



Principal's Entry PLAN

**Jeanne Montgomery Spencer, Ed.D.
Adjunct Professor,
College of Education
Concordia University**

**Bergeron Harris, Ed.D.
Assistant Professor,
Educational Administration
Texas State University**

**Purpose of the
Entry Plan
Professional
Development
Workshop**





Movin' on Up! - Take Charge of your Interview by Developing and Presenting an Entry Plan for School Improvement

This session is designed to provide participants with a systematic method for the development and implementation of an *Entry Plan* for school leadership at the elementary, middle and high school levels.

Samples of *Entry Plans* that enhance school improvement will be provided to participants as a resource for interview preparation. This workshop targets district and campus administrators and teacher leaders.

WHAT IS YOUR PLAN?

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"It's not enough to just show up. You have to have a business plan."

PLANNING
organization
statement
goals



Purpose of an Entry Plan

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An *Entry Plan* is an organizational tool that will guide district and campus leaders in examining a school's data and establishing goals with activities focusing on student achievement, learning environment and climate, professional development for staff, parents and community members and parent and community engagement.

An *Entry Plan* provides important information about the strengths and challenges of a campus for continuous school improvement.





Principal's Belief Statement

Principal's Belief Statement

I believe that each student should have a well-rounded education that is relevant, engaging and meaningful, supported by high quality teacher leaders who motivate and encourage them to take risks, embrace diversity, dream beyond their current realities, and develop into productive citizens that can compete in a globally evolving society.

Principal's Vision and Commitment Statements

Focus:

- **Students**
- **Teachers and Staff**
- **Families and Community**



Principal's Vision and Commitment Statements

Students:

- Build and maintain a positive and trusting learning environment that is safe and orderly.
- Establish and maintain a high-quality, well-rounded educational experience for all students that is that is relevant, engaging and meaningful.

Teachers and Staff:

- Inspire, support, and motivate teachers to be autonomous facilitators of learning.
- Ensure that every classroom has a high-quality, capable teacher, supported by ongoing high-quality professional development and collaborative activities with administrators and support staff.
- Plan and prioritize annual long term and short term goals and objectives for instructional programs, extra curricular school activities and professional staff development and adjust short term goals, when appropriate, for facilitating continuous school improvement.

Families and Community:

- Build and maintain positive relationships with families and the community to increase trust and shared responsibility to include frequent meetings with parent organizations, local officials, civic groups, booster clubs and the media.
- Respect and value the traditions and cultures represented in the community and work collaboratively to create viable partnerships where the school, families, and community members work together for the betterment of students, staff, families and the community.



Principal's Entry Plan Goals and Action Steps

Entry Plan Number 1



Principal's Entry Goals

- 1. Provide a safe, nurturing, and productive professional learning community.**
- 2. Implement a needs assessment survey for gaining and sharing data about the current needs of the school and for facilitating the development of a shared campus vision and goal.**
- 3. Cultivate a culture of high expectations.**
- 4. Through shared leadership, establish and maintain a safe learning environment that supports student achievement by increasing the number of students who make progress from one year to the next and close performance gaps.**
- 5. Establish and maintain positive relationships with families and community.**

Goal 1: Provide a safe, nurturing, and productive professional learning community

Action Steps:

- Analyze academic, attendance and discipline data for early identification of students who would benefit from early interventions.
- Utilize Positive Behavior Support System protocols and/or a School wide discipline management plan.
- Collaborate with faculty and staff to establish a “discipline cadre” to review discipline data and create a culture and climate conducive to teaching and learning.
- Identify students who need additional support systems to be successful.
- Have counselors and teachers identify students in need of assistance based on the accumulation of more than three referrals per grading period.
- Administrators and counselors will meet with students at the beginning of the year and collaboratively create a plan to address additional campus support (mentors, student leadership positions).
- Institute a method of continually acquiring information regarding the school through staff and student questionnaires and surveys with a focus on “What is Working, What is not Working and Solutions to What is not Working.”
- Implement regular character education lessons with the support of a social and emotional curriculum approved by the local school district.

