

# Principal Entry Plan for Patrick Aziz

A flexible working draft for a transition of leadership, in order to best serve



November 2017-June 2018

The etymological root of education is from Latin, *e+ducere*. To lead out. And so our aim should be to bring children forth into creative inquiry.

- Paraphrasing Noam Chomsky

Any transition affords us time to reflect. This plan is intended as a flexible working draft to help the Joslin community come together, think about what we do well, and how we can continue to grow into the most nurturing school environment for our students. This plan helps us enter a new chapter of growth together at Joslin Elementary.

#### Summary of Goals:

1. Continue growing relationships with the Joslin community, while deepening my understanding of campus history, practices, and values.
2. Collaboratively identify campus strengths and opportunities for growth together. Continue to prioritize and build upon our plans for student achievement and well being.
3. Continue study and improvement around campus operations, facilities, and detailing plans for extensive summer 2018 work and beyond.
4. Examine new data together that is generated in the spring to develop and communicate a clear vision forward for the 2018-2019 school year and our Targeted Utilization Plan

<b>Actions for Goal 1- Continue growing relationships with the Joslin community, while deepening my understanding of campus history, practices, and values.</b>	<b>Timeline</b>
Visit classrooms with regularity, supporting teachers who would like to observe or assist others, giving feedback, having conversations about instructional practice	November-May
Come early, stay late, linger to chat at arrival and dismissal. Get to know the stories of parents who find their way to Joslin, make connections with families over the course of the day-to-day by being out and available.	November-May
Continue to connect with all stakeholders, dancing with kids and families in the mornings, addressing children’s particular needs, assisting staff with particular needs (arranging desired opportunities for professional development , adjusting schedules to facilitate visiting other campuses, etc), all as a matter of course in the operation of school as well as relationship building.	November-June
Open door policy, happy to take walk-ins or appointments.	November-June
Continue to meet students, learn everyone’s name. Welcome them at the door, eat with them, talk favorite books, classes, and play games with them at recess. Help teach and support them in classrooms.	November-June
Continue to learn our collective story, of how we each came to be part of this Joslin community, and in so doing, learn about our institutional history.	August
Host extended conversations with directors or staff of the many programs that collaborate with Joslin, including the CLI staff, SEL team, AVID lead, and other support programs for the Jaguars.	November-March
Continue weekly “Principal Connections” messages in JAG, as well as a quarterly newsletter, with an SEL focus, appreciations, news, and in the future include student art, poetry, and campus achievement of note.	October, Jan, March, May

<b>Actions</b> for Goal 2- <i>Collaboratively identify campus strengths and opportunities for growth together. Continue to prioritize and build upon our plans for student achievement and well being.</i>	<b>Timeline</b>
In interviews with all staff, ask standardized sets of questions (what's working, what needs tweaking, etc), gather data, organize it, look for patterns, and plan to share it out back to staff for further reflection. Ask all: How can I support you?	Sept (begun)- May
Use instructional practices in PPFT as lens to view teaching and learning at Joslin. Review with Ms. McKinnon and staff: What is working well? When are students most engaged/"hooked in"? Communicate trends in strands with staff for reflection and receive ideas/feedback.	Oct- December (in progress)
Visit rooms and common areas to note Social Emotional Learning practices. Interview students to learn about their learning of how to navigate challenging social or emotional moments, how to solve problems together without blame, and how to be assertive and supportive of one another's growth. Take qualitative and quantitative data as findings are gathered. Reflect data to students and staff.	Aug-Dec
Continue to develop use of Khan Academy and Dream Box in spring, with aim for Math Team to learn how to best use this as tracking tool for student progress, consider implications for using it as a primary tracking tool for lab school model.	October- May
Encourage extending voice/choice and Genius Hour time as prescribed by Advanced Academics to all students.	November- March
Continue exploration of Eco-School, as outlined in National Wildlife Federation designation, cultivating outdoor science through hands-on gardening and interaction with native plant growth on campus.	November- March
Promote coordinated school health activities through SEL extensions, physical fitness opportunities, and healthy food choices on campus and off.	November- June
Follow up on 10k grant proposal to Austin Ed fund for Innovation around hands-on STEM exploration for both primary and intermediate students. Begin implementation, with or without grant, with materials to classrooms.	December- April
Arrange for viewing of Most Likely to Succeed with staff and families in Spring, and think about how we might implement child-centered showcases of original projects and activities	Jan or February

<b>Actions for Goal 3- Continue study and improvement around campus operations, facilities, and detailing plans for extensive summer 2018 work and beyond.</b>	<b>Timeline</b>
Continue to learn about all building and grounds information details unique to Joslin. Learn about where to turn the water off, where the paper wasps like to build nests, and what still needs painting. Work with district and other community partners to beautify grounds for children, families, and staff.	November-June
Continue working with Randall Sakai, Bob Ross, and Paul Turner on firming plans for summer 2018 work, as well as particular projects to substantially improve campus facilities and appearance.	December-August
Review campus safety plan and procedures. Continue to test them to make sure currently functioning well.	November-June
Converse with staff, parents, students about campus-wide procedures and expectations, including arrival/dismissal, schedules, class assignment process, communications home, front office procedures, discipline procedures, common area expectations, etc. What do people appreciate most? Least? Look to maintain most/all of these procedures as they are for the spring, but review for adjustments, if needed, for fall.	Jan-Aug
Review external web presence and communications for Joslin. Note any non-accurate or older links. Dedicate spring and summer for ensuring all up to date, in real-time (accurate information, philosophies, links to programs, etc).	March-July
Review internal information-sharing practices on students and programs, including use of server or collaborative documents to increase efficiency, CST tracking, and spaces for students to share ideas online. Share findings with staff; discuss ways to use technology to our advantage.	July-Oct

<b>Actions</b> for Goal 4- <i>Examine new data together that is generated in the Spring to develop and communicate a clear vision forward for the 2017-2018 school year and beyond.</i>	<b>Timeline</b>
Host a data “deep dive” for Joslin, with (accountability/CIP) to examine campus data generated in late spring (tests, surveys, etc). What factors help explain the data? What is outside of our control? What can we control? What action should we take to positively affect outcomes, moving into the next school year?	May-July
Lead faculty reflection on practices from CLI, SEL, responsive classroom, and other influences. Where do we go from here?	Jan-May
Use DuFour questions to guide PLCs (What do we want students to learn, how will we know when they’re learning, what will we do when they learn it/not learn it) in light of 21 <sup>st</sup> century tech vision of students becoming creators, while tracking their fundamentals in blended learning environment (to track skills precisely in real time).	Nov-June
Collaborate with staff to solidify our “Plan A” for RTI, namely identify our best programmatic choices for math, reading, and writing interventions.	Nov-July
Workshop some whole-child, whole-community considerations for Joslin. Are we engaging every child? <b><i>How can we regularly enkindle the spark of wonder and joy here, for all of us?</i></b>	Jan-June and beyond