



MANCHESTER ESSEX REGIONAL HIGH SCHOOL  
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Dear Manchester Essex Families,

It is my pleasure to introduce myself as the next Principal of Manchester Essex Regional High School. I am dedicated to the MERSD mission to provide a high-quality, comprehensive, student-centered educational experience that will prepare our students for success beyond the district.

As a new principal at a high-functioning school with a dedicated staff, one of my most significant goals is to gain an understanding of the school culture, and to build trust with all stakeholders. The following entry plan provides a framework to guide my transition and enable me to gather the necessary information to assess the district's areas for growth while making connections with the community. This entry plan will allow me to learn who we are as an organization, where we are in our development, and what will be required of us to move forward.

I hope that the plan assists in growing the positive school culture in place at MERHS. As I work to build positive relationships and collaborate with members of the MERHS community, the entry plan will support me in analyzing and synthesizing the information collected in these conversations and turn those conversations into action items. My first drop-in meeting for community members will be with Heather Leonard, Curriculum Director and is scheduled for the following time:

- **Thursday, August 3, 8:30-9:30 a.m.**, Manchester Essex Regional High School drop-in with MERHS Principal Julie Sgroi and Curriculum Director Heather Leonard in MERHS Learning Common

Again, I am excited for this opportunity to be a part of the Manchester Essex community. I will keep the Vision of the Graduate at the forefront of our educational decisions and will work to ensure our mission and vision is upheld on a daily basis at MERHS.

Respectfully,

A handwritten signature in black ink, appearing to read "Julie Sgroi".

Julie Sgroi  
Principal

## Julie Sgroi Entry Plan - Principal, Manchester Essex Regional High School

### Objective

The transition of leadership is critical and requires both short- and long-term planning. The purpose of this entry plan is to provide a framework and a structure that will guide my transition as principal and will enable me to; one, gather information about the community and the district; two, establish a strong community presence; three, assess the district's strengths and areas for growth; four, identify critical issues; and, five, create a network of contacts and resources that will assist me as principal of Manchester Essex Regional High School.

Additionally, the information gathered during this process will allow me to:

- Ensure a smooth and orderly transition of leadership
- Develop a structure to listen broadly and learn comprehensively about the Manchester Essex Regional School District
- Identify and highlight areas of strength
- Ensure that multiple perspectives and voices are heard
- Create the foundation for a vision of the future and for the strategic planning process
- Establish a clear working relationship with the administrative team, both at the school and district level
- Support the teaching and learning process
- Ensure the alignment of resources to efficiently and effectively meet the educational, social and emotional needs of all students

### The Essential Questions

- Who are we as an organization?
- Where are we in our development?
- Where do we want to be three years from now?

### Entry Plan Overview

<b>Phase I - Getting to Know MERSD: <i>Collecting Data</i></b>	
<ul style="list-style-type: none"><li>➤ Design entry plan; provide written justification for the development</li><li>➤ Outreach: Meet with and/or conduct interviews of stakeholder groups</li><li>➤ Document Review: Review District Policy Manual; Contracts, Budget</li><li>➤ Generate an informational survey</li></ul>	July – September
<b>Phase II - Developing a Deeper Understanding: <i>Synthesizing and Analyzing Information</i></b>	

<ul style="list-style-type: none"> <li>➤ Review information</li> <li>➤ Conduct follow-up meetings or research if needed</li> <li>➤ Create and share draft of findings</li> <li>➤ Solicit feedback</li> </ul>	Late October – November
<b>Phase III - Charting the Course: <i>Formulating the Plan</i></b>	
<ul style="list-style-type: none"> <li>➤ Create an action plan that identifies goals, objectives and measurements</li> <li>➤ Present Action Plan</li> </ul>	Late November – December
<b>Phase IV – Putting Ideas Into Action: <i>Executing the Plan</i></b>	
<ul style="list-style-type: none"> <li>➤ Execute Action Plan</li> <li>➤ Consistently reflect on progress. Revise and refine plan as needed.</li> </ul>	Late November– December Reflections and revisions throughout the year

## PHASE I

### Tentative Interview Schedule

Category	Who's Involved	When	Type/Length of Session
Administrative Council	Building Principals, Assistant Principals, Directors	July/August	Interview /Untimed
School Committee	Small Groups	July/August	Interview /Untimed
Teachers' Association	MTA President	August/September	Interview /Untimed
Faculty and Staff Community	Open Office Hour	August-October and throughout school year as needed	Coffee / General Introduction & Discussion
Parent Community	Open Office Hour	August-October and throughout school year as needed	Coffee / General Introduction & Discussion
Teacher Leadership	Department Chairs; Curriculum Specialists; Mentors	August/September and monthly throughout the year	Group Interview - Discussion / 1 Hour
Teachers - MERHS Group	Academic; SPED and Exploratory Teachers	August/September and monthly throughout the year	Group Interview - Discussion / 1 Hour
MERHS Students Group	Arranged with Principal	September and throughout the year as needed	General Introduction & Discussion

Parent & School-based Groups	PTA; School Council	September/October; established meetings as needed	Attend Scheduled Meetings
Parents & Community	Open Invitation	Initial coffee dates; established meetings as needed	September & October Coffees Dates TBA