Goal 2: Implement A Needs Assessment Survey For Gaining and Sharing Data about the Current Needs of the School and for Facilitating the Development of a Shared Campus Vision and Goals

Action Steps:

- Implement a needs assessment survey for gaining and sharing data about the current needs of the school and for facilitating the development of a shared campus vision and goals.
- Analyze and review student achievement, discipline, surveys and demographic data.
- Communicate with all campus staff members and obtain their perceptions on strengths, perceptions, traditions, and next steps for improvement.
- Facilitate the development of a shared campus vision and goals.
- Use data to create a plan for continued improvement.

Goal 3: Cultivate A Culture of High Expectations

Action Steps:

- Respond to student engagement by asking and answering these questions:
 1. How do we know our students are learning?
 2. How will we respond when students fail to demonstrate learning/achievement?
- Ensure that students participate in daily learning objectives that are aligned to the standards and allow them to think and answer questions that are appropriate in depth and complexity .
- Campus leadership teams will participate in campus instructional rounds and provide feedback on student engagement and implementation of high yield instructional strategies.
- Identify stakeholders' values, beliefs and perceptions of our school to include its strengths, challenges and expectations of excellence.

Goals 4: Through shared leadership, establish and maintain a safe learning environment that supports student achievement by increasing the number of students who make progress from one year to the next and close performance gaps

Action Steps:

- Teachers and administrators will utilize an array of data sets to verify student mastery of taught concepts, inform core instruction, identify needed professional development and determine student interventions that are timely and specific.
- Determine school wide instructional strategies and best practices that support student engagement and achievement such as:
 1. **Progress Monitoring**
 2. **Differentiated Instruction**
 3. **Checking For Understanding**
 4. **Use of Anchors of Support**
 5. **Understanding By Design (UBD)**
 6. **Teach Like A Champion**
 7. **Marzano Method**
 8. **Kagan Cooperative Strategies**
- Implement a standardized campus wide ELA model for instruction.
- Implement a standardized campus wide mathematics model for instruction.
- Establish and implement a campus wide culture and climate learning environment.

Goal 5: Establish and maintain positive relationships with families and community

Action Steps

- Host a meet and greet school activity for students, parents, and community members and encourage their participation in a survey to gauge interests and concerns of families and community members.
- Send an introductory letter to all families, parents, and community members on the Principal's belief statements and goals.
- Review the school's website regularly and provide current information on school news.
- Maintain an open door policy for parents and community members.
- Collaborate with faculty and staff for creating communication protocols for working effectively and efficiently with families and community members.
- Send weekly messages via school messenger briefing families and community members on upcoming events.
- Establish a parent meeting/coffee schedule.

Goal 5: Establish and maintain positive relationships with families and community

Action Steps

- Focus on learning more about the culture and history of feeder schools in the attendance zone.
- Schedule meetings with elementary and high school feeder school principals with a focus on building and maintaining positive working relationships.
- Schedule visits with identified community leaders, faith-based community members, and parent/teacher associations of feeder schools.
- Schedule and host monthly transition activities for prospective students including sports activities and family gatherings.
- Collaboratively work with the campus leadership team to create a community outreach calendar.
- Establish school communication protocols.
- Host team building activities with families and community members. Develop participation and “Essential Agreements” for meetings and activities.

Principal's Entry Plan Goals and Action Steps

Entry Plan Number 2



Goals

GOAL 1: To ensure academic achievement and academic growth for all students

Goal 2: To create trusting and caring relationships among administrators, faculty, staff, students, families and community for supporting a seamless transition of campus leadership and school success

Goal 3: To foster a professional learning community based on a shared vision, collaboration and mutual respect



GOAL 1: TO ENSURE ACADEMIC ACHIEVEMENT AND ACADEMIC GROWTH FOR ALL STUDENTS

Objective 1: Establish, implement and progress monitor an educationally sound system of prevention and intervention for academics, behavior and social-emotional needs

