

Cumberland Valley School District

Middlesex Elementary School



Principal Entry Plan

Stephanie Eldridge

July 1, 2017

“Soaring to greatness, committed to excellence”

Our Mission

The Cumberland Valley School District, in collaboration with students, educators, parents and the community, is committed to developing 21st century learning and thinking skills through a rigorous, relevant, and comprehensive curriculum, while preparing students to be innovative, productive citizens in an interconnected world.

The Cumberland Valley School District has adopted the following belief statements to guide its thinking and planning for the future.

We believe...

- * America's greatest resource and hope for the future is the successful education of present and future generations of our children.
- * The student is the focus of education.
- * Students have diverse needs.
- * Everyone can learn and succeed.
- * High expectations yield educational excellence.
- * The sharing of ideas promotes personal and group growth.
- * Education is a lifelong journey.
- * Individuals are ultimately responsible for their own actions.
- * Caring and responsible attitudes create respectful individuals.
- * Goal setting and constructive evaluation enhance performance.
- * A safe, healthy, and orderly climate is essential for learning.
- * Effective leaders create long-term plans with vision.
- * A skilled, committed, and caring staff is vital for success.
- * A rapidly changing world requires adaptability.
- * Family is an important foundation for an individual's success.
- * Effective two-way communication facilitates involvement.
- * The education and welfare of students is a shared responsibility.

The Cumberland Valley School District accepts the 6 Core Goals and the 9 Academic Goals as outlined by the Pennsylvania Department of Education. In addition, the district has also adopted a set of local goals to help shape the future direction of our district.

The following goals were prepared by the Strategic Planning Committee of the CUMBERLAND VALLEY SCHOOL DISTRICT.

The Cumberland Valley School District will:

- (1) Maintain an educational environment that meets the diverse academic, social, emotional, and physical needs of our students.
- (2) Tailor teaching strategies and scheduling to meet the needs of the students.
- (3) Provide a safe educational setting that facilitates respect for persons, property, and individual beliefs.
- (4) Provide appropriate evaluation and reporting of student achievement.
- (5) Provide accessible pupil services that respond to the needs of a changing student population.
- (6) Recognize and support the family's role as a partner in their child's education.
- (7) Provide equipment and training so students and staff will be technologically competent.
- (8) Help students develop a spirit of volunteerism.
- (9) Provide and maintain a qualified, well-trained, professional and support staff.
- (10) Provide an effective communication system that serves the entire Cumberland Valley community.
- (11) Revise and update curriculum systematically to provide students with the most current academic opportunities.
- (12) Generate a cooperative effort by the community and school district to assure maximum use of school facilities.

Stephanie Eldridge's CORE VALUES

✓ High Achievement for All

Our school is dedicated to teaching students to be involved, active learners who work hard, think critically and creatively, and communicate effectively. We emphasize high expectations for all students, and support them to reach their full potential in all aspects of achievement, especially in academics, social skills and civic participation, all of which prepare students for success in their lives after high school in the 21st century.

✓ Excellence in Teaching

Passionate, knowledgeable, highly qualified teachers are the core strength of our school system. We expect our faculty and staff to provide a dynamic, rigorous, and rewarding learning experience for students. Excellent teaching begins with strong relationships between faculty and students and is nurtured by collaboration among colleagues. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction and personal growth. Staff and administrators must have high expectations for themselves and their students; and work together to meet those expectations.

✓ Collaboration and Teamwork

Students, staff members, parents, administrators, and community members work together to develop and maintain a dynamic student-centered learning environment. Through collaboration we find new sources of learning and strength. We seek out partnerships with community organizations that add value to our school system.

✓ Respect for Human Differences

We are committed to acknowledging and celebrating the diversity within our community while affirming the importance of our common humanity. By promoting a safe environment for questioning and challenge, we foster the growth and value that comes from different perspectives, cultures and experiences. Our commitment is to create an atmosphere of safety in which to acknowledge and express difference while advancing true acceptance and respect for all.

