

**Principal's Name:** Jennifer Redden

**School Name:** Burning Tree Elementary **2023-24 Entry Plan**

**Key Professional and Personal Experiences & Interests**

*Please share key professional experiences, personal experiences and interests to help your community get to know you. Reflect upon three goals you have for transitioning that focus on your (a) instructional leadership for academic excellence, (b) engagement of all stakeholders and (c) management and facilitation of operational excellence. For each goal, share your priorities and key actions / activities that will help you achieve these priorities during the summer as well as for the first portion of the school year.*



As I begin the 2023-2024 school year as the principal of Burning Tree Elementary School, I will continue to lead with relationships first in order to reach goals in the areas of (a) academic excellence, (b) well-being and family engagement and (c) operational excellence.

I most recently served as the acting principal of Burning Tree Elementary School. Prior to my acting principal role, I served as a principal intern, assistant principal, staff development teacher, and teacher in Montgomery County Public Schools. As a leader, my core values center around respectful relationships and collaboration with students, staff, and community, continued growth for adults and students through high quality instruction and meaningful professional learning, and a student-centered lens. I believe that it is our open communication and work together that ensures success for all students.

**Goal One: Academic Excellence**— *How will you assess the current state of student achievement and collaboratively develop, communicate and monitor the implementation of the school improvement plan to address the learning and well-being needs of all students, particularly students who receive special education services, English Language Development services and/or students in your African-American or Latino student groups?*

| <b>Partners</b>  | <b>Priorities</b>   | <b>Key Activities Pre-Entry<br/>(July, August)</b>  | <b>Entry<br/>(September - December)</b>   |
|--|---|---|---|
| Instructional Leadership Team  | Meet with the instructional leadership team to collaborate and create goals for the school improvement plan, analysis of student data, and discuss the instructional program. | <ul style="list-style-type: none"><li>• Plan team building activities with Instructional Leadership Team</li><li>• Engage in the school improvement process</li><li>• Plan Pre-Service week for staff and work together to plan and present information for staff during pre-service</li><li>• Create instructional look fors documents for mathematics and literacy</li><li>• Review school data (i.e. street data, map data, and EOL data)</li><li>• Review professional learning meeting dates and the school calendar</li></ul> | <ul style="list-style-type: none"><li>• Finalize school improvement plan</li><li>• Engage in professional learning around communication and leading for equity</li><li>• Engage in Professional Learning Communities aligned to SIP work</li><li>• Administer assessments to measure achievement and progress in literacy and mathematics; monitor student progress</li><li>• Use data to refine instructional focus</li><li>• Plan and monitor interventions</li><li>• Plan and assess the use of “What I Need” time</li></ul> |
| Core Team (Reading Specialist, Assistant Principal, Staff Development Teacher, Counselor, Principal) | Meet with core team to plan professional learning for staff, plan and discuss student, staff, and community supports  | <ul style="list-style-type: none"><li>• Plan team building activities with the Core Team</li><li>• Engage in the school improvement process</li><li>• Plan Instructional Leadership Days and Pre-Service Week</li><li>• Create professional learning progression and professional learning communities</li><li>• Review school data (i.e. street data, map data, and EOL data)</li><li>• Plan supports for new staff members</li></ul>  | <ul style="list-style-type: none"><li>• Engage in weekly Core Team meetings to discuss building operations and instruction</li><li>• Plan Town Hall meetings with students</li><li>• Plan professional learning meetings and Professional Learning Communities</li><li>• Visit classrooms, discuss supports and attend CTT for staff</li><li>• Create the paraeducator schedule aligned to student needs</li><li>• Discuss supports for new teachers, long-term substitutes, and underperforming teachers.</li></ul>            |

