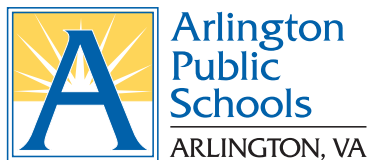


On Becoming Principal of Oakridge: Building on a Tradition of Excellence



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The new principal's entry plan will provide structure and direction and help to alleviate some of the uncertainty associated with the change of leadership of a school community. The entry plan focuses on building connections and opening dialogue with a variety of stakeholder groups. This plan allows the new principal to gain meaningful understandings about the school's culture and operations and the school's ongoing successes and opportunities for growth and change.

The plan supports the collection of information from a number of sources, including school assessment data and insights from individual, small group, and large group members. The entry plan, while not all-inclusive, serves as a framework to create and maintain an environment of openness and teamwork, as the school moves forward academically and operationally.

In relation to school assessment data, a review of documents, including the school's management plan, various formalized assessments, and recent community satisfaction survey results will be vital. The information garnered from this review will be discussed with all teacher leadership teams during summer planning meetings in preparation for the start of the new school year. Additionally, individual interviews with all members of the Oakridge staff will allow the principal to further identify, recognize and value the unique educational environment and successes and talents that currently exist at the school and build upon them. The principal will be able to explore areas of interest and emphasize the important role that all staff members play in creating a warm, welcoming, and challenging learning environment.

The transition plan for the entering principal is divided into benchmark objective segments whose

outcomes will be determined and discussed as each is fulfilled. The timeline for the completion of the transition plan would include: an introductory segment (August-September), focusing on the gaining a fuller understanding of the educational program and developing a culture of open communication; a mid-transition segment (October-December), focusing on identifying the school's strengths and areas in need of improvement, and a final transition segment (January-February), focusing on laying the foundation for continued success while achieving short-term and long-term goals.

The principal's entry plan identifies constituency groups that will be invited to participate in the transition and the objectives for each group. Further, the plan identifies various activities that will be undertaken at each stage. The focus of the activities with each constituency group involves:

- Creating a community of trust, respect, and camaraderie.
- Building a culture of open communication
- Continuing, enhancing, and/or developing approaches and programs that promote student achievement.
- Gaining a variety of perspectives and insights about the educational program offered at Oakridge Elementary School.

Ultimately, the goal of this entry to plan is to enhance the quality of the educational program offered to students at Oakridge Elementary School. Only through the creation of effective and positive relationships with staff, students, parents, and community members can the new principal hope to sustain the tradition of excellence that distinguishes Oakridge Elementary School.

Entry Plan Objectives by Constituency Group

CONSTITUENCY	ENTRY PLAN OBJECTIVES
Staff	Establish collaborative working relationships based on mutual respect and open communication to further develop the quality of education provided to all students at Oakridge.
Students	Create positive opportunities for communication between the administration and students in order to create a responsive, challenging, and engaging learning environment.
Parents	Cultivate strong and effective relationships so that parents feel welcomed and valued in the education of their children and seek ways in which their advocacy and contributions can benefit all Oakridge students.
Community Members	Establish open, two-way lines of communication that allow for community members to share their aspirations for our children and their insights about the educational program at Oakridge.
Central Office Staff	Create effective relationships with supervisors and directors in order to support Oakridge staff, students, and families.
Superintendent and Senior Staff	Develop strong, professional relationships with the Superintendent and all members of Senior Staff to enhance the educational program offered at Oakridge.
Feeder Schools Leadership	Establish effective partnerships with the leadership of all schools in which Oakridge feeds to create a professional environment focused on the Pre-K through 12th grade education continuum.

