

# A Transition Plan for Campbell Elementary School



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When a new principal enters a school, there are sometimes concerns and questions or a feeling of uneasiness. Because the principal sets the tone for a school, the focus of my entry plan will be to bring a sense of security and stability to the school community during this time of transition.

As a new principal, it is also important to preserve successful aspects of a school culture while being open to potential changes offered by parents and staff. At Campbell, the Expeditionary Learning model is one that is currently successful and embraced by parents and staff alike, and as the new principal, I plan to immerse myself in the EL approach during this transition.

The following transition plan addresses the concerns of all community stakeholders and allows opportunities for a variety of groups and individuals to help define the collective vision for Campbell as an Expeditionary Learning school. During the transition period, parents, staff, and students will have an opportunity to participate in the process of shaping a shared vision for the school.

My objectives for the transition period are to:

- Establish positive relationships and communicate with all stakeholders.
- Identify Campbell's strengths, priorities, challenges and needs.
- Collaborate with parents, staff, and community members to ensure the continuation of a strong instructional program and a positive school culture, including the Expeditionary Learning Exemplary Project.

## Gathering Information

Pre-entry activities include a review of all existing Campbell documents such as the 2011-12 school management plan, parent handbook, staff handbook, and other documents. They provide information about the culture, expectations and norms at Campbell. Additionally, a key component will include a review of available literature related to the Expeditionary Learning model and plans to join the national organization and register for electronic communications or newsletters.

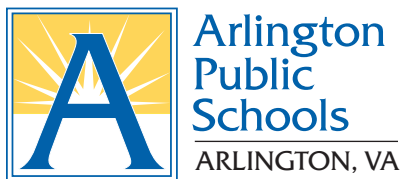
The document review will also include the school data including enrollment figures, school and PTA budget, assessment results, special population enrollment, survey results and achievement data. This will help me to gain an understanding of Campbell's strengths and challenges. In the process of reviewing data, I hope to answer the following questions:

- How do Campbell students perform as compared to their counterparts within APS?
- Which populations perform well on the assessments?
- How do current features such as multi-age grouping and looping contribute to the instructional program and culture?
- How can we strengthen the current program collectively?
- What are the next steps for the school?

Although analyzing the data can help build a picture of how Campbell functions, some information will be obtained by face-to-face communications. I will meet with the former principal, Sandy Lochhead-Price, and the current assistant principal, Karen Anselmo, to benefit from their institutional knowledge. In addition, a tour of the physical site, including time with the head custodian, will help me understand unique functions and challenges for the facility and site.

In August, I will begin work to build relationships with stakeholders. By asking questions, I plan to learn more about the members of the Campbell community. Some questions that are applicable to all groups include:

- What are the strengths, priorities and challenges of Campbell?
- What is the collective vision for the school?
- How can we best communicate with each other?



## Exploration with Stakeholder Groups

I will delve deeper with each of the specific stakeholder groups, because each has needs that are interrelated and yet unique.

Stakeholder Group	Specific Goals	Probing Questions
<b>Students</b>	<ul style="list-style-type: none"> <li>To know the students as individuals.</li> <li>To build a rapport with the students.</li> </ul>	<ul style="list-style-type: none"> <li>In what ways can students further the EL program?</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>To support the staff during a time of change.</li> <li>To understand the needs of the staff.</li> <li>To maintain/build an outstanding staff.</li> </ul>	<ul style="list-style-type: none"> <li>What features of the school are sacred?</li> <li>What are the collective student needs?</li> <li>Are there resources that teachers need that they do not current have to take students further?</li> </ul>
<b>Parents and the PTA</b>	<ul style="list-style-type: none"> <li>To listen to parents' concerns and respond appropriately.</li> <li>To include parents in the educational process.</li> </ul>	<ul style="list-style-type: none"> <li>What are the individual student needs?</li> <li>What is the primary function of the PTA (parent education, relationship building, fund raising) from a parent perspective?</li> </ul>
<b>Expeditionary Learning Organization</b>	<ul style="list-style-type: none"> <li>To maintain and strengthen the EL model at Campbell.</li> </ul>	<ul style="list-style-type: none"> <li>What are the next steps for the EL model at Campbell?</li> <li>What resources does the national organization provide that can benefit me as a school leader and the school overall?</li> </ul>
<b>Community Partners (Greenbrier)</b>	<ul style="list-style-type: none"> <li>To maintain and create community partnerships that are mutually beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>Are there community needs that Campbell can support?</li> <li>Are there opportunities for student learning that extend beyond the doors of the school?</li> </ul>
<b>Central Office</b>	<ul style="list-style-type: none"> <li>To build effective relationships with directors and supervisors in the central office.</li> </ul>	<ul style="list-style-type: none"> <li>How can the instructional program at Campbell be supported or enhanced by the central office?</li> </ul>