PURPOSE OF ENTRY PLAN

An Entry Plan enables three kinds of learning: learning about your new place, learning about yourself, and collective learning about the organization as a whole. The result is that, as a new administrator, you make better decisions that are genuinely understood and acted upon by the people who must implement them. (Jentz&Murphy, 2005)

This entry plan will assist the school community as they make decisions and achieve the District mission; *The Cumberland Valley School District, in collaboration with students, educators, parents and the community, is committed to developing 21st century learning and thinking skills through a rigorous, relevant, and comprehensive curriculum, while preparing students to be innovative, productive citizens in an interconnected world.*

GOALS OF ENTRY PLAN

- 1. Foster collaborative professional relationships with all members of the Cumberland Valley community to minimize potential disruption caused by a change in administrative leadership and to maximize the focus on learning for all students.**
- 2. To gain a thorough understanding of the systems, practices, and policies established in the Cumberland Valley School District.**
- 3. Build a foundation for continuous improvement through the identification of strengths and targeted areas for growth.**

Goal #1: Foster collaborative professional relationships with all members of the Cumberland Valley community to minimize potential disruption caused by a change in administrative leadership and to maximize the focus on learning for all students.

OBJECTIVES	<ol style="list-style-type: none"> 1. Ensure ongoing, clear, and consistent communication with all staff and stakeholders 2. Increase opportunities for relationship building to increase opportunities to promote a positive school climate and culture 		
FOCUS GROUP	ACTIONS	2017-2018 TIMELINE	✓
<i>Staff</i>	<ul style="list-style-type: none"> • Send introductory letter to the faculty and staff introducing myself and inviting them to set up a meeting time with me to further get acquainted 	7/1/2017	
	<ul style="list-style-type: none"> • Make personal phone calls to staff to introduce myself 	7/1/2017	
	<ul style="list-style-type: none"> • Collaborate with interim principal if available to get an overview of the building 	7/1/2017	
	<ul style="list-style-type: none"> • Spend time getting to know building secretary and custodians • Discuss expectations, develop a daily communication routine, and share weekly calendar and goals 	July-August 2017	
	<ul style="list-style-type: none"> • Ask office staff if pictures of faculty members are available and work at placing a name with a face before teachers arrive for the new school year; view staff webpages 	July-August 2017	
	<ul style="list-style-type: none"> • Interview staff and faculty members (see appendix A)- face-to-face or via Survey Monkey and use results of survey to reflect on current entry plan and make additions to action plan for building 	July-August 2017	
	<ul style="list-style-type: none"> • Send welcome back letter to staff and faculty including Teacher In-service Professional Development and Entry Plan 	8/14/2017	

	<ul style="list-style-type: none"> Organize Welcome Back Social: positive recognition for a job well done and team building activities 	8/16/17-8/18/17	
	<ul style="list-style-type: none"> Review staff handbook, assessment schedule, professional development schedule, school year calendar, building schedule matrix, mission and goals of district and building, curriculum and instruction expectations 	July-August 2017	
	<ul style="list-style-type: none"> Visit teacher classrooms as they prepare for the school year 	August 2017	
	<ul style="list-style-type: none"> Shout it Out Recognition for staff members with monthly motivators and foci in place 	August 2017-ongoing	
	<ul style="list-style-type: none"> Begin to plan for PLCs, Data Analysis Meetings, Leadership Meetings, MTSS Core Leadership Meetings and Tier III- Child Study Meetings, Collaborative Planning Meetings, PBIS and Anti-Bullying teams Set up committees with staff members 	August-September 2017	
	<ul style="list-style-type: none"> Create an observation schedule for all staff members 	September 2017	
	<ul style="list-style-type: none"> Observe instructional delivery taking place in the classrooms; make notes and provide teachers with constructive feedback using the Danielson Framework Set SMART Goals/ Data Plans as to how instruction and student achievement can grow Meet to reassess the progress of these goals Make changes to instruction based on successful mastery of SMART Goals 	September 2017-ongoing	
	<ul style="list-style-type: none"> Review lesson plans and provide feedback 	September 2017-ongoing	
	<ul style="list-style-type: none"> Mentors set up to work with new teachers and meeting scheduled with principal, mentor, and mentee 	September 2017	

