

Principal's Name: Ahmed Adelekan

School Name: Benjamin Banneker Middle School

2023-24 Entry Plan

Key Professional and Personal Experiences & Interests



Greetings Benjamin Banneker Middle School Staff, Students, and Community, I am truly excited for the opportunity to serve as your Acting Principal. For the last 18 years, I have had an amazing journey as an educator which has provided me with an array of experiences. During this time, I have had the pleasure of serving as a high school special education teacher, resource teacher for special education, assistant school administrator, and most recently serving as assistant principal at Briggs Chaney Middle School. I grew up in the Washington DC metropolitan area. I received my bachelor's degree from the University of the District of Columbia and my master's degree from Bowie State University. I currently reside in Columbia, Maryland with my wife and two sons.

As a leader, communication, and accessibility are extremely important to me. I have written three goals for my leadership transition. The goals help to organize the intentional steps I will take to learn about the school and community in the areas of academic excellence, well-being and family engagement, and operational excellence. At the core of my transition plan are the students of Benjamin Banneker Middle School. My vision for students is for

them to become the best version of themselves. I am committed to collaboration and establishing a strong partnership with the Benjamin Banneker Middle School community.

Sincerely,

Ahmed Adelekan
Acting Principal
Benjamin Banneker Middle School

Goal One: Academic Excellence – Ensure the successful implementation of an instructional program leading to achievement and growth for all students in Literacy and Math.

Partners	Priorities	Key Activities Pre-Entry (July, August)	Entry (September - December)
Students Instructional LeadersTeam Staff Community	Meet with instructional leaders, staff members, and students to gain perspectives about the instructional program and build strong relationships	<ul style="list-style-type: none">Meet with the instructional leadership team and teachers available during summer leadership meetings.Meet with available staff about key elements (strengths, areas of growth, etc.) of Benjamin Banneker Middle School.	<ul style="list-style-type: none">Maintain ongoing dialogue with instructional staff about the success and challenges of the instructional program.Implement and lead professional development in alignment with the school improvement plan.

		<ul style="list-style-type: none"> ● Review instructional documents including professional development plan, instructional focus, and established school norms. ● Plan pre-service week meetings, framed by SIP ● Collaborate to plan calendar for core meetings, staff meetings, ILT meetings, and professional learning 	<ul style="list-style-type: none"> ● Provide clear communication regarding the school's goals, guidelines, and best practices for student support. ● Encourage stakeholder contributions, questions, and feedback. ● Administer assessments to measure achievement and progress in literacy and mathematics; monitor student progress ● Use data to refine the instructional focus ● Plan shared facilitation of professional learning; collect feedback on the impact ● Plan and monitor interventions
Instructional Leadership Team Staff Dev. Teachers Paraeducators	Hire and onboard staff with expertise aligned to school needs and identify strengths of all staff	<ul style="list-style-type: none"> ● Review staffing/vacancies ● Interview and fill vacancies, using questions and processes reflecting school values ● Plan pre-service activities to welcome and support new staff 	<ul style="list-style-type: none"> ● Conduct a first-week check-in survey with staff ● Establish agreed-upon norms for grade-level team collaborative planning ● Visit classrooms and collaborative planning ● Use an informal tool to provide feedback on observations
Students Staff Families PTSA	Meet with students and families to hear perspectives about what helps them learn and what captures their interest.	<ul style="list-style-type: none"> ● Introduce the acting principal to the school community in multiple venues (in-person, virtual, community events, etc.) ● Invite students and families to “meet and greets” with the principal. ● Participate in meet-the-principal sessions during 6th-grade orientation. ● Participate in a summer community walkout with the Instructional Leadership team. 	<ul style="list-style-type: none"> ● Participate in open principal chats at the school and within the community. ● Establish open-door policy times for parents and students to engage in discussions. ● Consistently communicate via Sunday evening newsletter/community messages and school website. ● Include family and community messages in the weekly newsletter.

Goal Two: Well-Being and Family Engagement – Use culturally responsive engagement strategies to create and sustain positive, collaborative, and productive relationships with families.

Partners	Priorities	Key Activities Pre-Entry (July, August)	Entry (September - December)
-----------------	-------------------	--	-------------------------------------

Staff Students Families	Use culturally responsive engagement strategies to create and sustain positive, collaborative, and productive relationships with families.	<ul style="list-style-type: none"> Meet with Benjamin Banneker's PTSA to establish relationships, open lines of communication, and a shared vision for the success of students and all current parent organizations. Learn about what is important to parents and community partners. 	<ul style="list-style-type: none"> Collect feedback and facilitate discussions at Benjamin Banneker's PTSA meetings. Provide visibility and access through parent chats to share ideas. Collect Feedback on all established parent/community events (Back to School Picnic, new student orientation, parent meetings, Back to School Night, International Night, etc). Support parent/community events that promote student academic success and well-being.
Staff Students Families	Provide a wide range of diverse activities and opportunities for family engagement.	<ul style="list-style-type: none"> Identify and meet with key school partners to sustain ongoing support of the school. Meet with families to gather ideas about enhancing communication 	<ul style="list-style-type: none"> Build on established time and structures to support the ongoing work of Benjamin Banneker Middle School. Collect Feedback on community/school events as invited by school partners. Establish committees to evaluate and enhance family engagement. Plan grade-level town hall meetings with students Learn about partner organizations, schools, and leaders that support student well-being. (Street Outreach network, JSSA, etc.) Collect Feedback on NAACP Parent Council kickoff Celebrate Hispanic Heritage Month
Goal Three: Professional and Operational Excellence – Sustain a safe and welcoming learning environment for students, staff, and families and facilitate efficient operations of the school.			
Partners	Priorities	Key Activities Pre-Entry (July, August)	Entry (September - December)
Staff Students Families Food and Nutrition	Sustain a safe and welcoming learning environment for students, staff, and families and	<ul style="list-style-type: none"> Review key documents such as student and parent handbooks, school schedules, arrival, and dismissal procedures. Meet with all office and administrative 	<ul style="list-style-type: none"> Maintain visibility and access to students, families, and staff throughout the school day. Meet with all school operations team members on a regular basis.

Services	facilitate efficient operations of the school.	<p>staff.</p> <ul style="list-style-type: none"> ● Solicit feedback from students, families, staff, and partners in initial meetings. 	
Families Students Staff Building Services Team Food and Nutrition Services	Promote a positive, welcoming indoor and outdoor school environment	<ul style="list-style-type: none"> ● Take a tour of the building's interior and exterior with the building services manager ● Talk with students and families about the perceived needs of the physical plant. 	<ul style="list-style-type: none"> ● Maintain systems to monitor building maintenance and report concerns ● Meet weekly with building services manager ● Walk through grounds regularly, collect feedback regarding portable classrooms
Staff Students Families MCPS Security	Ensure transitions and activities are conducted efficiently and safely, and ensure all stakeholders are aware of emergency procedures.	<ul style="list-style-type: none"> ● Meet with the Instructional Leadership team to learn structures and processes for transitions and daily activities ● Meet with the On-Site Emergency Team to review safety procedures ● Meet with the cluster-wide security coordinator to discuss safety and security 	<ul style="list-style-type: none"> ● Observe and monitor systems for lunch and recess ● Gather feedback about lunch and recess supervision ● Review and practice emergency procedures (fire, weather, shelter, lockdown)