## Implementation

A number of meetings and activities during the implementation phase of the entry plan, including the following examples, will continue to help with the leadership transition.

Stakeholder Group	Initial Entry and Building Relationships (August-September)	Long-Term Maintenance of Relationships (October-July)
<b>Students</b>	<ul style="list-style-type: none"> <li>• Introduce myself to students and observe students in formal and informal settings.</li> <li>• Learn students' names.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with student groups such as the SCA, safety patrols, etc.</li> <li>• Attend classroom morning meetings on a rotating basis.</li> <li>• Establish expectations at Friday community meetings.</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Meet with teachers in teams over the summer. Offer staff members an opportunity to ask "burning" questions.</li> <li>• Meet with the Lead Teachers in August to review school data and establish the goals for the school year.</li> <li>• Establish an open-door policy.</li> <li>• Work with lead teachers and the assistant principal to draft the school management plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with teams periodically to discuss students, achievement data and new initiatives.</li> <li>• Work with Lead Teachers to analyze school data and discuss trends.</li> <li>• Engage in informal and formal classroom observation.</li> <li>• Identify and arrange ongoing staff development with Lead Teachers and central office staff.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Hold a coffee or ice cream social in August for parents to meet the new principal.</li> <li>• Offer parents the opportunity to meet over the summer to discuss individual needs/concerns.</li> <li>• Meet with the PTA Executive Board and the School Advisory Committee to review the school management plan and school data.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold informal opportunities such as Principal Chats throughout the school year to discuss pertinent issues.</li> <li>• Present the monthly "Principal's Report" at PTA meetings.</li> <li>• Contribute articles to the PTA newsletter and/or list serve.</li> <li>• Attend school events and be visible at arrival/dismissal.</li> <li>• Work with parents as we transition to "Campbell Café" for lunch.</li> </ul>
<b>EL Organization</b>	<ul style="list-style-type: none"> <li>• Establish a relationship with the school designer.</li> <li>• Join the national organization and register for national publications (newsletters, emails, list serves, etc.)</li> <li>• Establish the focus for the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend a conference or institute through the EL national organization.</li> <li>• Visit an EL school in Washington, DC and potentially develop a partnership.</li> <li>• Integrate newer initiatives into the EL program (Wetlands Learning Lab, Responsive Classroom, technology, and the Campbell Way)</li> <li>• Plan staff development for new staff through the EL organization.</li> </ul>
<b>Community Partners</b>	<ul style="list-style-type: none"> <li>• Review existing partnerships.</li> <li>• Send a letter of introduction to existing community partners. Hold face-to-face meetings with critical partners.</li> <li>• Update the website.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend civic association meetings and community events.</li> <li>• Establish any additional partnerships that fulfill a need.</li> <li>• Provide ongoing information to the greater community about initiatives at Campbell through the website, Newscheck, news releases, etc.</li> </ul>
<b>Central Office</b>	<ul style="list-style-type: none"> <li>• Review school data provided by Planning and Evaluation and other departments.</li> <li>• Meet with central office staff that coordinate Campbell programs such as FLES, VPI, Title I etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend monthly principal meetings and administrative council.</li> <li>• Build on existing relationships with senior staff, directors and supervisors.</li> </ul>

## Evaluation

As the first year of my leadership comes to a close, I will revisit our collective goals for the year. Working with staff, the team will evaluate the school data to determine if we have met our goals for student success and overall school improvement. Likewise, parents will have opportunities to provide feedback through site-based surveys and meetings.

Campbell is a highly successful school with a strong focus on student achievement as measured by test scores, positive parent feedback and staff satisfaction. My values, leadership style, and years of service to Arlington Public Schools will provide for a successful transition so that the Campbell community will continue to thrive. I look forward to working with the Campbell community to support student learning and success.

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