

Entry Plan for Sierra Preparatory Academy



February-May 2019

Ryan Ramirez, Principal

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Statement of Purpose

Dear Sierra Preparatory Team,

Sierra Preparatory is not just another school in our district; to our students, staff and to me it is home. This feeling is one that is created entirely by the people who fill this building every day—from its students to its teachers, from its parents to its staff. It is with great joy that I now have the privilege to return to the school that I attended as a student to now serve as its principal.



The purpose of this entry plan is to ensure that I am able to address the needs of our school in the least-disruptive manner possible. This plan is intended to be a working document, and will guide my efforts on a daily basis. I hope that my belief in plural leadership will be apparent in the following pages, as experience has taught me that only by listening to one another and learning from our colleagues can we foster true collaboration and trust, two ingredients that are fundamental to effectuate positive change. For this reason, you will notice that this plan calls for many conversations, which I hope will be open and honest, about your personal views of both Sierra's areas of strength and its opportunities for growth.

Sierra Preparatory has a long, proud tradition of academic excellence. Working together, I know that we will be able to build upon this history and, in the process, provide a high-quality education for our students. I am incredibly honored to have the opportunity to return to Sierra and work with such an amazing group of students, parents, and staff members. I look forward with eager anticipation to the wonderful things that we will be able to accomplish together by "*Teaching Students That Their Lives Are The Ultimate Art Form*"!

Sincerely,

Ryan Ramirez

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Summary of Entry Plan Activities

The following items summarize the actions that will occur as a result of the implementation of this plan during the rest of the 2018-2019 school year:

- Facilitate open dialogue with appropriate stakeholder groups (e.g., Certificated and Classified staff, parent groups, ILT, SSC, community partners, district representatives, etc.).
- Analyze student achievement data to identify initial areas of strengths and opportunities for growth.
- Foster relationships with teachers, parents, and students by being visible during student arrival and dismissal times, as well as visiting classrooms throughout the instructional day.
- Bolster community ties by seeking out opportunities for local partnerships that will benefit both Sierra Preparatory Academy and the community it serves.
- Meet with leadership staff, department chairs, grade level teams and other staff groups to discuss their perceived areas of need.
- Solidify relationships with principals of elementary feeder schools and feeder high schools by sharing data and discussing strengths and areas of need exhibited by future and former Sierra students.
- Conduct needs assessment surveys of various constituent groups to determine areas to be addressed (i.e. professional development, instructional supports, etc.).

Goals



The following goals will frame my plan of entry at Sierra Preparatory Academy:

- Build positive relationships with our school's stakeholders, including parents, students, teachers, staff, and community partners.
- Guide the continued implementation of standards-based instruction, including the design and delivery of professional development, as necessary.
- Identify our school's strengths, as well as its opportunities for growth, in an effort to facilitate a climate of continuous improvement.
- Plan high-quality professional development activities geared toward addressing the needs identified by teachers and staff.

These goals will serve as a guide to continue to support the students and staff of Sierra Preparatory Academy on the path toward excellence. Each goal will be achieved through several action steps, detailed in the timeline for implementation, which is also included in this entry plan.

Timeline

The timeline to meet the goals established in this plan is as follows:

Goal 1: *Build positive relationships with our school's stakeholders, including parents, students, teachers, staff, and community supporters.*

| Action | Timeline |
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| Distribute introductory letter to staff electronically and mail a letter home to parents (letter will be in English and Spanish). Post the letter on the school's website and social media accounts (Facebook, Instagram, Twitter, etc.) so community stakeholders are included, as well. | February 13, 2019 |
| Contact classified and certificated staff and invite them to meet informally. | February 11, 2019 |
| Host a series of "We Are Sierra" chats so that the principal can meet the students and parents. The focus of these chats will be introductions and building the foundation for enduring trusting relationships. | ASB: February 15 Parents: February 21 |
| Post <i>Entry Plan for Sierra Preparatory Academy</i> on Sierra's website in English and Spanish. Distribute a copy to all staff members via email. | February 14, 2019 |
| Meet with community partners, parents and teacher leaders to discuss our vision for parents' and community partners' roles in addressing the academic and social/emotional needs of Sierra's student population. | March 2019 |
| Lead team conversations regarding the areas of strength and opportunities for growth at Sierra Preparatory Academy. Through these conversations, identify the philosophies and practices that are important to each grade level team and to each department. | March 2019 |
| Meet with administrative team and office staff to discuss practices for school operations (e.g., arrival/dismissal procedures, fiduciary processes, duty assignments, etc.). | February 15, 2019 |
| Attend feeder school parent meetings to introduce Sierra to 5 th grade parents and host "Meet and Greet" session at Walker-Roosevelt Community Center to introduce Sierra and myself to parents and community members | March 2019 |
| Conduct a summative climate survey to get feedback on job performance from school faculty, students, parents, and staff. | May 2019 |
| Publish a Turnaround Arts newsletter in English and Spanish, and distribute it through both paper and electronic means. | Monthly |
| Maintain a visible presence during student arrival and dismissal times. | Daily - Ongoing |
| Have an open-door policy for students, parents, faculty, and staff. | Daily - Ongoing |
| Make availability for conversations clear to parents and stakeholders through both electronic and print communications, as well as through personal conversations. | Ongoing |
| Meet with principals from feeder elementary schools to share data in order to recognize trends that elementary feeder schools may share with our school. Solicit feedback from elementary schools as to what they have implemented successfully to improve student achievement. | April 2019 |
| Meet with principals from high schools that receive Sierra students to share data and obtain feedback about areas of strength exhibited by their incoming Sierra students and areas in need of improvement. | April 2019 |

