

# Lincoln Heights Academy Entry Plan

---



Greetings Lincoln Heights Academy,

I am excited for the opportunity to be principal of Lincoln Heights Academy. I am not a new face to many of you as I have spent my career working with the students and staff at Lincoln Heights Academy, previously Morgan School as both a teacher and an administrator. I am, however, new to the role of principal. For those of you that do not know me, three things I hope you will learn about me rather quickly are: 1) My passion and dedication to doing what is right for kids is the driving force behind every decision I make. 2) I am not afraid to roll up my sleeves and work with anyone to accomplish our goals. 3) I am willing to take the necessary risks to change the status quo in order to provide students with a greater opportunity for success.

The purpose of this Entry Plan is to provide a clear road map for my transition to the role of principal. As a team, we have a unique opportunity to review the current beliefs, practices, and goals of Lincoln Heights Academy. The framework of this entry plan is designed to allow me to explore the needs of students, parents, and staff at Lincoln Heights Academy. Change is a team effort; it requires that we identify, design and implement the necessary transformations to improve the academic, social and emotional lives of our students and each other. Our students deserve nothing less than our collective very best!

## Entry Plan Goals

- 1. To establish and foster productive professional relationships with all staff at Lincoln Heights Academy by sharing my vision for our school and establishing shared norms for supporting our students academically, supporting our students behaviorally, and supporting one another as we work collaboratively.**
- 2. To examine the past and present culture and climate of Lincoln Heights Academy, and explore what we want it to look like in the future.**
- 3. To build a strong foundation for connection and communication with parents and community.**
- 4. To work collaboratively to identify the priorities for success and align our school improvement plan efforts to accomplish it.**
- 5. To establish myself as an interested listener and learner as well as supportive and influential leader of positive change.**

## Entry Plan Method

### Collect Feedback

- Structured confidential staff interviews
- Focus group interviews for students and parents
- Meetings with key community members both within and outside of CMS that play a key part in the welfare of our school.
- Staff, student and parent surveys
- Classroom visits

### Analyze Results

- Sense making meetings- Group meetings where we will discuss common themes in stakeholder feedback as well as school improvement planning data such as assessment, discipline, and district survey data.
- Meetings will occur with grade level teams, administrative and support teams as well as School Leadership Team
- We will use the findings and data to identify the biggest priorities for school improvement

### Develop Action Plan

- Compare identified school improvement priorities with current state priority school improvement plan in Indistar
- Collaboratively we will develop tasks to ensure our priorities are embedded in the school improvement plan

## Entry Plan Activities

### Teachers

- 30 minute one on one Interviews with every teacher
- Teacher Surveys
- Meet with grade level teams monthly to review student data (ex. Previous years EOG/EOC scores, MAP data, classroom assessment data, discipline data, and Boys Town Data)
- Meet with grade level teams to review interview and survey results during grade level sense making meetings
- Visit classrooms weekly and participate in classroom activities
- Meet with school leadership team to develop plan for focus groups, review data from interviews and surveys in sense making meetings
- Provide regular updates on progression of Entry Plan through monthly staff meetings

### District Support Staff

- Meet with leaders in the Central Learning Community, Exceptional Children Department, School Law Enforcement and Title I offices to learn the district perspective of Lincoln Heights
- Establish relationship with zone peers through regularly attending principal meetings
- Provide regular updates on progression of Entry Plan

**School Staff**

- Interviews with all building level administrative team members and school support staff including: Assistant Principal, Dean of Students, Facilitators, Compliance Process Manager, Psychologist, Counselor, Social Worker, School Resource Officer, Behavior Modification Technicians, Office Staff, Media Specialist, Instructional Assistants, Cafeteria Staff ,Custodians and Itinerant Staff
- Staff surveys
- Weekly Administrative and support staff team meetings to review student data as well as findings from surveys and interviews in sense making meetings
- Meet with school leadership team to develop plan for focus groups
- Provide regular updates on progression of Entry Plan through monthly staff meetings

**Parents and Community**

- Focus group interviews
- Monthly informal parent meetings alternating AM/PM to address parental questions and concerns
- Parent surveys
- Work with PTA to meet with existing community partners and to establish new community partners to organize school activities
- Meet with school leadership team to develop plan for focus groups
- Provide regular updates on progression of Entry Plan

**Students**

- Focus group interviews representing all grade levels (Elementary, Middle School and High School)
- Student surveys
- Meet with Merit students
- Lunch with students
- Provide regular updates on progression of Entry Plan

Entry Plan Schedule	
Timeline	Actions
<b>July-August</b>	<ul style="list-style-type: none"> <li>• Collect Feedback on Entry Plan, revise and finalize</li> <li>• Send letter to staff and parents</li> <li>• Meet with district administrative staff</li> <li>• Opening of School staff meeting</li> <li>• Open House</li> <li>• Establish schedule for monthly parent meetings</li> <li>• Begin staff interviews</li> <li>• Begin weekly administrative and support staff meetings</li> <li>• Conduct classroom walkthroughs daily</li> <li>• Work with members of the administrative, support, and school leadership team to develop staff, parent and student surveys. Surveys will be created to assess the school climate, culture, strengths and needs.</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• Organize student and parent focus group meetings</li> <li>• Conduct classroom walkthroughs daily</li> <li>• Meet with grade level teams to review previous years academic and behavioral data</li> <li>• Collect staff, student and parent survey data</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• Finish all staff interviews</li> <li>• Conduct parent and student focus group meetings</li> <li>• Conduct classroom walkthroughs daily</li> <li>• Organize feedback from interviews, surveys and focus groups</li> </ul>