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| Core Team, Instructional Leadership Team, Administration, all staff | Hire and onboard staff with expertise aligned to school needs and identify strengths for all staff. | <ul style="list-style-type: none"> <li>Review school vacancies and communicate vacancies to staff.</li> <li>Interview and hire staff members</li> <li>Plan pre-service activities that welcome and support new staff members</li> <li>One to one meetings with new staff members to learn strengths and areas of support that are needed</li> <li>Meet with the Special Education Supervisor to discuss student and program needs.</li> </ul> | <ul style="list-style-type: none"> <li>Create a new staff cohort to support new staff members with timelines, school structures and processes.</li> <li>Visit classrooms and CTT</li> <li>Use instructional look fors document to provide feedback during informal observations</li> <li>Check in with staff, particularly new hires, during the first month of school</li> </ul> |
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**Goal Two: Well-Being and Family Engagement**– *How will you use culturally responsive family engagement strategies to create and sustain positive, collaborative, and productive relationships with families that will promote each student’s academic success and well being?*

| Partners   | Priorities  | Key Activities Pre-Entry (July, August)   | Entry (September - December)  |
|--|---|---|---|
| PTA<br>NAACP Representative<br>Core Team<br>Parents<br>ILT<br>Staff<br>Well-Being Team | Identify and plan a variety of activities and opportunities for student and family engagement | <ul style="list-style-type: none"> <li>Meet with the PTA to plan school calendar, budget, and school events</li> <li>Collaborate with PTA and NAACP Representative to create SIP goals and communicate about ways to engage families in equity work</li> <li>Host a Meet &amp; Greet for families of students with accommodations to meet the new learning center coordinator and administration</li> <li>Plan and communicate school focuses and volunteer opportunities (i.e. SEL-Sanford Harmony) during Open House</li> <li>Provide school tours to new families whose students are attending the learning center program.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to send Principal Sunday Messages to the community</li> <li>Plan grade level town halls quarterly</li> <li>Plan quarterly parent coffees on topics of interest generated by families and aligned to school goals</li> <li>Attend NAACP Representative/Whitman Cluster Principal meeting</li> <li>Attend PTA meetings</li> <li>Attend school events, such as Boosterthon, Back to School Picnic, etc.</li> <li>Plan and implement team building activities for staff to build relationships and connections throughout the year (i.e. Buddy Up and Staff FROGS).</li> <li>Meet bi-weekly with the Well-Being Team to discuss student attendance, support and family outreach.</li> </ul> |

**Goal Three: Professional and Operational Excellence**– *How will you assess the extent to which human resources, fiscal resources, school facilities and all key operational and management processes at the school support students’ academic success, safety and well-being?*

| Partners  | Priorities   | Key Activities Pre-Entry (July, August)   | Entry (September - December)  |
|---|--|---|---|
| Building Services Team<br>Office Staff<br>MCPS Offices<br>Assistant Principal     | Promote a positive, welcoming indoor and outdoor school environment  | <ul style="list-style-type: none"> <li>Communicate with building service manager and assistant manager about the status of building cleaning and work orders, and furniture needs</li> <li>Work with the administrative secretary to approve orders</li> <li>Collaborate and communicate with building service manager and MCPS office about construction projects</li> </ul> | <ul style="list-style-type: none"> <li>Conduct bi-weekly walkthroughs with the building service manager to review outstanding work orders</li> <li>Meet weekly with office staff and building service manager to preview the week and upcoming events/building needs</li> <li>Walk through grounds regularly, attend to areas with portable classrooms</li> </ul> |
| Lunch monitors<br>Paraeducators<br>Students<br>Families<br>MCPS Security<br>Staff | Ensure transitions and activities are conducted efficiently and safely, and ensure all stakeholders are aware of emergency procedures. | <ul style="list-style-type: none"> <li>Review and adjust lunch and recess procedures for consistency K-5.</li> <li>Meet with On-Site Emergency Team to review and plan emergency preparedness drills</li> <li>Meet with ILT and Core Team to review and adjust school structures, such as dismissal.</li> <li>Review routines and expectations with students.</li> </ul>      | <ul style="list-style-type: none"> <li>Meet monthly with lunch and recess staff to discuss successes and problem solve challenges.</li> <li>Plan and conduct school emergency drills (i.e. lockdown, shelter, fire drills, etc.) and debrief with students after drills.</li> <li>Observe and monitor lunch and recess.</li> </ul>                                |

