

Elementary Principal Entry Plan

Ryan P. Berardi, M.Ed.

Warwick School District

### Elementary Principal Entry Plan

Warwick School District is an organization characterized by enriching the whole child, establishing genuine connections with stakeholders, and delivering an academic experience of exceptional quality. An examination of the district's strategic plan provides clear antecedents to the district's continued success such as its focus on communication. Through Warwick School District's systemic commitments to a learning environment physically and emotionally conducive for learning, the capacity building of all students and staff, and embedded philanthropic sense of responsibility, the district's students are extremely well equipped to pursue their vision for how they will leave their mark on the world.

An administrative role offers the gifts of servant leadership and transformational opportunities. My varied experiences in multiple teaching positions, facilitation of district initiatives, and presentations of district vision and staff development have fueled a desire to continue to build the capacity of both adults and students to enrich the educational profession and elevate student learning. This vision, however, requires the creation of professional relationships with a variety of stakeholders. In order to continue the forward progress Warwick School District has already initiated, I have developed an entry plan tailored to the role of elementary principal which focuses on **collaboration, culture enrichment, and capacity building**. The entry plan is a living document which will be adjusted and given added detail based upon ongoing district needs, as well as changes needed to support my district supervisors in their leadership pursuits. Finally the entry plan will unfold in a manner that is appropriate in regards to timing, additional district initiatives, and the problem solving and duties of my building level position.

### **Vision of Academic Success**

“Student achievement [is] related to a shared set of core beliefs, a focused and clear sense of purpose, recognition of staff and student accomplishments, intellectual engagement, and celebrations of success” (Deal & Peterson, 2009). The overall focus of my entry plan is to:

- Enrich the Building, District, and Community Culture
- Increase District Collaboration to Enhance Student Learning
- Build the Capacity of Professionals and Students

### **Culture Enrichment**

Warwick School District embodies a professional staff and student body that is becoming increasingly diverse thus enriching the educational experiences within the organization. Of great importance to the continued enrichment of culture are safe and trusting relationships. Areas of interest include: school bus environment, playgrounds, classrooms, formal and informal teacher gatherings, professional learning communities, and relationships within and between professional groups (custodians, bus drivers, cafeteria staff, administrators, teachers, parents, local businesses, etc.). Through proactively enriching these settings, groups, and individuals, Warwick will continue to meet the emotional needs of its diverse population while simultaneously celebrating innovation and community building.

### **Collaboration**

Listening and learning must be skills we continue to not only possess but improve. The success of Warwick’s student body is a reflection upon the professional skills and knowledge of its staff. While success stories and strategies may be discussed presently, research reminds us that there is always more tacit knowledge to explore (Fullan, 2001). Despite the vast information

each individual holds, it only becomes workable knowledge that improves learning when it is given a social forum where it can be discussed, enhanced, and reflected upon by multiple views of expertise.

### **Capacity Building**

Next to student learning, the single most important function of a district administrator is to build the capacity of those under his or her influence. Every individual, student and adult, has gifts which organizations must utilize for the growth of the individual's efficacy as well as the goals of the district. This is not the same as distributive leadership where tasks are delegated and forgotten. Capacity building includes a network of mentoring relationships utilizing the Constructive-Developmental Theory. Like our students, adults have different "ways of knowing & learning" and require tailored support and challenges to continue to grow as professionals (Drago-Severson, 2009). The importance of the administrator is the widened frame of reference to see the gifts the teacher has to offer, and an opportunity for the creation of professional success, confidence building, and student learning. The benefits of doing so are bidirectional (enhancing both teacher and administrator) as well as increased transparency and trust within professional relationships (of critical importance as public schools continue to move through change).

