

PURPOSE

The purpose of this Entry Plan is to listen to the school community, learn about Dover Area High School, and develop an effective plan for leading Dover Area High School forward.

PROCESS – Listening, Learning, Leading

- **Listening**
Define the purpose of the Entry Plan, communicate to the school community and stakeholders, review essential school and district documents/policies, meet with stakeholders, and build relationships.
- **Learning**
Review information acquired during stakeholder conversations, conduct follow-up meetings, analyze school data, and communicate findings to school community.
- **Leading**
Identify strengths and challenges, create action plan, review action plan with school and district leadership, and communicate action plan to school community.

GOALS

Successful school leadership requires the ability to plan both in the short term and long term. As someone new to the Dover community, it is essential that I spend time listening and reflecting on conversations with staff, students, and parents of Dover Area High School as well as leaders in the district and community. This Entry Plan serves as a guide to making a successful transition and clarifies how I will learn about Dover Area High School and the District.

The goals of the Entry Plan are to:

- acquire information and perspective about DAHS, DASD, and the community
- identify core issues within DAHS
- build meaningful relationships within the school and community
- facilitate open and reflective communication
- identify DAHS’s strengths and areas for growth
- ensure a smooth transition of building leadership
- develop a focus on supporting the process of teaching and learning
- ensure that multiple perspectives and voices are heard
- build a foundation for furthering the vision of DAHS and district
- ensure that resources are allocated to effectively meet the educational, social, and emotional needs of each and every student
- create a network of individuals, organizations, and resources to assist me in engaging and supporting students, staff, and parents/guardians as Principal at DAHS

ESSENTIAL QUESTIONS

- What makes Dover Area High School a successful school?
- Where does Dover Area High School have opportunities to grow?
- What are your expectations for me as a leader?
- What support do you need to be successful in your role?
- As a school, where do we want to be one, three, five, and ten years from now?

ENTRY PLAN OVERVIEW

Phase 1 - Listening: Collecting Data	
<ul style="list-style-type: none"> • Communicate entry plan to school community • Outreach: Meet with stakeholder groups (staff; parents; students; community leaders; student leadership; Department Chairs; Board of Directors; DAHS Assistant Principal; DAHS Dean of Students; Director of CTE; ES & IS School Principals; district leadership) • Document Review: <i>Student Handbook</i>; budget; <i>Course Catalog</i>; safety plans; files from previous principal; teacher contract; district plans & policies; DAHS Smart Goals; DASD Strategic Plan; DASD Professional Learning Plan; Board of Director Meeting Minutes • Establish familiarity with student and data management systems utilized within the district • Generate, distribute and collect responses for informational survey for parents, staff, students, and community members 	February 2016 – May 2016
Phase 2 – Learning: Analyzing Information	
<ul style="list-style-type: none"> • Review and analyze information collected in Phase 1 • Conduct follow-up meetings, interviews, and research as necessary • Review and analyze school assessment data (Keystone Exams; AP Exams; SAT/ACT; PSAT) • Review and analyze school achievement data (School Performance Profile; Attendance; Graduation Rates; CTE Data; PBIS Data; College/Career Data – 4 Year Cohorts) • Generate draft of findings • Communicate draft of findings and solicit feedback 	June 2016 – July 2016
Phase 3 – Leading: Formulating & Executing the Plan	
<ul style="list-style-type: none"> • Identify strengths and challenges • Collaborate and create action plan identifying goals, objectives, and measurements • Communicate action plan to the school community • Engage students, staff, parents, and community in executing action plan • Review action plan impact and respond as appropriate 	August 2016 – December 2016

To ensure successful execution of this action plan, I will:

- **Listen**
To students, staff, parent, and community members. I will value the time spent with stakeholders in order to understand the history, culture, and needs of Dover Area High School
- **Collaborate**
With staff, parents, students, community leaders, and district leadership. I will value the perspective that each and every member of the school community brings to understanding and responding to the strengths and challenges of the school.
- **Engage**
In the school and community. I will be an active member of the school community and be a visible presence at school and community events.
- **Communicate**
With the school community. I will share my philosophies, vision, history, and core beliefs with all members of the DAHS community. This will occur over a period of time and will include conversations, emails, community events, and digital presence (Twitter; blog)
- **Reflect**
On successes and shortcomings in meeting goals. I will respect and value the feedback received throughout the process and seek to develop a better understanding of the DAHS community as well as my own leadership.

Relationships are central to successful leadership and a successful school. I will adhere to the five above mentioned actions to ensure that I establish effective and meaningful relationships with the school community.

STAKEHOLDER CONVERSATIONS

Stakeholder Group	Activities	Timeline
DAHS Staff* <i>Faculty; Support Staff; Building Leadership</i>	Informal Conversations Scheduled Interviews Classroom Walkthroughs	February – May
Parents/Guardians* <i>Includes Parent Booster Groups</i>	Scheduled Meetings/Forums Informal Conversations	
Students* <i>Including Student Leadership & Activity Groups</i>	Lunch Conversations Scheduled Meetings	
DAEA Leadership and Building Reps	Scheduled Meetings	
Board of Directors	Scheduled Meetings	
District Leadership <i>Superintendent; Supervisor of Teaching and Learning; District Directors</i>	Scheduled Meetings Informal Conversations	
Community Leaders*	Scheduled Meetings	
Feeder School Leadership	Scheduled Meetings	

****Survey responses included***

During these conversations, the following questions will be considered:

- What are the strengths of DAHS?
- What challenges are facing DAHS?
- What is your personal vision for DAHS?
- What expectations do you have of me as a leader?
- What do you need to be successful?
- How can the school most effectively communicate with the community?
- How can I most effectively communicate with school staff?
- How would you describe the culture of DAHS?
- What are you most proud of at DAHS?
- I am new to the community. What is one word that you would use to tell the story of DAHS to me?

CONVERSATION FORMATS

- Scheduled Meetings (Individual and Group)
- Informal Conversations
 - Lunch Conversations
 - School Events
 - Community Events
 - Office Visits
- Classroom Walkthroughs
- Student Roundtables
- Staff Forums
- Parent Forums
- Community Roundtable

INITIAL ENGAGEMENT ACTIVITIES

In order to ensure to build relationships and begin a smooth leadership transition, the following activities will be held within the first 30 days of my service at the school:

- Introductory Letter to Parents & Community
- Meet the Principal Events (Informal Social Opportunities at DAHS)
- Executive Council Meeting
- Faculty Open Forums
- Community Roundtable

FEEDBACK

I value your perspective and feedback. If you wish to contact me you may do so at jwastler@doversd.org.