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Goal 2: *Guide the continued implementation of standards-based instruction, including the design and delivery of professional development, as necessary.*

| Action | Timeline |
|---|-------------------|
| Invite teacher leaders, counselors and administrative team to analyze student academic performance data to identify areas of strength and areas of need. | March 2019 |
| Present entry plan and data findings to certificated staff at first staff meeting. | February 13, 2019 |
| Based on data analysis and qualitative data obtained from teacher input, begin to explore interventions to support areas of need and to plan differentiated professional development. | March 2019 |
| Review the use of current assessments, including but not limited to MAP, SBAC, ELPAC, AR, DIBELS, etc. | March 2019 |
| Facilitate data chats to discuss academic trends in classrooms. | April 2019 |
| Review progress monitoring data with Assistant Principals, ILT and Reading Specialist/TOSA, as well as district leadership, to identify areas for improvement. | Ongoing |
| Monitor instruction throughout the year through classroom observations by both the Principal and Assistant Principals, with an emphasis on standards based instruction. | Ongoing |
| Deliver feedback to faculty members on an individual basis regarding their use of instructional practices that are related to student achievement. | Ongoing |

Goal 3: *Learn about our school's strengths, as well as its opportunities for growth, in an effort to facilitate a climate of continuous improvement.*

| Action | Timeline |
|---|-----------------|
| Discuss areas of strength and opportunities for growth at Sierra Preparatory Academy with district leadership (Superintendent, Assistant Superintendent for Educational Services, and Director of Secondary Education). | February 2019 |
| Review school-wide plans, such as the Single Plan for Student Achievement and LCAP, to identify previously addressed areas and the results of those past efforts. | February 2019 |
| Review ILT and School Site Council minutes, noting significant concerns raised by stakeholders. | February 2019 |
| Distribute needs assessments for teachers, staff, parents, and students. | March 2019 |
| Report summary of needs assessments' results to staff and stakeholders. | Late March 2019 |
| Host grade-level focus groups, allowing students to have an opportunity to provide input on their views of Sierra Preparatory Academy. | March 2019 |

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Goal 4: *Plan high-quality professional development activities geared toward addressing the needs identified by teachers and staff.*

| Action | Timeline |
|---|---------------|
| Review professional development topics recently delivered to the faculty. | March 2019 |
| Meet with Assistant Principals and Reading Specialist/TOSA to review school data and discuss possible Professional Development offerings for 2019-2020. | March 2019 |
| Based upon a review of school data and discussions with leadership team members, create initial plan for professional development program. | April 2019 |
| Determine a plan to monitor and assist with the implementation of professional development topics through job-embedded coaching. | April 2019 |
| Work with District staff to arrange for any necessary contracted trainings. | April 1, 2019 |
| Determine a method of gathering feedback from teachers regarding the efficacy of training opportunities. | May 2019 |
| Conduct a Professional Development needs assessment survey to ensure all staff needs are being addressed. Distribute this survey to all faculty and staff. | May 2019 |
| Meet with Assistant Principals and TOSA to review the results from the needs assessment surveys and make changes to the initial professional development program, if necessary. | May 2019 |
| Create a professional development calendar and schedule. Set dates for training and release this schedule to all staff members. | Summer 2019 |
| Review professional development implementation through regular meetings with the school's Instructional Leadership Team. | Monthly |
| Conduct an end-of-year PD survey to gather feedback from faculty and staff on the overall PD program offered during the school year. | May 2019 |

Operational Action Steps

| Action | Timeline |
|---|--------------------|
| Review operational procedures, including emergency drills and evacuation processes. | February 2019 |
| Attend Turnaround Arts training in Huntington Beach, CA | February 6-8, 2019 |
| Meet with Arts Leadership Team (ALT) to discuss upcoming Turnaround Arts events and initiatives, and to share information from training. | February 20, 2019 |
| Review any existing or planned budget encumbrances. | March 2019 |
| Review any existing equipment leases or service contracts. | March 2019 |
| Review the school's budget and verify that all necessary supply and curriculum orders have been placed. | March 2019 |
| Present master schedule for 2019-2020. | Mid May 2019 |
| Meet with Assistant Principals to review staffing allocations and any remaining personnel vacancies. | April 2019 |
| Meet with Assistant Principals & ILT to discuss any changes to the school's budget allocations. | May 2019 |
| Work with community liaison or computer tech to update the Sierra Preparatory Academy website. | February 2019 |
| Work with the Assistant Principals and/or Community Liaison to update the Sierra Preparatory Academy social media accounts. | February 2019 |
| Conduct a walkthrough of the physical plant with the Assistant Principal in charge of facilities and Plant Custodian. | February 12 2019 |
| Review student enrollment in Special Education programs with the Assistant Principal overseeing special education noting accommodations provided in IEPs. | February 2019 |
| Meet with Assistant Principals, counselors, ASB advisor and TOSAs to develop a master calendar of events for remainder of the school year, including traditional activities, awards celebrations, and assessment periods (if one doesn't already exist) | February 2019 |
| Discuss office practices and procedures with office staff. | February 15, 2019 |
| Review student health information (i.e. allergies, medical conditions, etc.) with Assistant Principal and school nurse. | February 15, 2019 |
| Review student placement recommendations made by Director of Secondary Education and Special Education department, including predicted 6 th grade enrollment, with Assistant Principal, Special Education department chair and counselors to ensure that 2019-2020 Master Schedule offers the sections needed for student success. | April 22, 2019 |