

Becoming the Principal of Patrick Henry: Building on a Foundation of Excellence and Doing Our Personal Best



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Designing and implementing a comprehensive transition plan alleviates ambiguity and provides clear direction for a change in leadership. I am fortunate to have had the opportunity to serve as a co-instructional leader with an experienced, highly respected, and much admired principal of a high-functioning Title I elementary school serving a diverse and supportive community with a well-regarded staff.

As the new principal of Henry, my transition plan focuses on five areas: document and data review; conversations with stakeholder groups; objectives and goals; guiding and essential questions; and activities, tasks, and meetings to gain insight into school operations, traditions, and climate.

My plan recognizes current areas of strength and identifies future areas in need of growth, change, or improvement. I outline the direction the school will take to ensure that the school operates with teamwork and open communication on its quest to high academic success for all students. I highlight activities that will take place in each segment of the transition and includes an extensive list of documents and data that will be reviewed.

My transition plan is divided into benchmark objective segments guided by essential questions for each stakeholder group, with outcomes determined and discussed as each is achieved. The timeline for the completion of my transition plan includes an introductory phase (July-August) concentrating on early entry, prior to the start of school; a mid-transition phase (September-October) focusing on identifying Henry's strengths and areas for improvement; and a final phase (November-January) aimed at attaining short-term goals and making progress on achieving long-term goals.

I will involve the various stakeholder groups in the activities occurring in each phase of the transition. The focus of my plan includes the following objectives:

- Continue to foster positive and fulfilling relationships between children and adults.
- Assess student academic, social, emotional, and physical needs.
- Promote positive and supportive connections with parents to ensure that families feel welcomed and valued in all aspects of their child's life at school.
- Create collaborative and productive relationships with staff.
- Build a foundation of continuous improvement through assessment of strengths and areas of growth.
- Promote and support positive and shared interactions with open communication between the school and community.
- Form professional relationships with central office staff to support student success.
- Develop supportive relations with executive leadership to enrich the school program.
- Establish effective relationships and communication with feeder school administrative teams.

The overall goal of my transition plan and my goal as the principal is to provide the students of Patrick Henry with the highest-quality educational program possible. To attain this level of excellence, I will seek out opportunities to build collaborative, effective, and productive relationships with students, parents, staff, and community members.

I am delighted and proud to lead Patrick Henry Elementary School and look forward to continued collaboration in support of student success.

Sincerely,

Andrea P. Frye

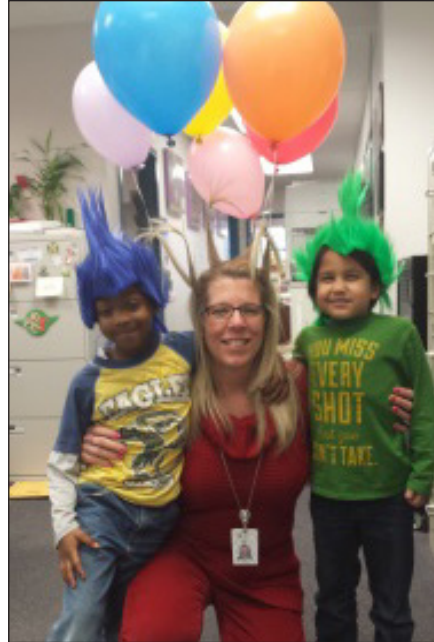
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Detailed Activities for a Smooth Transition

Stakeholders	Introductory Phase (July-August)	Mid-Transition: (September-October)	Final Transition (November-January)	Document Review
Students	<ul style="list-style-type: none"> • Visit Henry students at Summer School sites • Send a letter of introduction to students • Back-to-School Open Houses 	<ul style="list-style-type: none"> • Participate in learning activities in all classrooms • Attend student groups meetings (SCA, Safety Patrols) • Visit each classroom and office and leave a personal note • Appear on the morning news telling the students about me and my goals for them 	<ul style="list-style-type: none"> • Recognize 90% of students by name • Establish lunch bunches to connect with students regularly • Be visible in all aspects of student life • Regularly celebrate student achievement and accomplishment 	<ul style="list-style-type: none"> • School/PTA/APS calendar • Current and Past School Management Plans and Assessments • School Mission and Vision Statement • School Improvement Documents
Families	<ul style="list-style-type: none"> • Send a letter of introduction to parents • Welcome Back Letter to Parents/ Students • Meet with PTA Executive Board • Hold informal gatherings and chats • Update school website • Maintain open door policy 	<ul style="list-style-type: none"> • Meet and Greet at Back-to-School Picnic • Meet and Greet at Back-to-School Night • Attend all school, PTA and APS sponsored events and activities • Meet with School Advisory Committee • Maintain open communication through weekly newsletter, School Talk, school website, social media, group list serves, email and phone calls 	<ul style="list-style-type: none"> • Continue to hold regular formal and informal opportunities to interact with parents 	<ul style="list-style-type: none"> • School Assessment Data (PALS, DRA, ACCESS, SOLs, NNAT, CoGAT, DSA, IA) • Local School Report Card • Parent/Staff /Student Satisfaction Survey Results • School Website • Emergency Management Plans
Staff	<ul style="list-style-type: none"> • Send an e-mail to staff announcing new role as principal • Encourage staff to visit over the summer • Meet with 12 month employees (Assistant principal, office staff, custodians, ITC) • Meet with instructional leadership team to review data and plan for upcoming school year • Maintain open door policy • Welcome Back to School Letter to Staff 	<ul style="list-style-type: none"> • Meet with new teachers and staff • Meet with Instructional Leadership Team • Meet with grade level teams, special education teachers, teacher assistants, tenured and probationary teachers, ESOL/HILT teachers, reading teachers, Specialists, Math coaches, Resource Teacher for the Gifted, Exemplary Project Coordinator • Meet with support staff including Extended Day and Cafeteria Manager • Back to School Staff Meeting • Attend PLC meetings • Maintain open communication through Monday Memo 	<ul style="list-style-type: none"> • Conduct classroom observations, walk-throughs and follow-up meetings with staff • Provide targeted professional development opportunities • Facilitate a school-wide book study 	<ul style="list-style-type: none"> • Staff Handbook • Student Handbook • Program of Studies • Staff Evaluations and Document Logs/SMART Goals • Budget and Financial Reports • PTA Meeting Minutes • Student Files • PLC minutes • School Safety Audit • Kindergarten Parent Orientation Information Packet • Administrative Council Meeting Minutes