	<ul style="list-style-type: none"> • Give a needs assessment survey to help identify additional professional development interests/concerns 	9/1/17	
<i>Parent/Guardian</i>	<ul style="list-style-type: none"> • Place a school wide call to parents introducing myself and inviting them to attend a meet and greet 	8/15/17	
	<ul style="list-style-type: none"> • Have a meet and greet scheduled for parents to come in to introduce themselves and get acquainted • Share mission, vision, and goals of school • Share core values • Share parent handbook including policies, rules, and protocol of the building • Ask parents to complete a brief survey and/or interview (see appendix A); use this feedback to create action plans and edit entry plan • During survey assess the language needs of parents • Utilize translation services to accommodate any language needs of parents 	8/15/17	
	<ul style="list-style-type: none"> • Place entry plan on the school website 	August 2017	
	<ul style="list-style-type: none"> • Send home Back to School Night Flyer with agenda 	August 2017	
	<ul style="list-style-type: none"> • Set up additional professional development opportunities for parents- curriculum, assessments, technology, RTII/MTSS, etc.... 	September 2017-ongoing	
	<ul style="list-style-type: none"> • Create a committee to facilitate literacy and math nights for parents 	September 2017-ongoing	
	<ul style="list-style-type: none"> • Create a parent suggestion/comment box 	September 2017	
	<ul style="list-style-type: none"> • Parent Bulletin Board with key information and recognition 	August 2017	

	<ul style="list-style-type: none"> • Monthly Parent Newsletters 	August 2017-ongoing	
	<ul style="list-style-type: none"> • Establish and publish “essential agreements” for parent participation within the school environment • Have these guidelines posted in office to serve as a reminder to parents • Recruit parent volunteers 	August 2017	
<i>Community Members</i>	<ul style="list-style-type: none"> • Send a letter of introduction to the community 	7/1/17	
	<ul style="list-style-type: none"> • Contact leaders of PTA groups to introduce self and to schedule an initial meeting time 	July 2017	
	<ul style="list-style-type: none"> • Create a contact list of community partners in the district; Identify community partners and their roles 	July 2017-ongoing	
	<ul style="list-style-type: none"> • Invite community partners to attend events in the building 	August 2017-ongoing	
	<ul style="list-style-type: none"> • Create a community member event calendar and place on school website 	August 2017	
	<ul style="list-style-type: none"> • Schedule meetings with community partners 	September 2017-ongoing	
	<ul style="list-style-type: none"> • Recognize community partner on Shout It Out Bulletin Board 	September 2017-ongoing	
<i>Students</i>	<ul style="list-style-type: none"> • Have a motivational assembly for students welcoming them back and going over the student handbook, expectations, rules, and additional important information 	8/21/17	

	<ul style="list-style-type: none"> Discuss PBIS behavior plan and consequences; identify any new initiatives discussed with leadership team 		
	<ul style="list-style-type: none"> Be visible and interactive before, during, and after school; observe students in many learning environments, not just the content classroom 	August 2017-ongoing	
	<ul style="list-style-type: none"> Learn students by their first names 	August 2017-ongoing	
	<ul style="list-style-type: none"> Set up one-on-one meetings and/or small group meetings with students 	August-September 2017	
	<ul style="list-style-type: none"> Interview them using Appendix A questions- use this feedback to help action plan 	August-September 2017	
	<ul style="list-style-type: none"> Shout it Out Recognition Board to encourage students to do their best on a monthly basis 	September 2017-ongoing	
	<ul style="list-style-type: none"> Set up student assembly calendar for the school year 	September 2017-ongoing	
	<ul style="list-style-type: none"> Have informal sessions with students to allow for sharing of experiences, successes, frustrations throughout the school year 	August 2017-ongoing	
	<ul style="list-style-type: none"> Student comment/concern box 	September 2017	
	<ul style="list-style-type: none"> Student goals created 	September 2017-ongoing	
<i>Central Administration</i>	<ul style="list-style-type: none"> Entry plan shared with team of administrators 	July 2017	
	<ul style="list-style-type: none"> Attend meetings of the academic departments Observe what they are working on and their procedures Become familiar with the goals of their department and initiatives 	July 2017-ongoing	
	<ul style="list-style-type: none"> Communicate clearly; clarifying my purpose at all times Flexible and open to new ideas 	July 2017-ongoing	

Collaboratively, with all focus groups, design an incentive and reward system to recognize individual and collaborative achievement, growth, and contribution throughout the 2017-2018 school year.

Goal #2: To gain a thorough understanding of the systems, practices, and policies established in the Cumberland Valley School District.

