

30/60/90 Day Entry Plan:  
School Community

**LOVE ELEMENTARY  
SCHOOL**

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## Introduction

During the hiring process, I talked with many of you, representatives of the teachers, staff, families, members of the community and AUSD cabinet about developing an Entry Plan. I want to thank you for welcoming me and for reviewing the Entry Plan to follow :

I've come to realize that there is a great deal of change taking place at Love Elementary School, including a school name change, construction, administration changes, and staffing changes, to name a few. Many of you are naturally of two minds about these changes, at once full of hopeful anticipation and yet concerned that significant core values not be violated as we make changes. I will make it a first priority to understand the natural struggle that exists between change and continuity that many of you are likely feeling, and I will invite each of you to tell me about your individual goals, hopes, wishes, dreams, expectations, and also what you see as the promise for the school's future in improving the performance of children. In addition, I will make sure that I learn the history of our school and its rules, guidelines, roles, and responsibilities, and norms and codes of conduct for behavior.

My effort will be to get to know the school and community through your eyes. As I do, I hope you will come to know and trust me so that together we can sort out what's working and support it and what's not and change it.

## Goals

1. To know all the people involved in the running of the school both personally and professionally. In turn, they will come to know me as fully as possible in a brief period of time outside of the day-to-day context of school life and problem-solving
2. To learn the history and the norms of the school, and their effect on how the organization functions in the present and may function in the future
3. To determine concerns/issues in regard to improving children's performance that need to be closely examined and addressed
4. To set clear expectations for myself and others
5. To formulate with you our priorities and a plan to accomplish them

6. To build a strong foundation for connection and communication with parents and the community.
7. To establish me as an interested listener and learner, as well as a supportive, adaptive and strong leader

## Method

My Entry Plan has two parts. The first part is a sequence of activities that build on one another - 1:1 input gathering meetings with many of you (as outlined below), then a series of group meetings to talk about what I learned, and finally a priority setting activity. This sequence will take from June until October. All of my 1:1 session will be **confidential**. I believe that confidentiality contributes to **trust** and that we will need trust if we are to be open with one another about essential matters. But I will take notes during the meetings to identify themes in the information. I will then share those themes with all of you, particularly as they regard our goals for children's learning and the issues we will have to work through to achieve them. I will aim to bring groups together and unite around common goals and a plan to achieve them (how will you incorporate the 2019-2020 school plan with this work you are proposing)?.

The second part of my plan is individual activities aimed at particular groups, for example, class visits with each teacher, coffee hours with parents, a site visit to each community organization, a meeting with a union leader (certificated/classified). I intend to include all constituents, so please let me know if I have omitted anyone or any group (PTA, Dad's Club, School Site Council, ELAC.)

Additionally, I will do my best to meet with as many of the community organizations that we partner with and city departments that play a part in the welfare of our school.

## Entry Activities for Groups

<p><b>Classroom Teachers</b></p> <ul style="list-style-type: none"> <li>● Request feedback on draft Entry Plan to enable revision</li> <li>● Use parts of faculty meeting Aug-Sept to update on the progress of Entry Plan and make adjustments</li> <li>● Meet individual teachers</li> <li>● Share feedback patterns at staff meetings/Date/TBD for discussion</li> <li>● Present recommendations for school priorities for review and revision</li> <li>● Attend grade level meetings?</li> <li>● Visit classrooms weekly and participate in classroom activities</li> </ul>	<p><b>District Personnel</b></p> <ul style="list-style-type: none"> <li>● Read previous year's minutes of district meetings</li> <li>● Conduct input listening sessions with district office personnel, departments, cabinet, principals, community directors</li> </ul>
<p><b>Students</b></p> <ul style="list-style-type: none"> <li>● Conduct input listening session with students from each grade level</li> <li>● Meet with small groups of students (before school and after school)</li> <li>● Attend school-wide functions and classroom activities</li> </ul>	<p><b>Parents and Community</b></p> <ul style="list-style-type: none"> <li>● Input listening session with officers of the parent organizations</li> <li>● Meet with groups of parents over coffee in the evening: to be scheduled with PTA</li> <li>● Participate in PTA activities (also Dad's Club and others)</li> <li>● Alameda Education Foundation</li> <li>● Alameda Family Services</li> <li>● West Coast Family Services</li> <li>● Alameda Education Association (AEA)</li> </ul>
<p><b>School Staff</b></p> <ul style="list-style-type: none"> <li>● Conduct input listening sessions with school staff groups - office managers, office assistant, health clerk, student support provider, intervention lead, and parent/guardian liaisons, lunch personnel, and custodial staff</li> <li>● Visit with the staff as they work</li> </ul>	<p><b>School Admin Team</b></p> <ul style="list-style-type: none"> <li>● Transitional planning with the outgoing principal -</li> <li>● Transitional planning with returning Assistant Principal</li> </ul>

## Input Gathering Questions

We'll begin with a brief autobiographical sketch of yourself, including what you think I should know about you.

