

PLD – Lite April 26 & 27, 2023 PPEERS 4

Greetings, PPEERS 4 Interns!

Welcome to the first Performance Learning Day – Lite (PLD)! This “day in the life of a **new principal**” experience is all about learning and growing in an environment where it is safe to “fail forward.” Embrace this opportunity to stretch yourselves and grow into the amazing school leaders that you are capable of being. Approach your work with a Growth Mindset and keep it forefront as you work through this nearly full-day experience, replete with debriefing sessions.

Here is the context for the Performance Learning Day - Lite:

Despite the fact that this is April 2023, you must think of yourself in a school **in late September, nearer the start of a school year.**

Important Contextual Factors:

You were appointed principal at Cherry Lane Middle School in July. Your school is located in a rural area of North Carolina. This is your first principalship. The previous principal retired as a result of some serious health concerns after leading the school fairly effectively for the past eight years. This rural, high-needs middle school earned a Performance Grade of “C” last school year. You, your assistant principal, and teachers/staff opened school in mid-August, and to this point, despite a few rather normal “bumps,” the transition has been relatively smooth.

Your school has a total student population of 400 students, and its successful athletic programs are well-known throughout your surrounding communities and even across the large, rural school district. Currently, your student population is majority White, with 22% of students identifying as African Americans, 11% as Latinx, 3% Two or more races, and 2% Asian American/Pacific Islander. The Latinx population is growing significantly each year, and there is often an influx of Latinx students throughout the school year, which makes balancing classes and operating within recently enacted state laws regarding class sizes rather difficult.

Formerly, Cherry Lane Middle school served nearly 700 students, but a charter school (Angel Charter) opened several years ago. It has now pulled students from all grade levels, K-8, and it expects to offer high school classes next school year. The result of this “choice school” has caused your district to consolidate two middle schools into one. You are the principal of that consolidated middle school, Cherry Lane, which seems to be shrinking in size overall each year. Successful marketing campaigns and even door-to-door visits conducted by Angel Charter School personnel are luring many White and some Black students from your school. The only student growth in your school, as documented for the past three years, is in the Latinx population.

Your community, like numerous other rural areas, has lost its two largest employers – 2 huge textile mills - and many people, including parents of your students, are out of work. Thus, the community can be described as one in *economic hardship*. This is so much the case that the

State this past year certified that ALL students enrolled at Cherry Lane Middle School shall receive free breakfast daily, and all of its students participate in a supplemental snack program and a fresh fruits/vegetables campaign. Each of these efforts is aimed at meeting basic needs of students and focuses upon their health and wellness. Similarly, the greatest majority of your students are either on free or reduced-priced lunch.

You attended a national conference on leadership earlier this week, so you are returning to your school following absences earlier in the week.

On your schedule for today are the following items:

1. A meeting with other principals to develop a process for interviewing potential teachers for the district (to include selection criteria and the creation of performance tasks). See memo from your Superintendent wherein directives are provided.
2. A meeting with a parent, Ms. Johnson, regarding the suspension of her son (see suspension form in your folder).
3. A Grow Conference with a 6th grade English/language arts teacher wherein you will debrief a recent formative observation.

Additionally, the school receptionist has collected a number of items that came in during your days of absence, and there are several new e-mails in your Inbox.

Please follow these directions as you respond to these items:

- a. Given what you have learned about the Eisenhower Matrix, assign each item a category (Urgent/Important, Urgent/Unimportant, Non-urgent/Important, or Non-urgent/Unimportant).
- b. Use the **In-Basket Item Action List** to record the priority assigned to each item, the key issue(s), and a brief description of your response(s). Read the directions on the form carefully. **By 2:25 PM**, upload this document to your Google Drive folder (**in Shared Drive: PPEERS 4 PLD-Lite**) along with your actual responses.
- c. Your responses to In-Basket Tasks may take diverse forms. These may include, for example, memos, e-mails, letters, and/or written descriptions of planned actions.