OBJECTIVES	<ol style="list-style-type: none"> 1. Meet with administrative district personnel to become aware of their roles and functions and how the systems run smoothly together. 2. Establish systems within Middlesex Elementary that reflect district administration guidelines, expectations, mission, beliefs, and goals. 		
FOCUS	ACTIONS	2017-2018 TIMELINE	✓
<i>Meeting with Administrative District Personnel</i>	<ul style="list-style-type: none"> • Identify roles and relationships of each person in district office • Get a contact list for district administrators and post in office 	July 2017	
	<ul style="list-style-type: none"> • Meet with key district office personnel (Superintendent and Assistant Superintendent, elementary and secondary curriculum team, student services, business, payroll, federal programs, special education and ESL, technology, etc... 	July 2017	
	<ul style="list-style-type: none"> • Meet with each operational department: food service, transportation, buildings and grounds, etc... • Conduct a safety inspection of the building 	July 2017	
	<ul style="list-style-type: none"> • Meet with crisis response team and review the procedures in the crisis management plan 	August 2017	
	<ul style="list-style-type: none"> • Meet with police, fire department, etc... so relationships are formed 	July 2017	

	<ul style="list-style-type: none"> Meet with other principals in the district 	July 2017-ongoing	
<i>Review existing documents regarding school systems</i>	<ul style="list-style-type: none"> Review all safety drill procedures (fire, severe weather, bomb threat, intruder, etc...) and make sure staff are made aware of protocol Create a poster for each classroom with what to do in case of an emergency 	July 2017	
	<ul style="list-style-type: none"> Review parent, student, and staff handbook 	July 2017	
	<ul style="list-style-type: none"> Review the amount of money in building budget and procedures for dealing with petty cash, student funds, and other expenditures- involve business department and office staff in meeting 	July 2017-ongoing	
	<ul style="list-style-type: none"> Review the class schedule and make sure it is effective for building need Review schedule from the prior school year if problems arise 	July-August 2017	
	<ul style="list-style-type: none"> Review substitute teacher protocol and guidelines in district 	July 2017	
	<ul style="list-style-type: none"> Review board policy and regulations 	July 2017-ongoing	
	<ul style="list-style-type: none"> Review teacher contract and set up meeting with teachers' union to review guidelines 	July-August 2017- ongoing	
	<ul style="list-style-type: none"> Review employee contacts and create an emergency phone chain for the building 	August 2017	
	<ul style="list-style-type: none"> Review curriculum mapping, Mastery Connect, assessment plan, professional development plan 	July-August 2017- ongoing	
	<ul style="list-style-type: none"> Review teacher evaluation system 	July-August 2017- ongoing	
	<ul style="list-style-type: none"> Review data warehouse system 	July-August 2017- ongoing	

Goal #3: Build a foundation for continuous improvement through the identification of strengths and targeted areas for growth at Middlesex Elementary.

OBJECTIVES	<ol style="list-style-type: none"> 1. Review all data for the past 1 to 2 years, identifying trends in proficiency and growth for: the district systems’ data, school assessment data, student demographic data, teacher data, behavior data, and parent involvement data. 2. Review interview responses from survey given to staff, parents/guardians, and students at new principal meeting. 3. Establish plans of actions based on trends of overall district data and building data. 		
FOCUS	ACTIONS	2017-2018 TIMELINE	✓
<i>District systems’ data analysis</i>	<ul style="list-style-type: none"> • District Strategic Plan • District mission, beliefs, and goals • Curriculum resources • Curriculum maps • Intervention and enrichment MTSS • MTSS behavior and SWPBS data system • Professional development schedule • Assessment calendar 	July-August 2017-ongoing	
<i>School Assessment Data Analysis</i>	<ul style="list-style-type: none"> • Benchmark, summative, and diagnostic data <ul style="list-style-type: none"> ○ PSSA, PVAAS, School Performance Profile, AIMSweb, DRA • Progress monitoring data • Report cards (SARC), Mastery Connect, rubrics, checklists, common assessments • SLOs • Portfolios 	July-August 2017-ongoing	

<p><i>School Demographic Data Analysis</i></p>	<ul style="list-style-type: none"> • Enrollment numbers • Staff/student ratios • Attendance • Gender ratios • Ethnicity • Free and reduced lunch populations • Students with special needs • Religious affiliations • Languages • Subgroups 	<p>July-August 2017-ongoing</p>	
<p><i>Teacher Data Analysis</i></p>	<ul style="list-style-type: none"> • Teacher Evaluations and Observations • Years of experience • Teacher lesson plans • Individual PVAAS data by teacher 	<p>July-August 2017-ongoing</p>	
<p><i>Behavior Data Analysis</i></p>	<ul style="list-style-type: none"> • Incident reports • Accident reports • Student discipline referrals • Infraction location • Bullying incidences • Outside agency partners 	<p>July-August 2017-ongoing</p>	
<p><i>Parent Involvement Data Analysis</i></p>	<ul style="list-style-type: none"> • Professional development opportunities • Volunteer numbers • Homework completion and website usage 	<p>July-August 2017-ongoing</p>	