<b>November</b>	<ul style="list-style-type: none"> <li>• Meet and review findings with administrative, support staff, grade level and school leadership teams in making sense meetings</li> <li>• Meet and review findings with district support staff including leaders in the EC department, Title I department and Central Learning Community</li> <li>• Meet with grade level and content teams to discuss student progress through the first quarter.</li> <li>• Conduct classroom walkthroughs daily</li> </ul>
<b>December-January</b>	<ul style="list-style-type: none"> <li>• Work with grade level teams and School Leadership team to design a plan of action for the second semester</li> </ul>

## Interview Questions

### Teachers and school support staff

1. Tell me a little about yourself; who are you, in terms of how you think and feel about your work and our school. What do you think is important for me to know about you?
2. What motivated you to work at Lincoln Heights Academy? What is the best part of your job? What keeps you coming to work every day?
3. Describe a time that illustrates your greatest professional strength
4. What are the strengths of the school? Provide me a brief description of the top three to five things that you think that we should keep in place just as they are.
5. What are the major challenges facing our school? What about your job depletes your energy? What are the things you think we need to address right away to improve our school? Rank order the top 3 challenges and provide a brief description of each challenge.
6. What changes are necessary to provide the best education possible for our students? What do you want your role be in making these changes happen?
7. What are your professional growth goals? What supports do you need to work towards these goals?
8. What networks of people in our school act to influence what gets done and how things get done? What do the people have in common? What external networks of people exercise the greatest influence on what we do and how we do it?
9. What expectations do you have of me as your principal?
10. What other questions do you wish I would ask because of their significance to you and or/the school?

### Administration

1. Tell me a little about yourself; who are you, in terms of how you think and feel about your work and our school. What do you think is important for me to know about you?
2. Describe your leadership style.
3. Describe your role as a school administrator. What are your strengths and what areas will you focus your professional development efforts on?
4. What are the strengths of the school? Provide me a brief description of the top three to five things that you think that we should keep in place just as they are.
5. What are the major challenges facing our school? What about your job depletes your energy? What are the things you think we need to address right away to improve our school? Rank order the top 3 challenges and provide a brief description of each challenge.
6. What changes are necessary to provide the best education possible for our students? What do you want your role be in making these changes happen?
7. What expectations do you have of me as your principal?
8. Give me one piece of advice that you think will help me as I begin my journey as principal of Lincoln Heights Academy.
9. Is there anything else that you would like me to know?

**Students**

1. What do you think is important for me to know about you?
2. What is the best part of being a student at Lincoln Heights Academy?
3. What is the hardest part of being a student at Lincoln Heights Academy?
4. Describe the best teacher you ever had. Give me 3-5 qualities that made him/her the best teacher
5. What motivates you to come to school and learn? What can we do to maintain or increase your motivation?
6. If you could change one thing about the school what would it be and why?
7. What expectations do you have of me as your principal?

**Parents**

1. How do you describe Lincoln Heights Academy to other parents or friends in the community?
2. When did your child first start attending Lincoln Heights, formally Morgan School? What was your first impression of our school? How accurate was this first impression? What could we do to improve the first impression we give to parents and visitors?
3. What are the strengths of the school? Provide me a brief description of the top three to five things that you think that we should keep in place just as they are.
4. What are the major challenges facing our school? What are the things you think we need to address right away to improve our school? Rank order the top 3 challenges and provide a brief description of each challenge.
5. What changes are necessary to provide the best education possible for our students?
6. How often and in what ways does the staff communicate with you regarding your child?
7. Do you feel your child's needs are met? List some ways in which your child's needs are met. List some ways we could better meet the needs of your child.
8. List 3-5 qualities of the ideal teacher for your child. Of these which qualities have you seen in teachers your student has had here at Lincoln Heights?
9. What is your level of involvement in the school currently? In what ways would you like to be more involved?
10. What expectations do you have of me as your principal?

Change is inevitable. One of my favorite books, *Switch*, is all about change. The book identifies three important factors about change: 1) what look like a people problem is often a situation problem, 2) what looks like laziness is often exhaustion and 3) What looks like resistance is often a lack of clarity. The goal of this entry plan is to better understand our people, the situations we currently find ourselves in (positive and negative), what energizes and exhausts us and to collectively shape the path for school improvement as we move forward. All interviews conducted as a part of this Entry Plan will remain confidential, only the themes and trends found within the answers will be shared. I ask that you provide candid, honest feedback and that you deliver it in a constructive way. As we continue to walk down the path of school improvement, it is important that we identify all factors impacting our school, particularly those factors that are within our control. Throughout this process, I invite you to reach out with feedback for me as well so that I may continue to grow and improve as a leader.

Thank you and I look forward to working with you.

*Katherine Willenbrock*