**Entry Plan Outline**

Culture Enrichment	
Goal 1	Learn and interact with district/building level individuals and groups. Gather information regarding their needs, goals, and successes.
Objective 1	Dialogue with administrative team, professional staff, and classified staff.
Objective 2	Attend professional gatherings where various stakeholders are present to understand culture from a different vantage point.
Activities	<ul style="list-style-type: none"> <li>• Meet with building principals to discuss initiatives, team roles, and responsibilities. (10/14 – Complete)</li> <li>• Meet with head custodian, office assistants, and cafeteria staff prior to the beginning of the school year. Solicit as to how I can assist. (9/14 - Complete)</li> <li>• Attend summer professional gatherings/trainings to meet various staff members. (8/14 – Complete)</li> <li>• Attend board meetings to hear district expectations from the board’s perspective. (In Progress Throughout Entire Year)</li> <li>• Hold a “meet and greet” forum to introduce myself to the community and ask for their expectations of me. (7/14 – Complete)</li> <li>• Establish or extend a channel for professional celebration. (KHE Twitter Feed – Complete)</li> <li>• Explore the enhancement/addition of a monthly student character education recognition program (HS Involvement in Char. Ed. – Ongoing).</li> <li>• Explore the enhancement/addition of a Peaceful School Bus program.</li> <li>• Create a building level Warwick Pride page. Feature blog posts, images, and video of great learning and other celebrations in the building/district. (KHE Twitter Feed – Complete)</li> <li>• “Trade Time” ... teach a lesson for grade level teachers to stay visible and grounded in classroom delivery.</li> </ul>
Goal 2	Utilize online media to showcase the district/building level celebrations
Objective 1	Using the building level website, create a “Pride Page.”
Activities	<ul style="list-style-type: none"> <li>• Showcase great student learning (Incorporated into Twitterfeed – Ongoing)</li> <li>• Utilize blog posts to share newsworthy school happenings. (Incorporated into Twitterfeed – Ongoing)</li> <li>• Request teacher and student guest columns. Support professionals that wish to branch out to creating/improving their own teacher page.</li> </ul>
Measurement	<ul style="list-style-type: none"> <li>• Evaluation from principals and district supervisors</li> <li>• End of year interviews from willing staff members</li> <li>• End of year perception survey (online and anonymous)</li> </ul>

Collaboration	
Goal 1	Use professional collaboration to share and explore tacit knowledge.

Objective 1	Build a bridge between grade levels for collaboration and staff development
Objective 2	Determine desire/readiness for Professional Learning Communities.
Objective 3	Access PTO forums to learn and assist within their network.
Activities	<ul style="list-style-type: none"> <li>• Use online channels to share best practices through digital media. (Weekly Staff “Climber Communicaton” w/ screencasts - Ongoing)</li> <li>• Request permission to attend grade level common planning meetings once a month for purposes of sharing best practices/resources. (Already established)</li> <li>• Assess current use of data driven decision-making within the building. (Ongoing)</li> <li>• Create staff development partnerships with building professionals willing to share a strategy/resource/teachable moment.</li> </ul>
Measurement	<ul style="list-style-type: none"> <li>• End of year perception survey (online and anonymous)</li> <li>• Notes in preparation for future Professional Learning Community initiatives</li> <li>• Frequency of updates to “best practices” page.</li> <li>• Frequency of guest presenters at staff meetings/development days.</li> <li>• Year’s end dialogue with PTO president regarding usefulness of my presence.</li> </ul>

Capacity Building	
Goal 1	Build the staff technological capacity.
Objective 1	Gather and share technological resources and strategies to improve productivity and efficiency of student learning.
Objective 2	Create a family technology outreach (led by staff)
Objective 3	Create a yearly building level technology professional development day (led by staff)
Goal 2	Build student leadership capacity.
Objective 1	Create and utilize a student leadership team (grade 4 or 5/6 [building dependent]).
Activities	<ul style="list-style-type: none"> <li>• Assess the desire/need for a technology session during new staff induction. Present with team leadership permission.</li> <li>• Join/create the building level technology committee.</li> <li>• Build a student leadership team to deliver character ed. learning to classrooms. Use these students in other roles providing leadership opportunities.</li> <li>• Gather feedback about current technology use in the building, perceptions of staff members/grade levels, and informal “tech leaders” in the building.</li> <li>• Utilize technology enthusiasts and student leadership team to hold a technology outreach evening focusing on online tools available to enhance student learning (district sponsored sites if possible). Record and share electronically as well.</li> <li>• Develop a building level technology conference to occur on a</li> </ul>

	professional development day. Utilize 8-12 presenters to share a tool/strategy and present four sessions, each 15 minutes in length.
Measurement	<ul style="list-style-type: none"> <li>• Frequency of appropriately placed technology usage during supervision and evaluation sessions.</li> <li>• Attendance and feedback from parent outreach and building level technology conference.</li> <li>• Parent feedback from participants of student leadership team regarding its influence on student efficacy.</li> </ul>

**Conclusion**

Educators are charged with an incredibly special and challenging responsibility throughout a critical window of growth in a child’s life. This charge is not placed solely on the classroom teacher, but on every “educator” in the building. We are always teaching by the use of our words, actions, and beliefs we uphold regardless of the position held within a given school. Through the study and enhancement of **culture**, the creation of synergy through **collaboration**, and the creation of a solid emotional core while **building capacity** it is my privilege to meet the expectations of the families of Warwick School District while continuing to honor the district’s reputation of academic excellence.

## References

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