**Insert Name of School or Department Here**

**Principal & Central Office Administrator Transition Plan**

**Incoming Administrator: <Insert Incoming Administrator Name Here>**

**Outgoing Administrator (s) : <Insert Outgoing Administrator Name Here>**

**Insert Date of Transition Plan Submission**

Insert Name of School Here

Principal Transition Plan

* General Responsibilities of Outgoing Principal
* Communicate the change in writing to the faculty and school community
* Complete all administrative duties for the remainder of the school year including performance appraisals, budgetary matters, and improvement plan reporting
* Set up the Incoming Principal for success by:
* Providing them access to all relevant information, files, records, contact, and passwords/security codes
* Sharing any commitments or promises made to the school or parent community
* Partnering with them on key decisions impacting the transition year
* Making them aware of high-priority issues
* Maintaining a positive dialogue with all stakeholders
* General Responsibilities of Incoming Principal
* Visit the school
* Meet with key stakeholders (see Page 7-10 for specific expectations)
* Conduct a thorough review of all relevant information, files, records, reports, and data (Page 5)
* Work with Outgoing Principal and central office administration to develop a thorough Principal Transition Plan using the planning checklist on Page 3 as a guide.

**Gather and Analyze Information**

**Key Contacts**

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| --- | --- |
| **Name and Role** | **Contact Information** |
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**Planning Checklist (Environmental Scan)**

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| School Performance  School Improvement Plan (SIP) & Other Internal Goals  Members of School Improvement Team (SIT)  Current and Historical Academic Progress Data  Climate Data & Issues  Know Community Matters  Special School Awards and Distinctions  TPA | Notes: |
| Demographics  Enrollment  Makeup by sub-group  RTI/Intervention/Prevention  Gifted  Transience | Notes: |
| Climate/Culture  School History  Traditions | Notes: |
| Staffing  Teachers/Assignments  Specialists  Administrative  Instructional Coaches  Classified  Leads/Teams  SBIT  “Dynamics” to Consider  Volunteers | Notes: |
| Parents  PTO  Other Parent Liaisons  Key Known Issues  Family Services  Custody Matters | Notes: |
| Curriculum/Assessment/Instruction  Key Areas of Focus  Professional Development Plans/Issues/Needs  Maturity of FQL Implementation  PLC Considerations  Learning Walk Trends | Notes: |
| Administrative  Master Schedule  Crisis Plan  Discipline  Attendance  Bus List/Schedule  Feeder Pattern Considerations  School Board Representative  Central Office Liaison  Professional Network (Mentor, Colleagues)  Community Partnerships  Legal/Policy Matters | Notes: |
| Fiscal  Budget  Bookkeeping  Grants  Credit Cards/Bank Accounts  Donations/PTA/etc. | Notes: |
| Communication  Key Contacts  Welcome Letters  Back to School Night  Connect  Email Distribution Lists/List Serves  School Web Site  School Newsletter  School Press Releases | Notes: |
| Building, Support Services & Technology  Floor Plan/Map  Known Building Issues/Renovations Planned or In Progress  Traffic Circulation  Cafeteria/Child Nutrition  Technology Inventory and Infrastructure  Media Services  Telephone/Cell/Fax Services  Playground and/or Athletic Fields  Health & Safety Inspections  Security System  Building Rental Considerations  Exemplary Learning Spaces | Notes: |
| Sports & Extracurricular  Sports  Clubs  Programs |  |
| Other |  |

Suggested Documents/Information for Review (Environmental Scan)

Principals are encouraged to review the following documents/information in preparation for their transition:

School Improvement Plan

School Report Card

Formative & Summative Assessment Data Master Schedule

Staffing Plan

Crisis Plan

Financial Reports

Staff Handbook

Student Handbook

School Map

Bus Schedule

Bell Schedule

School Calendar

School Web Site

School Newsletter

Climate Survey Results

PLC Minutes

PTO Minutes

Student Council Minutes

Division Policy

IEPs and SBIT Documentation

DRT Reports

SOL Testing Plan

Additional State Reports

Additional Survey Data

Seed Project updates (if applicable)

Program Evaluation Results (if applicable)

Parent Portal Usage (if applicable)

**SWOT Analysis**

|  |  |
| --- | --- |
| Strengths  What are our strengths?  What advantages to do we have to help us overcome our challenges? | Weaknesses  What are our challenges and areas needing improvement? |
| Opportunities  Where can we change our challenges into strengths?  What areas for improvement remain unaddressed? | Threats  What are our barriers to progress?  What challenges do we foresee in the future? |

My School’s Key Communicators – People who influence Opinion

Identify the people who are community leaders, who have strong opinions (positive OR negative) about your school/education, who are “always in the know”, who possess resources or means to provide information to others, whose opinion is respected and repeated, who may be your harshest critic or “most difficult” naysayer, who are seen as leaders or who can sway others. These are people you should be sharing information with first.

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| --- | --- |
| **Internal (within your school)** | **External (in your community)** |
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Places of Influence in My Community

Places in your immediate attendance area that are “community spots”, such as municipal buildings, waiting rooms of doctor’s offices, auto shops, libraries, senior citizen centers, grocery stores, nursery schools or child care centers, etc. Also list workplaces where many of your parents work.

These places should be part of your communications efforts as they are an opportunity for people in your community to learn more about your school.

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| --- | --- |
| **Place** | **Location** |
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**Develop and Implement Plan**

**Communications Plan**

To build a shared vision for your school, it is important to proactively implement a plan for communication and collaboration. Principals entering a new school are expected to:

|  |  |  |  |
| --- | --- | --- | --- |
| **Message**  **(WHAT?)** | **Stakeholder Group (WHO?)** | **Method**  **(HOW?)** | **Date**  **(WHEN?)** |
| ”Building Community” meeting with every staff member | School faculty and staff | Small groups of no more than 10 | Within the first 90 days of the school year |
| ”Building Community” meeting with at least 10% of parents | At least 10% of parents from a cross-section of the student body | Small groups of no more than 10 | Within the first 90 days of the school year |
| “Building Community”  Meeting with at least 10% of the students (representing a cross-section of the student body) | At least 10% of the students (representing a cross-section of the student body) | Small groups of no more than 10 | Within the first 90 days of the school year |
| Plus/Delta Report Conduct a plus/delta of the meetings and summarize a report to the community. | Entire school community | School announcements, newsletter, web site | Within the first 90 days of the school year. |

**Building Community**

Use the following as guiding questions for Building Community:

At our school, I am especially proud of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I wish more people knew the following about our school:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The most misunderstood items about our school are:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you perceive as barriers to improving communication at our school?

How can these be overcome?

**Next steps**:

**Conduct a Plus/Delta**

Share the results with students, teachers, staff, and parents.

Follow up on “brag” items by highlighting in newsletters, websites, media, other tools.

Follow up on misunderstood items with communications plans to address

Follow up on improvement suggestions with communications plans and take action.

|  |  |
| --- | --- |
| **Plus (+)** | **Delta ( )** |
|  |  |

Use the following table to document the details of your two-way communications plan. Include key meetings and focus groups.

|  |  |  |  |
| --- | --- | --- | --- |
| **Message**  **(WHAT?)** | **Stakeholder Group (WHO?)** | **Method**  **(HOW?)** | **Date**  **(WHEN?)** |
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**Key Timeline Activities**

Use the following table to document the key activities of your overall transition plan.

|  |  |  |
| --- | --- | --- |
| **Key Activity**  **(WHAT?)** | **Purpose/Rationale**  **(WHY?)** | **Date/Timeframe**  **(WHEN?)** |
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