

Building on Tradition and Lifelong Learning at Barcroft Elementary School



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In planning for a successful start at Barcroft Elementary School, I have created a transition plan that engages our students, families, teachers, staff, parent organizations and community partners. This is an exciting time and I am eager to become a part of this vibrant school. It is my hope that this plan will help to ensure a seamless transition of leadership for the Barcroft community.

My entry plan focuses on building connections and opening dialogue with a variety of stakeholders. As the new principal, this plan will help me to gain meaningful understandings about the school's culture and operations as well as the ongoing successes and opportunities for growth and change. This plan is supported through the collection of information from a number of sources, including school assessment data and insights from many individuals and groups. While not all-inclusive, it serves as a framework to create and maintain an environment of openness and teamwork, as we work together to move forward academically and operationally.

Barcroft Elementary School is a culture of continuous analysis and collaborative decision-making. We work in various professional learning teams to provide for our diverse community of learners, taking into account their individual needs and tailoring instruction to address our priorities. This plan outlines how my role as the school's new instructional leader will concentrate on the implementation of the Responsive Classroom Approach, utilize the strategies of Sheltered Instruction Observation Protocol (SIOP), and will use Interactive Achievement as an additional data-gathering tool. These initiatives, along with developing effective relationships with students, families, teachers, school-based and school division staff, parent organizations and community partners comprise the essentials of my entry plan.

This transition plan will be guided by focusing on the answers to three essential questions:

- 1) What practices have been working well at Barcroft Elementary School?
- 2) What are the needs of the student population and the school community as a whole?
- 3) How can I enhance the school's mission and vision with what I bring as a leader?

The first guiding question requires me to conduct a review of Barcroft's current programs and initiatives that are successful. By talking about the current practices and how they have helped Barcroft flourish, we can begin to establish a framework to build upon past successes. Learning more about the da Vinci project, the Acceleration Team and other exceptional activities and events cultivated by the staff and parents will assist me in understanding the culture at Barcroft.

The second question calls for a deeper analysis of the school's assessment data, instructional practices and professional development initiatives that focus the instructional needs of our students. Careful examination of test results, survey data and program evaluation recommendations will help me learn about our student and community needs which, in the end, will guide the direction we take as a staff and community.

Finally, the third question will help me to build a connection between Barcroft's mission and my own leadership style and philosophy. As we strive for our students to become lifelong learners, I want to instill in them the belief that we can all succeed when we work hard. I want to be a role model to help students overcome challenges and realize that knowledge and dedication are the hallmarks of success.

A number of meetings and activities will occur for the successful implementation of this entry plan, which are detailed on the next pages.

Detailed Activities for a Smooth Transition

Entry Plan Goals:

- To know what has been working well and build on those areas
- To conduct a needs assessment with all stakeholders on the next steps
- To incorporate my style and philosophy with the mission of Barcroft

Stakeholders	Initial Entry: Building Relationships (July–October)	Mid-Transition: Review & Adjustment (November–March)	Long-Term: Maintaining Relationships (March–July and beyond)	Document Review
Students	<ul style="list-style-type: none"> • Meet students at school events held during the summer • Visit students in class during their first week at school • Review needs of individual students, especially those on A-Team 	<ul style="list-style-type: none"> • Ask students what they like about school and how they learn best • Attend student group meetings (Patrols, SCA, etc.) 	<ul style="list-style-type: none"> • Follow up with students on what they would like to see at Barcroft • Teach a small group of students in an effort to understand their needs firsthand 	<ul style="list-style-type: none"> • Analysis of the most recent School Management Plan • Formalized Assessment Results (i.e., DRA, DRP, SOL, ACCESS, etc.) • APS Student Handbook • Mission and Vision Statement
Staff	<ul style="list-style-type: none"> • Meet with school administrative staff, custodians, and ITC to share ideas and expectations • Meet with instructional lead teachers • Establish open-door policy • Meet with staff members and review previous year’s SMART goals • Review assessment results and initiatives set up to address achievement gap 	<ul style="list-style-type: none"> • Meet regularly with grade level teams, specials teachers (i.e. art, music, PE, Spanish) and specialists (reading, ESOL/HILT, Special Education, etc). • Conduct classroom walk-throughs and provide feedback • Review current year’s SMART goal progress • Create team building activities that explore strengths, commonalities and focus 	<ul style="list-style-type: none"> • Obtain insights concerning school operations, climate, and instruction - use results to develop the next year’s School Management Plan. • Encourage teacher consideration for lead position next year • Analyze data with collaborative resource teams and lead teams to determine student progress 	<ul style="list-style-type: none"> • Analysis of the most recent School Management Plan • Evaluation Reports • Meeting Minutes • Data resulting from School-based initiatives • Staff Handbook • Staff Satisfaction Survey Results • Mission and Vision Statement
Families	<ul style="list-style-type: none"> • Participate in summer family events • Establish a communication method that address family needs • Meet with PTA president and executive team 	<ul style="list-style-type: none"> • Schedule “Meet and Greet” sessions through first two quarters • Attend all school- and PTA- sponsored events 	<ul style="list-style-type: none"> • Work collaboratively with parents/ families to obtain insights concerning school operations, climate, and instruction – use results to develop next year’s School Management Plan 	<ul style="list-style-type: none"> • Parent Handbook • Parent Satisfaction Survey Results • Attendance sheet for family events • Mission and Vision Statement

Detailed Activities (cont'd.)

Stakeholders	Initial Entry: Building Relationships (July–October)	Mid-Transition: Review & Adjustment (November–March)	Long-Term: Maintening Relationships (March–July and beyond)	Document Review
Community Partners	<ul style="list-style-type: none"> Attend community events Meet with community partners to learn about our connections 	<ul style="list-style-type: none"> Participate in special community functions and events hosted by civic and community organizations 	<ul style="list-style-type: none"> Evaluate partnerships and establish parameters for future activities 	<ul style="list-style-type: none"> School Calendar Partnership Agreements Partner Website Information
County Leadership	<ul style="list-style-type: none"> Schedule pre-entry meetings with other principals, department supervisors and executive team leaders Invite School Board liaison to meet students, staff and families 	<ul style="list-style-type: none"> Attend regularly scheduled meetings for updates on county initiatives and new or changed policies Participate in data analysis meetings with Title I staff 	<ul style="list-style-type: none"> Prepare for analysis of School Management Plan Determine next steps and requests for new year 	<ul style="list-style-type: none"> Leadership News and Conference notes Strategic Plan Goal progress review Program Evaluations

Ultimately, I have designed this plan to support my transition into a strong and supportive community, in the hopes that it serves to enhance the quality of the educational program offered to students at Barcroft Elementary School. Only through effective and positive relationships among the administrative team, staff, students, parents and community members will we sustain the tradition of excellence and professional collaboration that distinguishes Barcroft.

I am delighted to join the Barcroft Elementary School team and I look forward to our collaboration in support of student learning.

Sincerely,



Colette Bounet
Principal, Barcroft Elementary School





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