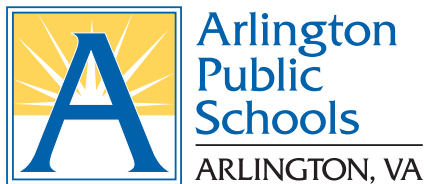


On Becoming Principal of Wakefield: Building on a Tradition of Excellence



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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 successes and opportunities for growth and change.

The plan facilitates the collection of information from a number of sources including school assessment data and feedback from individual, small group, and large group conversations. The entry plan acts as a blueprint that works 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, disciplinary data, final grade reports, parent satisfaction survey results, and various handbooks will be critical. 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 Wakefield staff will allow the principal to further 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: a pre-entry segment (June-July), focusing on gaining a fuller understanding of the educational program and developing a culture of open communication; an entry segment (July-October), focusing on identifying the school's strengths and areas in need of improvement, and a post-entry (October-January), focusing on laying the foundation for continued success, and achieving short-term and long-term goals.

The principal's entry plan also identifies constituency groups that will be invited to participate and the objectives for each group. Additionally, the plan identifies various activities that will be undertaken at each stage. The focus of the activities with each constituency group is centered around:

- Establishing a culture of open communication
- Building collaborative relationships
- Gaining a variety of perspectives and insights about the educational program offered at Wakefield High School

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

Detailed Entry Plan Objectives By Constituency Group

CONSTITUENCY	ENTRY PLAN OBJECTIVES
Staff	Establish team-oriented working relationships based on mutual respect and collaboration to further enhance the quality of education provided to all students at Wakefield
Students	Create positive avenues of communication between the administrative team and students in order to create a learning environment that is challenging yet supportive
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 Wakefield students
Community Members	Establish open, two-way lines of communication that allow for community members to share their aspirations for our children, their concerns about the educational program at Wakefield, and the ways in which they can contribute to our mission to reach and inspire every student, every year.
Central Office Staff	Create effective relationships with supervisors and directors in order to support the students and families of Wakefield
Superintendent and Senior Staff	Develop strong and professional relationships with the superintendent and all members of the senior staff to enhance the educational program offered at Wakefield
Feeder Schools Leadership	Establish effective partnerships with the leadership of all of the Wakefield feeder schools to create a professional environment focusing on the Pre-K to 20 education continuum
Partners in Education	Strengthen existing relationships with our Partners in Education to increase opportunities for Wakefield students and to enhance their educational experience
Administrative Team	Develop strong professional relationships with all members of the administrative team to create a collaborative team to lead the school

Detailed Entry Plan Objectives By Constituency Group

CONSTITUENCY	PRE-ENTRY ACTIVITIES	ENTRY ACTIVITIES	ON-GOING ACTIVITIES
Staff	<ul style="list-style-type: none"> • Informal meetings • Respond to messages related to being appointed 	<ul style="list-style-type: none"> • Meet with every member of the Wakefield staff 	<ul style="list-style-type: none"> • Create open-door policy
Students	<ul style="list-style-type: none"> • Informal meetings 	<ul style="list-style-type: none"> • Meet with student leaders 	<ul style="list-style-type: none"> • Attend monthly SGA meetings • Attend scheduled class meetings • Establish monthly meetings with SGA and class officers
Parents	<ul style="list-style-type: none"> • Informal meetings • Respond to messages related to being appointed • Attend PTA meeting 	<ul style="list-style-type: none"> • Meet with 2010-11 PTA officers • Schedule "Meet and Greet" sessions for summer 2010 	<ul style="list-style-type: none"> • Attend monthly PTA meetings • Host Parent Advisory Committee sessions
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
Partners in Education		<ul style="list-style-type: none"> • Mail letter of introduction to existing partners in education 	<ul style="list-style-type: none"> • Host meetings and exchange of ideas
Administrative Team	<ul style="list-style-type: none"> • Informal meetings 	<ul style="list-style-type: none"> • Meet with each member individually • Facilitate team building activities 	<ul style="list-style-type: none"> • Establish weekly meetings

Listening and Learning: Building on a Tradition of Excellence

PHASE	THEMES AND GUIDING QUESTIONS	OBJECTIVES	DOCUMENTS TO REVIEW
<p>Pre-entry: Making Connections & Dialogue June to July</p>	<p>Vision What is currently being done to ensure that Wakefield fulfills its mission to teach and inspire every student, every year? What more needs to be done to accomplish our mission?</p> <p>Communication 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 Wakefield 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 Discipline report • 2009-10 Parent Handbook • 2009-10 Student Handbook • 2009-10 Faculty Handbook • 2009-10 End of Course Grades • Mission and Vision Statement • Parent Satisfaction Survey Results
<p>Entry: Evaluation July to October</p>	<p>Achievement</p> <ul style="list-style-type: none"> • What successes have been achieved in meeting 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 student 	
<p>Post-entry: Building on Success October to January</p>	<p>Strategies</p> <ul style="list-style-type: none"> • What steps are necessary for Wakefield to fulfill its vision and mission? <p>Future</p> <ul style="list-style-type: none"> • What would the educational program look like at Wakefield 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" 	