Action Steps	Timeline
Analyze and review assessment data to include state assessments and district benchmarks.	April 2014 – June 2015
Analyze and review qualitative and quantitative data to include district and campus improvement plans, student attendance rates and discipline.	May 2014 – June 2015
Conduct teacher data conferences based on the performances of students on state assessments, district and campus.	May 2014 – June 2015
Identify struggling students for specific academic and/or behavioral interventions.	August 2014 – May 2015
Progress monitor grade level planning meetings and professional learning community (PLC) meetings to ensure consistent horizontal and vertical alignment of curriculum and instruction.	August 2014 – June 2015
Conduct regular instructional rounds and learning walks to determine academic core instruction strengths and challenges.	August 2014 – June 2015
Collaborate with district staff for the implementation and progress monitoring of a Social-Emotional Curriculum.	May 2014 – June 2015

GOAL 1: TO ENSURE ACADEMIC ACHIEVEMENT AND ACADEMIC GROWTH FOR ALL STUDENTS

Objective 2: Close the achievement gaps between student groups	
Action Steps	Timeline
Identify students in need of assistance and identify educational/behavioral interventions for meeting their needs.	July 2014 – June 2015
Monitor effectiveness of Response to Intervention strategies (RTI) for tier I, tier II and tier III interventions.	August 2014 – June 2015
Collaborate with team teachers on the progress of students based on their performances in varied core classes.	August 2014 – June 2015
Conduct weekly monitoring and reviewing with the campus leadership team on the progress of students related to performance on assessments, attendance and discipline.	September 2014 – June 2015
Utilize the results of the assessment performances of students for “targeted” instructional planning.	September 2014 – June 2015
Communicate regularly with families for reviewing the progress of students and for discussing what additional supports “would look like.”	September 2014 – June 2015
Provide professional staff development to faculty and staff on cultural awareness and competence.	August 2014 – June 2015
Celebrate the culture, efforts and abilities of students.	August 2014 – June 2015

Goal 2: To create trusting and caring relationships that promote open communication among administrators, faculty, staff, students, families and community for supporting a seamless transition of campus leadership and school success

Objective 1: Develop positive interpersonal relationships with administrators, faculty and staff

Action Steps	Timeline
Meet with outgoing principal to obtain information about the culture, strengths and challenges of the school and community.	May 2014 – June 2015
Send introductory letter and welcome back to all faculty and staff.	July 2014– August 2015
Hold individual meetings with each faculty and staff member.	June 2014 – September 2015
Collaborate with the administrative team, faculty and staff members for planning and implementing a format for the presentation the school’s performance data to include passing/failing rates, student achievement, attendance and discipline data.	May 2014 – June 2015

Objective 2: Develop positive, constructive relationships with students

Action Steps	Timeline
Construct an ongoing communication process with students by grade levels.	June 2014 - August 2015
Establish a visible routine of being present in the school.	August 2014 – June 2015
Implement surveys to obtain interests and opinions of students.	August 2014 – June 2015
Create and maintain a student leadership council for sharing of ideas obtaining student feedback and collaborative planning of student activities .	August 2014 – June 2015
Celebrate the academic and behavioral achievement of students, such as hosting a recognition breakfast called “Breakfast of Champions.”	June 2014 - August 2015
Provide opportunities to showcase students making public announcements, opening “Back to School Night” with musical selections, membership in campus leadership organizations, display of art in prominent places in the school, making presentations before a parent group, and etc.	September 2014– June 2015
Attend extracurricular activities featuring students.	August 2014 – June 2015

Goal 2: : To create trusting and caring relationships that promote open communication among administrators, faculty, staff, students, families and community for supporting a seamless transition of campus leadership and school success

Objective 3: Develop positive, constructive relationships with parents and community

Action Steps	Timeline
Create and send introductory communication to parents and website.	August 2014
Meet with members of the parent leadership team for collaborative planning to include “back to School Night” open house, curriculum nights and updates on the progress of the school.	May 2014– June 2015
Send introductory letter to parents and post introductory information on website.	June and August 2015
Host monthly meetings with parents.	August 2014 – June 2015
Collaborate on open house, parent nights, and curriculum nights.	August 2014 – June 2015
Update the website regularly with school news and information.	July 2014 – June 2015
Ensure an open-door policy for parents and community members.	August 2014-June 2015