<p><i>Interview Responses from Staff, Parents/Guardians, and Students Data Analysis</i></p>	<ul style="list-style-type: none"> • Set up meeting times with staff, parents/guardians, and students to complete interview/survey questions and/or complete survey via Survey Monkey • Compile the data and create written report of the responses • Share the findings with stakeholders 	<p>July-August 2017-ongoing</p>	
<p><i>Action Planning</i></p>	<ul style="list-style-type: none"> • Create a MTSS Core Leadership Team (academics and behavior) and School Management Leadership Team and create schedule and goals • Create norms and guidelines for meetings 	<p>September 2017</p>	
	<ul style="list-style-type: none"> • Create template for meeting agenda with time intervals to denote what the focus of discussion is; utilize the TIPS MTSS Core Team Template and collaborative planning note taking sheet • Identify facilitator, data analyst, note taker, and timekeeper, for each meeting (on a monthly schedule and/or cycle day schedule) • At conclusion of the MTSS Core Team meeting complete individual action plan including: <ul style="list-style-type: none"> - Create problem statements, come up with solutions, timeline, person(s) responsible, goal and date, and fidelity checklist to monitor progress towards goal 	<p>August-September 2017</p>	
	<ul style="list-style-type: none"> • Monitor progress of action plan at MTSS Core Team Meetings and grade level collaborative planning meetings • Review plans at PLCs and collaborative planning and discuss successes and opportunities for growth- described by Robert Marzano in “What Works in Schools” • Schedule MTSS research based interventions and assign resources to be used with groups of students based on need; conduct tier III-Child Study meetings to identify these needs and set individual student goals to be monitored for 30 and 60 days 	<p>September-October 2017-ongoing</p>	

	<ul style="list-style-type: none"> • Set up conversations with instructional coaches about scheduling of WIN groups • Establish goal setting guidelines for students around data • Schedule professional development based on student and staff needs from the data • Observations and evaluations with feedback provided • Meet with staff to discuss SMART goals and ensure student achievement is evident; if not plan for next steps • Continue to review data as new benchmarks and formative assessments are given; create new action plans with the current data 		
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APPENDIX A
Interview Questions for Staff, Parents/Guardians, and/or Students

- If I asked you to name the programs and/or systems in place that are working well, what would you say and why?
- What do you see as the key issues, in order of importance, that need to be worked on here at our school?
- If you were the new principal at this school, what is the first thing you would change?
- What is the one thing that you would like to see happen before the end of this school year that would let you know the school is moving in the right direction?

APPENDIX B

Middlesex Fast Facts, Academic Achievement Score, and Academic Growth Data from 15-16

Middlesex Elementary School 15-16- Title I School														
School Enrollment	Ethnicity	Economically Disadvantaged	English Language Learner	Gender		Indicators of Academic Growth/ PVAAS								
				M	F	Math	ELA	Science	Attendance	Closing Achievement Gaps				
		Special Ed.	Math		ELA					Sc.				
			20.83	A	H	A	H	A	H					
Building Academic Score	Participation Rate	Math		ELA	Science	Y	DB	LB	DB	R	R	R	R	DB
408	Asian-3.43 White- 84.56 Black- 3.92 Hispanic- 4.17 Multiracial- 3.68	40.69	5.88	50.98	49.02									
72.8- G	98.71 and 98.26	48.62	63.89	91.18	61.0	90.0	83.0	95.45	0	0	0	2.85	100	100

APPENDIX C

District Fast Fact Data from 15-16

Cumberland Valley School District Fast Facts 15-16					
School Enrollment	Ethnicity	Economically Disadvantaged	English Language Learner	Gender	
				M	F
8522	Asian- 11.93 White- 77.52 Black- 2.23 Hispanic- 3.94 Multiracial- 4.11	18.96	2.3	50.65	49.35
			Special Ed.		
			11.25		