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Purpose

The purpose of the Entry Plan is to learn about the school and to develop an action plan for leadership.

Process

1. Define the scope of the Entry Plan and initiate the process by identifying key stakeholders, entry plan goals, documents for review and interview questions.

2. Collect and analyze quantitative and qualitative data gleaned.

3. Articulate findings and develop an action plan with measurable goals and achievable outcomes.

4. Submit goals and findings to the Superintendent before the end of September.

5. Share and publish goals and findings with Lilja faculty, staff, and parents.

Entry Plan Goals

1. To gain a thorough understanding of the systems, ideologies, institutional practices and policies that govern the Natick Public Schools.

2. To understand the contexts for and culture of teaching and learning at Lilja School.

3. To understand the context of Lilja’s relationship to the district’s schools, to parents, and to the community at large.
# Stakeholders, Entry Interviews & Activities

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## Timelines, Activities & Document Review

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<td>Present PLC Framework to Faculty</td>
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Key Findings & Principal Action Steps Review

### Instructional Leadership

**Findings:**

Teachers at Lilja use a Balanced Literacy approach to teaching reading and writing. They currently use Investigations to support mathematics. Teachers are committed to personal reflection and are looking to their next principal to establish a high supervision environment where the principal is visible, frequents classrooms and provides timely feedback. They also see the need to spend more time collaborating with their colleagues to solve problems of practice and to refine their practices as educators. They hope to play a key role in building and improving our school community.

Both teachers and students believe that we need clarity around student expectations. Developing a “School-wide Behavior Plan” was one of last year’s School Improvement Goals (this goal has not yet been initiated).

**Action Steps:**

1. Support teachers in their approach to using Balanced Literacy and Investigations.
2. Increase the number of classroom walk-throughs, formal and informal observations and provide teachers with feedback in a timely manner.
3. Revisit the Professional Learning Communities framework and incorporate it into our daily practices.
4. Engage the Lilja community in an effort to establish a clear mission, vision, core values, and goals by the end of year one. Devote a substantial amount of building-based time to developing this foundation.
5. Develop a “Data Picture” of our school and engage in collaborative inquiry around school improvement.
6. Develop high-functioning collaborative teams at Lilja and engage the teams in reflection about their practices (i.e. Child Study Team, Instructional Team, Positive Behavior Supports Team, Action Research Teams and other collaborative structures for professionals to come together and support teaching and learning).
7. Develop a Positive Behavior Supports Team in order to establish the school’s core values, investigate how we support pro-social behaviors in our school, and develop a framework for supporting all children across settings.
The purpose of the Entry Plan is to learn about the school and to develop an action plan for leadership.

### Process

1. Define the scope of the Entry Plan and initiate the process by identifying stakeholders, entry plan goals, documents for review, and interview questions.

2. Collect and analyze quantitative and qualitative data gleaned.

3. Articulate findings and develop a data-based action plan with measurable goals and achievable outcomes.

4. Submit a draft of goals and findings to the Superintendent before the end of September.

5. Share and publish goals and findings with Lilja faculty, staff, and parents in late September/early October.

### Entry Plan Goals

1. To gain a thorough understanding of the systems, ideologies, institutional practices, and policies that govern the Natick Public Schools.

2. To understand the contexts for and culture of teaching and learning at Lilja School.

3. To understand the context of Lilja’s relationship to the district’s schools, to parents, and to community.

### Management & Operations

#### Findings:

Teachers and parents, alike, expressed a strong need to pull together management and operations within the school. Faculty and staff are looking for clarity with regards to schedules, educator evaluation timelines and benchmarks, building protocols and calendars. Lilja also has a reading specialist who, if scheduled properly, can provide increased support to reading tutors and to students.

The Lilja building has some cosmetic needs as well as needs for updates. Among the cosmetic needs are the exterior and landscape around the building. Among the needs for updates are space issues due to the increased size of Lilja’s student body. Also, some of the furniture around the building needs updating in order to maintain a safe and healthy student environment.

Students report that they would like to see more variety in lunches and would like to see their cafeteria change. The Lilja Family Handbook also has not been updated in quite some time.

Lilja also needs a great deal of technology in order to keep up with other elementary schools around the district. Lilja currently operates one mobile computer lab, and one iPad mini lab at each grade level (containing 5 iPads each). We have one mini-computer lab which stays in our student Learning Center. Teachers also report frequent problems with Macbook (these computers are going on their sixth year).

#### Action Steps:

1. Establish clear timetables for supervision and evaluation; ensure that teachers have opportunities to ask questions and received feedback (principal will hold a voluntary meeting in September to ensure that there is clarity).

2. Principal will increase visibility and both announced and unannounced classroom walkthroughs.

3. Principal will work with key stakeholders to develop clear building protocols and a master school calendar so that parents and teachers, alike, can plan accordingly.