1. What practices do we need to preserve to ensure our continued success?
2. Describe a time when the school was in conflict? How did it arise? How was the conflict resolved? ? How could it have been handled and resolved better?
4. What is an aspect of being a parent/community member that gives you joy, that depletes your energy?
3. Describe your beliefs on how families should be involved with the school?  
If you were to walk a mile in teachers' shoes, what do you think it would be like?
4. What 3-5 core values & beliefs do you want the school to represent in the school vision & mission?
8. List three things each group of stakeholders (parents, students, staff) would need to become a better school?

## Logistics

I am distributing this plan to the general school community. Implementing the plan will require detailed scheduling with individuals and groups. I will keep everyone updated on how I will work with staff and families on managing the schedule.

## Final Note

My entry activities are intended to enable us to learn and work together in setting the direction for the future and charting a common course to get there. Let me know if what you've read here raises questions or concerns about realizing that goal, and as well let me know what makes you hopeful. I look forward to meeting all of you!

## Entry Activities TimeLine

Entry Activities Time Line	Interview Schedule	
<b>June</b>	<b>June</b>	
<ul style="list-style-type: none"> <li>• Interview district administrators</li> </ul>	<ul style="list-style-type: none"> <li>• 1- 1 hour</li> </ul>	
<ul style="list-style-type: none"> <li>• Interview outgoing principal</li> </ul>	<ul style="list-style-type: none"> <li>• 1 - 1 hour</li> </ul>	
<ul style="list-style-type: none"> <li>• Assistant principal</li> </ul>	<ul style="list-style-type: none"> <li>• 2 hours</li> </ul>	
<ul style="list-style-type: none"> <li>• PTA</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2 hrs</li> </ul>	
<b>August</b>	<b>August</b>	
<ul style="list-style-type: none"> <li>• Attend PTA Board</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2 hours</li> </ul>	
<ul style="list-style-type: none"> <li>• Interview teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 1 hour per teacher</li> </ul>	
<ul style="list-style-type: none"> <li>• Visit classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Full period visits</li> </ul>	
<ul style="list-style-type: none"> <li>• Interview school leadership teams</li> </ul>	<ul style="list-style-type: none"> <li>• 1½ visits with teams</li> </ul>	
<ul style="list-style-type: none"> <li>• Interview school staff groups: office managers, nursing staff, lunch personnel, custodial staff, after school personnel</li> <li>• Meet separately with kindergarten/1st-grade groups of parents over coffee, Time TBA w PTA</li> </ul>	<ul style="list-style-type: none"> <li>• 1½ hour with a school group</li> <li>• 1½ hr parent coffee meetings</li> </ul>	
<ul style="list-style-type: none"> <li>• Discuss entry plan @ faculty mtg, make adjustments as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• 15 min.</li> </ul>	
<b>September</b>	<b>September</b>	

<ul style="list-style-type: none"> <li>• Interview teachers, parent organization officers, students</li> </ul>	<ul style="list-style-type: none"> <li>• 1 hr with each teacher</li> </ul>	
<ul style="list-style-type: none"> <li>• Visit classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• 15 min- full period classroom visits</li> </ul>	
<ul style="list-style-type: none"> <li>• Attend grade level meetings, teacher leadership team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<ul style="list-style-type: none"> <li>• Discuss entry plan @ faculty mtg</li> </ul>	<ul style="list-style-type: none"> <li>• 10 min</li> </ul>	
<ul style="list-style-type: none"> <li>• Attend PTA meetings, school functions</li> </ul>	<ul style="list-style-type: none"> <li>• 1 ½ hr</li> </ul>	
<ul style="list-style-type: none"> <li>• Meet with focus groups students</li> </ul>	<ul style="list-style-type: none"> <li>• 30 min. Per group</li> </ul>	
<ul style="list-style-type: none"> <li>• Meet with 2-5 grade groups of parents</li> </ul>	<ul style="list-style-type: none"> <li>• 1 ½ hour</li> </ul>	
<b>October</b>	<b>October</b>	
<ul style="list-style-type: none"> <li>• Interview parents organization groups and students</li> </ul>	<ul style="list-style-type: none"> <li>• 1-hour interview with parent org. officers</li> </ul>	
<ul style="list-style-type: none"> <li>• Visit classroom</li> </ul>	<ul style="list-style-type: none"> <li>• 15 min- full period classroom visits</li> </ul>	
<ul style="list-style-type: none"> <li>• Attend grade level and teacher leadership teams</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<ul style="list-style-type: none"> <li>• Attend PTA meetings, school functions</li> </ul>	<ul style="list-style-type: none"> <li>• 1 ½ hrs</li> </ul>	
<ul style="list-style-type: none"> <li>• Meet with focus groups students</li> </ul>	<ul style="list-style-type: none"> <li>• 30 min</li> </ul>	
<b>November</b>	<b>November</b>	
<ul style="list-style-type: none"> <li>• <b>Use faculty meeting to discuss data</b></li> <li>• <b>Present interview data at a parent</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Feedback presentations of interview data</b></li> </ul>	

<b>meeting, lead discussion</b> <b>December</b>	<b>December</b>	
<ul style="list-style-type: none"> <li>• Write a report- Use data and input from Nov to define a recommended set of priorities and draft plan for acting on them</li> </ul>		
<b>January</b>	<b>January</b>	
<ul style="list-style-type: none"> <li>• Present report to the community</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	