

Brian Slattery's Entry Plan for Endhaven Elementary

I consider it an honor and a privilege to be appointed as the principal of Endhaven Elementary School. Both my family and I are excited to be here and are ready to join our new school family. We are looking forward to many years of success at EES and in order to help with this new transition for all students, parents, teachers/staff and myself, I have created this document for an Entry Plan. I read a great article the other day on leadership as it pertained to a new leader in a new position. What spoke powerful words to me was one simple concept. Rather than "hit the ground running" in your new leadership position simply try "hit the ground listening". This concept aligns well with my leadership style. In education we see the pendulum swing back and forth and within the last few years so many new initiatives have come at us from the federal, state, district and even the school level. Change is good but it can also be hard so if I want to lead change and be successful what must happen first are relationships. You see I firmly believe that building strong relationships is the backbone that creates a school culture that is willing and wanting to change to better the education and lives of our students. I want to get to know my students and families on a personal and academic level. I want to get to know my teachers and staff on a personal and professional level. I am looking forward to celebrating personal life accomplishments such as engagements, births or college acceptance letters of your children just as much as celebrating great school wide events like International night, STEM night and EOG test results. So as the new principal of EES, my Entry Plan will focus on the goals of building relationships first while learning about the school and what has happened in the past to make Endhaven Elementary a successful school.

Goals:

1. To know all the people involved in the school both personally and professionally. In turn, you will come to know me as fully as possible in a brief period of time outside of the day to day grind of an elementary school.
2. To learn the history and the norms of the school, how the school functions and may function in the future.
3. To determine school concerns/issues in regards to supporting student academic achievement.
4. To set clear expectations for myself, administration, school support staff, classroom teachers, PTA etc.
5. To build a strong foundation for connection and communication with EES families.
6. To formulate with you (staff, parents and students) school priorities and a plan to accomplish them.
7. To establish myself as an active listener/learner while being a supportive leader and an effective decision maker.

Entry Activities for Key Groups

<p>Classroom Teachers:</p> <ul style="list-style-type: none">• Read last year's calendars, SIP Plan, team minutes• Request feedback on draft entry plan for revision• Use faculty meetings to update on progress of entry plan and make adjustments• Meet informally with teams of teachers and support staff• Meet with individual teachers through Pre and Post observation conferences• Share feedback patterns in the interview data at faculty meeting for policy changes/discussion• Present recommendations for school priorities for review and revision• Visit classrooms daily and participate in classroom activities• Meet with FAC representative	<p>Zone Administrators:</p> <ul style="list-style-type: none">• Interview executive director and/or zone superintendent along with South Zone team• Complete a full data review with executive director, AP and LF• Interview neighboring school principals from McKee Road and (middle school)
<p>Students:</p> <ul style="list-style-type: none">• Interview students from each grade level at lunch• Meet with small groups of students at lunch or before school (safety patrols, student council, recycling team, etc)• Attend school wide functions and classroom activities	<p>Parents and Community:</p> <ul style="list-style-type: none">• Interview PTA executive board• Meet with groups of parents over coffee• Share Entry Plan and feedback patterns• Participate in PTA activities
<p>School Staff:</p> <ul style="list-style-type: none">• Meet with school support staff (LF, counselor, ESL, EC, TD, TAs)• Meet with school staff groups (secretaries, nurse, lunch room personnel, custodial staff)• Visit with the staff as they work	

Entry Activities Time Line	Entry Activities Time Line
<p>July</p> <ul style="list-style-type: none"> • Meet informally with teams of teachers and support staff • Interview executive director and/or zone superintendent along with South Zone team • Interview neighboring school principals from McKee Road and (middle school) • Interview PTA executive board • Meet with groups of parents over coffee • Meet with school staff groups (secretaries, nurse, lunch room personnel, custodial staff) • Visit with the staff as they work 	<p>August</p> <ul style="list-style-type: none"> • Read last year's calendars, SIP Plan, team minutes • Complete a full data review with executive director, AP and LF • Request feedback on draft entry plan for revision • Use faculty meetings to update on progress of entry plan and make adjustments • Share feedback patterns in the interview data at faculty meeting for policy changes/discussion • Present recommendations for school priorities for review and revision • Visit classrooms daily and participate in classroom activities • Meet with FAC representative • Interview students from each grade level at lunch • Meet with small groups of students at lunch or before school (safety patrols, student council, recycling team, etc) • Attend school wide functions and classroom activities • Meet with groups of parents over coffee • Participate in PTA activities • Meet with school support staff (LF, guidance counselor, ESL, EC, TD, TAs) • Meet with school staff groups (secretaries, nurse, lunch room personnel, custodial staff)

	<ul style="list-style-type: none"> • Visit with the staff as they work
<p>September</p> <ul style="list-style-type: none"> • Use faculty meetings to update on progress of entry plan and make adjustments • Meet with individual teachers through Pre and Post observation conferences • Present recommendations for school priorities for review and revision • Visit classrooms daily and participate in classroom activities • Meet with FAC representative • Interview students from each grade level at lunch • Meet with small groups of students at lunch or before school (safety patrols, student council, recycling team, etc) • Attend school wide functions and classroom activities • Meet with groups of parents over coffee • Share Entry Plan and feedback patterns with PTA • Participate in PTA activities • Meet with school support staff (LF, guidance counselor, ESL, EC, TD, TAs) • Visit with the staff as they work 	<p>October</p> <ul style="list-style-type: none"> • Use faculty meetings to update on progress of entry plan and make adjustments • Meet with individual teachers through Pre and Post observation conferences • Visit classrooms daily and participate in classroom activities • Meet with FAC representative • Attend school wide functions and classroom activities • Meet with groups of parents over coffee • Participate in PTA activities • Meet with school support staff (LF, guidance counselor, ESL, EC, TD, TAs) • Visit with the staff as they work
<p>November</p> <ul style="list-style-type: none"> • Use faculty meetings to update on progress of entry plan and make adjustments • Meet with individual teachers through Pre and Post observation conferences 	<p>December</p> <ul style="list-style-type: none"> • Use faculty meetings to update on progress of entry plan and make adjustments • Meet with individual teachers through Pre and Post observation conferences • Visit classrooms daily and participate

<ul style="list-style-type: none"> • Visit classrooms daily and participate in classroom activities • Meet with FAC representative • Attend school wide functions and classroom activities • Meet with groups of parents over coffee • Participate in PTA activities • Meet with school support staff (LF, guidance counselor, ESL, EC, TD, TAs) • Visit with the staff as they work 	<ul style="list-style-type: none"> in classroom activities • Meet with FAC representative • Attend school wide functions and classroom activities • Meet with groups of parents over coffee • Participate in PTA activities • Meet with school support staff (LF, guidance counselor, ESL, EC, TD, TAs) • Visit with the staff as they work
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Data Collection:

Data collection will come in a variety of ways and in a variety of settings. For example the first set of data came through the 3 questions I left with each team to collaborate on after our first informal meet and great with each grade team. I also will be taking antidotal notes from both formal and informal meetings with individual/team staff meetings, parent conversations/conferences, interactions with students, etc. Once school starts I will be spending a large portion of my time in classrooms, hallways, the cafeteria, on the playground to learn about Endhaven's norms, school culture, etc. I will record observations as data collection along with formal meeting notes, share my findings during monthly staff meetings to help with decision making to support student achievement as we move forward as a school.