Detailed Entry Plan Objectives by Constituency Group

CONSTITUENCY	INTRODUCTORY ACTIVITIES	MID-TRANSITION ACTIVITIES	FINAL TRANSITION ACTIVITIES
Staff	<ul style="list-style-type: none"> • Send e-mail to all staff announcing new role as principal and inviting them to visit. • Respond to messages related to being appointed. • Meet with school administrative staff, custodians, and ITC to share ideas and expectations. • Meet with instructional lead teachers. • Establish open-door policy. 	<ul style="list-style-type: none"> • Meet with every member of the Oakridge staff. • Meet separately, by group, all tenured teachers, probationary teachers, first year teachers, and Extended Day personnel. • Meet with grade level teams, ESOL/HILT teachers, reading teachers, special education teachers, Resource Teacher for the Gifted, and specialists (i.e., counselors, fine art teachers, etc.). • Attend team, grade level, and instructional team meetings. 	<ul style="list-style-type: none"> • Maintain open-door policy. • Establish collaborative relationships with staff. • Obtain insights concerning school operations, climate, and instruction – use results to develop the next year’s School Management Plan.
Students	<ul style="list-style-type: none"> • Write letter of introduction to students. • Post note and several pictures of myself around school on Oakridge website. 	<ul style="list-style-type: none"> • Hold short, school wide assembly to introduce staff and myself. • Appear on morning news show and share insights about students and staff. • Attend safety patrol meeting. • Attend student government meeting. • Recognize 75% of student body by name. • Visit each classroom and follow-up with a personal note. 	<ul style="list-style-type: none"> • Recognize additional 25% of study body by name. • Listen to, observe and survey students concerning school operations, climate, and instruction- use results as one of the inputs to the following year’s School Management Plan.
Parents/Guardians	<ul style="list-style-type: none"> • Write letter of introduction to parents/guardians. • Hold informal meetings. • Respond to messages related to being appointed. • Meet PTA executive board. 	<ul style="list-style-type: none"> • Host room parent meeting. • Schedule “Meet and Greet” sessions for Fall 2010, ensure interpreter is available for each meeting. • Attend all school- and PTA- sponsored events and activities. 	<ul style="list-style-type: none"> • Work collaboratively with staff to obtain insights concerning school operations, climate, and instruction – use results to develop next year’s School Management Plan.
Community Members	<ul style="list-style-type: none"> • Respond to messages related to being appointed. 	<ul style="list-style-type: none"> • Mail letter of introduction to identified community leaders. 	<ul style="list-style-type: none"> • Participate in special community functions and events hosted by civic and community organizations.
Central Office Staff	<ul style="list-style-type: none"> • Respond to messages related to being appointed. 	<ul style="list-style-type: none"> • Schedule meetings with curriculum supervisors and various department directors. 	
Superintendent and Senior Staff	<ul style="list-style-type: none"> • Attend pre-entry meetings. 		<ul style="list-style-type: none"> • Establish regular meetings to discuss initiatives, needs, and goals.
Feeder Schools Leadership		<ul style="list-style-type: none"> • Schedule introductory meetings. 	<ul style="list-style-type: none"> • Establish channels of communication to share initiatives, challenges, and successes.

Listening and Learning: Building on a Tradition of Excellence

PHASE	THEMES AND GUIDING QUESTIONS	OBJECTIVES	DOCUMENTS TO REVIEW
<p>Introduction: Making Connections & Opening Communication August to September</p>	<p>Base Questions</p> <ul style="list-style-type: none"> • What are Oakridge’s strengths? • What are the areas in which Oakridge could grow/improve? • What expectations do you have of me, as your principal? <p>Communication</p> <p>How can we better communicate our commitment to provide every student with a world-class education and share the accomplishments and achievements of our students?</p>	<ul style="list-style-type: none"> • Develop a culture of open dialogue and communication surrounding ideas, goals, and personal values related to education. • Gain an understanding of the different perspectives of the educational experience provided at Oakridge that are held by our various stakeholder groups. 	<ul style="list-style-type: none"> • Assessment of the 2009-10 School Management Plan • 2010-11 School Management Plan • 2009-10 Formalized Assessments (i.e., DRA, DRP, SOL, etc.) • 2009-10 Parent Handbook • 2009-19 Student Handbook • 2009-10 Staff Handbook • Mission and Vision Statement • Parent Satisfaction Survey Results • Staff Satisfaction Survey Results
<p>Mid-Transition: Evaluation October to December</p>	<p>Achievement</p> <ul style="list-style-type: none"> • What successes have been achieved in meetings the goals established in the School Management Plan? • What are areas of weakness as identified in the School Management Plan? 	<ul style="list-style-type: none"> • Determine “where we are and where we need to go” in order to ensure that we are meeting the educational needs of every Oakridge student. 	
<p>Final Transition: Building on Success January to February</p>	<p>Strategies</p> <ul style="list-style-type: none"> • What are Oakridge’s vision and mission? • What steps are necessary for Oakridge to fulfill its vision and mission? <p>Future</p> <ul style="list-style-type: none"> • What would the educational program look like at Oakridge in order to fulfill its vision and mission? 	<ul style="list-style-type: none"> • Identify successful program, strategies, and interventions that are contributing to a culture of success. • Identify those programs, strategies, and interventions that may not be effective. • Establish professional relationships that encourage “courageous conversations.” 	