4. Update the Lilja Family Handbook in conjunction with the School Council.

5. Support reading on a block schedule (grades 2-4) in order to support an inclusive environment for all.

6. Work with Aramark to determine some food alternatives for students.

7. Replace half of the cafeteria tables with bench seats in order to support a healthy and clean cafeteria (Aramark will help with this).

8. Improve the look of the cafeteria (Aramark has graciously offered to paint our cafeteria).

9. Work with Facilities and Custodians to organize storage spaces around the school and to transform one of our rooms into a Literacy Center where tutors can provide services to students in a less distracting, more focused environment.

10. Develop a short-term and a long-term technology plan in conjunction with Dennis Roche and Dr. Sanchioni in order to ensure that Lilja is consistent with the other schools around the district.
# Family & Community Engagement

**Findings:**

Parents are looking for different ways to engage with the school. Lilja parents are a diverse group; parents have a variety of professions, from stay-at-home parents, to work-at-home parents, to professional who work day and/or evening hours, not every parent can make the type of time commitment that they would like to. Parents have also asked that communication is not so frequent that it becomes ineffective (at the end of last school year, only 51% of families opened email from the principal). Parents want to be informed but also hope not to be overwhelmed by information.

The PTA is looking to increase engagement of families and of teachers at Lilja. Due to the inclement weather last year, the PTA had to cancel a number of events and, consequently, raised less money than they hoped to. Thus, the organization is looking to raise enough money this year in order to make up for the deficit.

Students reported that they would like to have more opportunities for leadership and would also like to see more ways in which they can be recognized for their achievements.

**Action Steps:**

1. Communication from the principal will be divided into two venues: Essential information will go out to families once per week via Constant Contact and “non-essential” information will be published via the Principal's Blog.
2. Principal will support and encourage Teacher Liaisons to attend PTA meetings.
3. Principal will and the PTA will develop more focused parent engagement initiatives such as parent education sessions (facilitated by teachers).
4. Establish a community book group which will draw together parents and teachers (these will be facilitated by the principal).
5. Support more opportunities for student recognition through All-School Assemblies.
6. Look for ways to involve students in the upper grades in more leadership opportunities.
7. Sustain communication and relationships with fire, police, and community groups such as the Natick/Metro-West Anti-Bullying Coalition and the Cultural Arts Council.
Professional Culture

Findings:

Lilja teachers report that they would love to spend more time collaborating with and learning from their talented colleagues. They have asked that more time be allocated for this and that less faculty meeting time is devoted to reviewing procedures and/or things that can be communicated via email.

Teachers report a sense of urgency in “coming together” and would love opportunities to observe the best practices of their colleagues (not just at Lilja School!)

Action Steps:

1. Transform faculty meeting time into professional development opportunities.
2. Provide teachers with opportunities to watch their colleagues and observe best practices and work with Elementary Principals to establish such opportunities across the district.
# Appendix A: Teacher Focus Group Questions

## Teacher Focus Groups

You may complete this on your own or complete it in a grade level team. Please bring this to our focus group discussion on May 24th.

**Teacher Name(s):**

**Grade:**

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<th>K</th>
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<th>2</th>
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1. What is the best thing about Lilja? How would you describe it?

2. What does it mean to be a Lilja teacher (i.e. what makes teaching here unique)?

3. What is important to preserve at Lilja? What do you believe needs to be changed?

4. How would you prioritize the needs of this building?

5. What are you most proud of teaching?

6. What can I do to support you?
Appendix B: Student Focus Group Questions

Student Focus Groups

# of Students: _______________________  Grade:  K  1  2  3  4

1. What is the best thing about Lilja? How would you describe it?

2. What does it mean to be a Lilja student (i.e. what makes Lilja students special)?

3. What is important to preserve at Lilja? What do you believe needs to be changed?

4. What are the things that your teachers do to make you feel like you are an important part of the classroom?

5. What are you most proud of learning?

6. What do you do when learning becomes difficult?
Appendix C: Parent Focus Group Questions

Parent Focus Groups

Parent Name(s):

Child’s Grade: K 1 2 3 4

1. What is the best thing about Lilja? How would you describe it?

2. What does it mean to be a Lilja parent (i.e. what makes being part of this community unique)?

3. What is important to preserve at Lilja? What do you believe needs to be changed?

4. What are the things that your child’s teachers do to make you feel like you are an important part of his/her education?

5. What is your child’s greatest accomplishment?

6. How can the school best support you and your child?
Appendix D: Teacher 1:1 Interview Questions

Interview Questions

Name:___________________________ Position:_________________________

1. What is our fundamental purpose?

2. What is the one issue at this school that needs attention? In other words, what do you feel needs to be addressed before next June?

3. It is five years from now, and we have achieved our vision as a school. In what ways are we different? Describe what is going on in terms of practices, procedures, relationships, results and climate.

4. Imagine we have been given sixty seconds on the nightly news to clarify the vision of our school or district to the community. What do you hope it would say?

5. What commitments or assurances are you prepared to make to every student in our school?

6. What one or two things are working really well right now?

7. What did my predecessors do best? Or least well?