Objective 4: Strengthen relationships with Central Office personnel

Action Steps	Timeline
Review campus goals, benchmarks and communication protocols with the assigned Superintendent or designee.	July 2014 – August 2015
Discuss student achievement strategies, professional staff development, parent engagement and community participation with the assigned superintendent or designee.	July 2014 – August 2015
Plan regular meetings with instructional support staff assigned to school.	July 2014 – August 2015
Meet with representatives from central office transportation and custodial staff.	July 2014 – August 2015

Goal 3: To foster a professional learning community based on a shared vision, collaboration and mutual respect

Objective 1: Facilitate the development of shared campus vision and goals

Action(s)	Timeline
Identify and discuss the characteristics of effective professional learning communities and their impact on student achievement and morale of the faculty and staff.	September 2014 – May 2015
Organize staff meetings around professional development based on the results of a needs survey	September 2014 – May 2015
Collaboratively develop standards for staff meetings based on mutual respect.	August 2014
Discuss instructional rounds and their impact on professional development and student achievement.	August 2014
Share the positive impact of teachers participating with campus and district support staff in instructional rounds and providing feedback to colleagues.	September 2014 – May 2015

**Principal's
Beginning of
School Activities**



Principal's Beginning of School Activities


Review existing school documentation such as:

- a. assessment data (criterion reference and norm reference)
- b. enrollment, attendance and discipline data
- c. passing and failing rates by subjects and teachers
- d. passing and failing rates by ethnicity and gender
- e. response to intervention and progress monitoring protocols
- f. grading systems to include rubric and grades
- g. curriculum roadmaps and instructional materials
- h. student placements and schedules to include gifted and talented and special education
- i. school polices and student handbook
- j. survey data

Conference with Superintendent for reviewing campus goals for the year.

Meet with campus administrative team for discussion and collaboration on shared vision, goals, high expectations for student achievement, master schedule, PLC structure, lesson plan format and community engagement.





Principal's Beginning of School Activities

Conference with administrative assistant and staff members for a discussion and collaboration on shared vision, goals, high expectations for student achievement, protocols for communicating a warm and welcoming school environment for all stakeholders.

Engage in a professional development with clerical staff to include custodians and bus drivers for a discussion of “What Excellence Looks Like” in supporting the vision of supporting students and the school.

Conduct an all day educational retreat with campus leaders to discuss data, school goals and working as an effective team for staff improvement, student engagement and parental participation.

Meet with campus administrators and PTA members for sharing school information based on goals and current data on student achievement and discipline management.

Conference with grade level teachers and PLC on established goals for the year and generate discussion on department goals.

Develop a plan for the ongoing use of the *School Messenger* or other communication systems for sharing upcoming events with families.

Obtain feedback from stakeholders for updating the campus website.

Establish a student leadership team for communicating with the principal.



Getting Started

**How Do I Start
Constructing
an Entry Plan?**



Planning Format for Developing an Entry Plan

I. Purpose of the Entry Plan

II. Goals of the Entry Plan

III. Focus Areas

- key instructional issues and non-instructional issues of the school
- Climate and culture of the school
- Concerns of the superintendent, staff, parents, and community
- Draft of Entry Plan with goals, objective, action steps based on gathering data from stakeholders
- Targeted questions for supporting a smooth and productive transitioning of leadership

IV. Data Collection Methods

- Individual meetings and interviews
- Focus group interviews
- Data Documents

V. Data Sources

- Test data – Criterion Reference and Norm Reference Assessments
- Passing/Failure Rates
- Climate surveys
- In-School Suspension, home suspension and expulsion data
- School's retention rate
- Personnel files

Planning Format for Developing an Entry Plan

VI. Key Stakeholders to Interview and Effectively Communicate the Results to the Appropriate People

- Campus Administrators
- Instructional support leaders assigned to campus
- Teaching staff
- Custodial Staff
- Students, parents and community members

VII. Questions for Interviews

- Meet with staff for establishing positive relationships and obtaining input on the strengths and challenges of the school. Share with others that “challenges” are opportunities to make positive differences.
- Develop a list of critical questions for faculty, staff, students, parents and community members.

