

# ***Norwood High School***



***Principal Entry Plan  
Hugh T. Galligan***

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## Introduction

The citizens of Norwood embody the spirit of hard work and dedication. They have a strong vision for education that the students, families, and staff of Norwood Public Schools demonstrate consistently. I will strive to bring that same work ethic, dedication, and vision to you every single day. It is an honor and a privilege to serve the community as Principal of Norwood High School and to combine our efforts in order to continue the proud tradition that exists, and to elevate the school to new heights.

## Vision

Norwood High School is a place where all students and staff members are active learners and listeners who use effective collaboration and communication to improve on a daily basis. They care deeply about one another, their school, their families, and their community. As Principal of Norwood High School, the following are basic values that I hold, and believe that the entire NHS community can expect.

NHS students can expect the following:

- Staff members who genuinely care about and respect them
- A personalized education that is relevant and engaging
- A safe and nurturing learning environment where diversity is valued
- Exposure to a well-rounded education consisting of rigorous academics, exploratory yet purposeful arts, athletics and activities, and quality social-emotional support
- To graduate college and career ready

NHS parents and families can expect the following:

- Staff members who genuinely care about and respect their children
- Effective, timely, and professional communication and feedback from teachers, counselors, and administrators

NHS staff members can expect the following:

- Administrators who genuinely care about them and value the work they do
- Formal and informal opportunities to collaborate consistently and effectively in order to improve teaching and learning
- Opportunities to become teacher leaders through professional development, data analysis, PLC facilitation, and administrative partnerships
- Support from building and district leadership that includes effective, timely, and professional communication, as well as meaningful training and professional development

## Purpose

This document outlines my plan to maximize my learning during the first 100 days of the principalship in order to facilitate my transition into the position and gain a clear understanding of the school's traditions, values, strengths, challenges, and areas for growth. This will help to build trust, open lines of communication, and solidify a united vision that includes identification of strategic objectives for Norwood High School over the next three to five years.

## Meetings and Interviews (July-October 2018)

This phase consists of semi-structured conversations and interviews with students, parents, staff, and community partners. The following open-ended questions will frame these discussions and help me to determine the current perceptions of stakeholders as to the school's strengths and areas of need that may inform future goals:

- Tell me a little about your role at Norwood High School, your background, and why you chose to be here at Norwood High School.
- What is the number one thing you would like me to know about Norwood High School?
- What is working well at Norwood High School right now? How do you know?
- What can we improve at Norwood High School? How do you know?
- What advice do you have for me as principal of Norwood High School?
- What are your expectations regarding communication from your principal?

In order to ensure that a wide range of stakeholders is included in this process, I have included the following individuals and groups as examples of those I may meet with from July-October 2018. If you believe that a specific party has been inadvertently omitted from this plan, please contact me at your earliest convenience to arrange for a meeting.

#### Student Body

- Student leadership (student council, advisory groups, etc.)
- Student discussions during classroom visits
- Student discussions during lunch visits

#### School staff

- Teachers
- Administrators
- Counselors
- Department Heads
- Classroom support staff
- Custodial staff
- Administrative assistants
- Food Services

#### Parents

- PTO
- School Council
- Special Education Parent Advisory Council

#### Leadership Groups

- District leadership team/central office administration
- Union leadership
- School Council
- Faculty Senate

#### Community Partners

- Norwood Education Foundation
- Business partners
- Local partner schools/programs (vocational, alternative, adult education, etc.)
- Regional and statewide administrator organizations
- Athletics (school and town levels)
- Community engagement office

#### Town Governance

- School Committee
- Police/Fire/EMS

#### Document Review (July-August 2018):

Analyze the following academic, operational, and financial documents:

#### Academic

- Assessment data disaggregated by subgroup

- Curriculum maps
- Student grade analysis
- Supervision and evaluation documents
- School Improvement Plans and district strategic objectives
- Programs of Studies

#### Financial

- Budget
- Contracts
- Collective bargaining agreements

#### Operational

- Schedules
- Student handbooks
- Staff and community surveys
- Emergency response plans
- School committee minutes
- Technology usage report

#### Student Support

- Student discipline data
- Student attendance data
- Crisis response plans
- Mental health protocols

#### Reviews

- Coordinated program review
- Contracted consultants review
- NEASC Accreditation reports

### Visibility, Visitation, and Introductions

I will offer the following formats to meet with interested parties during the entry process:

- Opening letter to Staff
- Summer meetings
- Open “coffee hours”
- Classroom visits and walkthroughs
- Group interview sessions

### Data Analysis (October-December 2018)

- Collect, analyze, and synthesize data from the entry plan interviews
- Share the findings of the entry plan with NHS staff
- Invite interested parties to join discussions around draft action plan

### Conclusion

The entry process will allow me the opportunity to listen and learn from a wide variety of stakeholders involved, both directly and indirectly, in the education of Norwood High School’s students. We all own a piece of our students’ future success. These conversations will help to create future strategic objectives and goals for us to follow so that we can continue the proud tradition of ensuring a top-notch education for all students at Norwood High School. Thank you in advance for your time, cooperation, and dedication to the students of Norwood High School.