Detailed Activities (cont'd.)

Stakeholders	Introductory Phase (July-August)	Mid-Transition: (September-October)	Final Transition (November-January)	Document Review (cont'd.)
Community Partners	<ul style="list-style-type: none"> Send a letter of introduction to community leaders, volunteers and partners 	<ul style="list-style-type: none"> Contact community leaders, partners and close by neighbors Continue to look for opportunities to collaborate with and serve the community 	<ul style="list-style-type: none"> Increase Strategic, Resource and Individual volunteers and partnerships Attend community and civic events and activities 	<ul style="list-style-type: none"> County-wide Deaf and Hearing Impaired and Communication Program Guidelines School Master Schedule Individual Student Learning Plans Grade Level Action Plans Field Trip Calendar
Central Office	<ul style="list-style-type: none"> Schedule meetings with central office staff to discuss programs, resources, and achievement data 	<ul style="list-style-type: none"> Collaborate with central office staff regarding professional development and resources to support Henry students and staff 		
Superintendent and Executive Leadership Team	<ul style="list-style-type: none"> Establish relationships and lines of communication to support school Attend Administrative Conference 	<ul style="list-style-type: none"> Attend Administrative Council and Elementary Principal meetings 	<ul style="list-style-type: none"> Meet to discuss strengths and challenges of school 	
Feeder Schools Leadership	<ul style="list-style-type: none"> Meet with feeder school's leadership teams at Administrative Conference 	<ul style="list-style-type: none"> Schedule introductory pyramid meetings with Jefferson MS and Washington Lee HS Principals 	<ul style="list-style-type: none"> Establish lines of communication to support the transition of students 	



Objectives and Guiding Questions for Doing Our Personal Best

Stakeholders	Objectives	Essential Questions
Students	<ul style="list-style-type: none"> Assess student academic, social, emotional and physical needs Continue to foster positive and fulfilling relationships between children and adults 	<ul style="list-style-type: none"> What processes and procedures make students feel safe, supported, confident and nurtured at school? What are Henry's strengths and areas in need of improvement?
Families	<ul style="list-style-type: none"> Promote positive and supportive connections with parents to ensure that families feel welcomed and valued in all aspects of their child's life at school 	<ul style="list-style-type: none"> What modes of communication work for your family to stay connected to, involved in and informed about the happenings at Henry? How has parental involvement improved student success?
Staff	<ul style="list-style-type: none"> Create collaborative and productive relationships with staff Build a foundation of continuous improvement through assessment of strengths and areas of growth 	<ul style="list-style-type: none"> What expectations do you have of me as your principal and leader of the school? How do current programs and professional development opportunities support student achievement and success?
Community Partners	<ul style="list-style-type: none"> Promote and support positive and shared interactions with open communication between the school and the community 	<ul style="list-style-type: none"> How has the community supported the students at Henry and how have the students and staff reciprocated by serving the community?
Central Office	<ul style="list-style-type: none"> Form professional relationships to support student success 	<ul style="list-style-type: none"> How does the support of the central office contribute to the accomplishment of student success?
Superintendent and Executive Leadership Team	<ul style="list-style-type: none"> Develop supportive relations with Executive leaders to enrich school program 	<ul style="list-style-type: none"> How does the support of the executive leaders contribute to the accomplishment of student success?
Feeder Schools Leadership	<ul style="list-style-type: none"> Establish effective relationships and communication with feeder school administrative teams 	<ul style="list-style-type: none"> How can school leadership teams work collaboratively to ensure a seamless and successful transition of students along the Pre-16 continuum?