VII. Documents will be Reviewed for Entry Plan from Varied Sources

- Campus Improvement Plan
- Budget of the School
- Professional Development Plan
- Technology Plan
- School Wide Discipline Management Plan
- Student/Parent Handbook
- School Data on Achievement, Attendance and Discipline

IX. Outcome of Entry Plan

- A trusting relationship with the community of stakeholders.
- Knowledge of the school’s needs from emerging from data sources
- A continuous communication and feedback process with stakeholders
- An outline of a strategic planning process for the school

Where is the Entry Plan?



Principal Entry Plan Worksheet:

Identify the Steps You Would Take for developing the Entry Plan?



Planning and Preparing the Entry Plan

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Principal's Entry Plan Worksheet

What is your belief statement?

Principal's Entry Plan Worksheet

Identify the goals, objectives and action steps related to “Student Achievement.”

Goals:

- 1.
- 2.
- 3.

Objectives:

- 1.
- 2.
- 3.
- 4.
- 5.

Action Steps:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Principal's Entry Plan Worksheet with Sample Questions

What Interview Questions Would You Ask the Following Groups of Stakeholders?

Assistant Principal/s

1. How can I support your success in the role of an assistant principal?
- 2.
- 3.

Classroom Teachers

1. What are your most outstanding contributions to student achievement?
- 2.
- 3.

Teacher Assistants

1. How do you work successfully with teachers in supporting student achievement?
- 2.
- 3.

Students

1. What are your three expectations of me, as the principal of the school?
- 2.
- 3.

Parents

1. What are some of the roles that parents can play in supporting the improvement of the school?
2. What are the best methods of communicating effectively with parents?
- 3.
- 4.

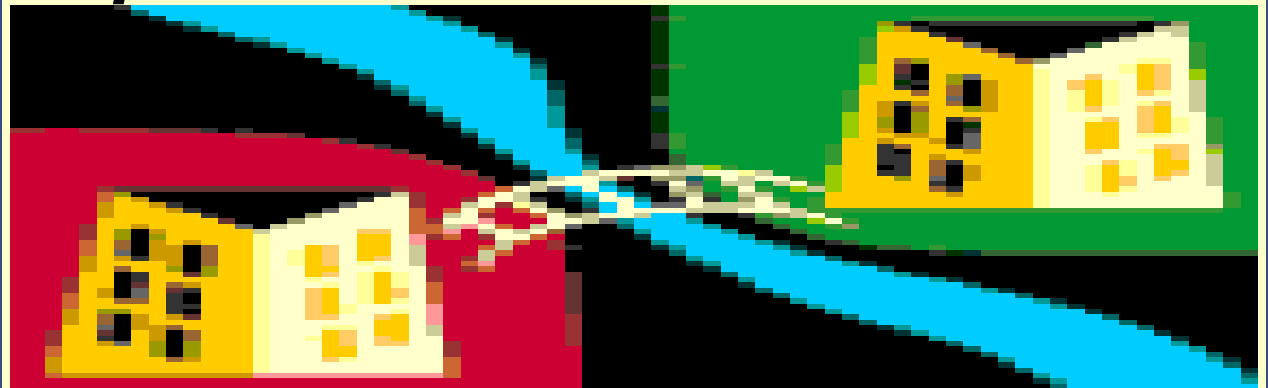
Community Partners

- 1.
- 2.
3. How can we work collaboratively to respond to the educational needs and values of the community?

Launch....

Education is the bridge that propels us from our current realities to our dreams, hopes, and aspirations. *It does not matter how you get to the bridge, what's important is that you walk, run, or hop across it.*

Cynthia K. Sneed



Remember the Key Components of an Entry Plan





We thank you for your attendance, participation and immeasurable contributions to the field of education.

Contact Information

Dr. Bergeron Harris

Email: Bergeron.Harris@att.net

Telephone: (512) 632-4113

Dr. Jeanne Montgomery Spencer

Email: jeannespn@yahoo.com

Telephone: (512) 497-9980

