to identify key priorities for the following year's school and district improvement plans and related action steps.

**Timeline:** The detailed timeline on the following pages provides an overview of each of the three steps of the Entry Plan process.

## ENTRY PLAN TIMELINE

### **Step One: Listening and Learning**

*July 2025 to November 2025*

This step includes an intensive review of information sources about the district, schools, and programs, and new data collection from site visits and stakeholder interviews, focus groups, and surveys.

**Documents and Data Sources for Review** – I will review the following documents and data sources using the guiding questions indicated on the previous page:

- Assessment data
- Attendance data
- Accountability data
- Bargaining unit contracts
- Capital planning documents
- Curriculum documents
- Discipline data
- District budget documents
- Educator evaluation documents
- Employee handbook
- Enrollment projections
- Needs assessment reports
- School and district demographic data
- School site visit reports
- Special education data
- Student handbooks
- Technology plan documents

**School and Program Site Visits** – I will visit the following school and program sites and use the questions on the previous page to guide my data collection from my observations and learning from students and staff:

- Brayton Elementary School
- Colegrove Park Elementary School
- Drury High School
- 21<sup>st</sup> Century After-School and Summer Learning Centers
- Adult Education Program at the Armory
- Early College Program/MCLA
- Off-Campus Greenhouse Program

**Stakeholder Interviews, Focus Groups, and Surveys** – I will conduct interviews, focus groups, and surveys with a variety of stakeholders including representatives from the following groups:

- Caregivers/Families
- Community Members
- Community Partners
- District Leaders

- School Staff (including food service staff, maintenance and custodians, technology, etc.)
- Paraprofessionals
- School Committee Members
- School Leaders (including principals, deans, directors, etc.)
- Students
- Teachers (including counselors, instructional leaders, etc.)
- Teaching Assistants

### **Step Two: Analysis and Findings**

December 2025 - January 2026

This step includes the analysis of the data and information collected during Step One. I will analyze and evaluate data and information collected in relation to my guiding questions and determine key findings to present to the School Committee, all stakeholders, and to the community at large. My evaluation of the data and information collected will use the Eisenhower Matrix, which considers both the *importance* and *urgency* of potential actions, to prioritize findings for communication.

### **Step Three: Reflection and Planning**

February 2026 – June 2026

This step involves collaborative work with the district leadership team to review my findings and determine priority actions needed in the spring of 2026 and considerations for adjustments to the multi-year district improvement plan to reflect information and recommendations gathered. I will collaborate with the district leadership team to ensure that priorities identified in the findings will be reflected in upcoming school and district improvement plans under development for the 2026-2027 school year. Priorities emphasized and action steps planned will be communicated to the School Committee and to all stakeholders during this final step of the entry plan process.