

### Educator Growth Plan

(Based on the PDSA Model)

☐ Professional Growth Plan for

**Tim Hadfield**

**11-7-16**

Name

Date

Identify Indicator:

1 - Vision, Mission and Goals

1-1 Establish the Vision, Mission and Goals

Standard Number and Name

Quality Indicator Number and Name

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)

The district is currently constructing and implementing a new five year strategic plan. The plan will focus on three areas: College and Career Ready Students, Facility Effectiveness, and Stakeholder Engagement.

<p><b>1. PLAN:</b> State the professional learning goal or objective. <i>Is driven by an opportunity for growth as identified from the growth guide and include <u>when</u> and <u>how</u> the results will be measured, e.g., "To accomplish the identified professional growth target, _____ will implement differentiated instructional strategies as measured by..."</i></p>	<p><b>2. DO:</b> What processes or strategies will be used to accomplish the goal? How will the strategies be measured? <i>Think of this as an improvement theory that identifies the expected outcomes, i.e., if the educator does x, y, and z, then the stated PL objective will be accomplished.</i></p>
<p>To accomplish the identified professional growth target the strategic plan will be implemented and will be measured by the Missouri Department of Elementary and Secondary Education's Annual Performance Report. The District's Vision, Mission and goals are clearly stated in the plan.</p>	<p>1. Comprehensive School Improvement Plan is being followed 2. Patron Panel and Key Stakeholder Groups have given input in listening sessions 3. Vision, Mission, and Goals posted in buildings 4. Patron Insight surveys to staff and community 5. District Newsletter/Email blasts concerning district vision, mission, goals 6. Building Academic Goals Established in each building based on student growth in math and communication arts 7. Key Stakeholders were ethnically and economically diverse 8. Change in CSIP/Strategic Plan based on data collected from board, students, staff, community 9. Communication of vision through newsletters, memos, and at meetings 10. Surveys being conducted at the building level by administrators, John Graham survey and interviews, Patron Insight telephone and internet survey 11. Scorecards and dash boards constructed or refined to monitor progress</p>
<p><b>3. STUDY:</b> What do the data tell us? What do the data not tell us? <i>Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?</i></p>	<p><b>4. ACT:</b> How will positive results be sustained? <i>How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth?</i></p>
<p>APR data for our district is as follows: 2013 135.5 points out of a possible 140 - 96.8% 2014 131.5 points out of a possible 140 - 93.9% 2015 133.0 points out of a possible 140 - 95.0% 2016 136.0 points out of a possible 140 - 97.1%</p>	<p>The district needs to continue its relationship with the SREB. We are beginning to see some positive outcomes. We also need to continue to work the strategic plan and not become distracted with the next best thing or "noise." We must also continue to utilize the accreditation results from AdvancEd regarding our curriculum, instruction, and assessments.</p>

\_\_\_\_\_  
Signature of Teacher/Leader

\_\_\_\_\_  
Signature of Evaluator

**5.50**

Baseline Score

\_\_\_\_\_

Follow-Up Score

\_\_\_\_\_

Growth Score

## Educator Growth Plan

(Based on the PDSA Model)

D Professional Growth Plan for

Tim Hadfield

11-7-16

Name

Date

Identify Indicator: 3 – Management of the Organizational Systems

3-2 Lead Personnel

Standard Number and Name

Quality Indicator Number and Name

Briefly describe why this indicator was selected  
(Include whether this indicator aligns to a CSIP  
and/or BIP improvement goal)

In order for the Camdenton School District to be highly effective the superintendent might administer to the educational system's capacity. He must empower others to help move the organization from good to great.

<p><b>1. PLAN: State the professional learning goal or objective.</b> <i>Is driven by an opportunity for growth as identified from the growth guide and include <u>when</u> and <u>how</u> the results will be measured, e.g., "To accomplish the identified professional growth target, _____ will implement differentiated instructional strategies as measured by..."</i></p>	<p><b>2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured?</b> <i>Think of this as an improvement theory that identifies the expected outcomes, i.e., if the educator does x, y, and z, then the stated PL objective will be accomplished.</i></p>
<p>To accomplish the identified professional growth target the strategic plan will be implemented and will be measured by the Missouri Department of Elementary and Secondary Education's Annual Performance Report. In order to initiate the plan other members of the organization must be empowered to carry out the strategies and steps of the plan.</p>	<ol style="list-style-type: none"> <li>1. Implemented state model for teacher evaluation</li> <li>2. State Model Principal Evaluation is put into place</li> <li>3. Implemented State model for superintendent evaluation</li> <li>4. Gathered perceptual survey information from building staff, parents, and community</li> <li>5. Constructed a school calendar for collaboration</li> <li>6. Pyramid of Interventions/Response to Intervention</li> <li>7. School Safety meetings with community partners</li> <li>8. State model followed on evaluation calendar</li> <li>9. Building visits – formal in spring – classroom walk-throughs</li> <li>10. I-Ready data utilized to assess effectiveness</li> <li>11. Secondary modules utilized to gauge effectiveness</li> <li>12. Budget constructed based on strategic plan and Board Goals</li> <li>13. Student discipline data trend utilized concerning programing</li> <li>14. Increased face-to-face communication with community groups</li> </ol> <p>Results Measured By:</p> <ol style="list-style-type: none"> <li>1. In 2016 – 2017 performance data will be utilized as part of teacher evaluation</li> <li>2. Student survey data utilized to drive decisions made at the building level/central office reviews</li> <li>3. John Graham survey data utilized regarding growth for myself and principals</li> </ol>
<p><b>3. STUDY: What do the data tell us? What do the data not tell us?</b> <i>Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?</i></p>	<p><b>4. ACT: How will positive results be sustained?</b> <i>How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth?</i></p>
<p>APR data for our district is as follows: 2013 135.5 points out of a possible 140 - 96.8% 2014 131.5 points out of a possible 140 - 93.9% 2015 133.0 points out of a possible 140 - 95.0% 2016 136.0 points out of a possible 140 - 97.1%</p>	<p>The district needs to continue its relationship with the SREB. We are beginning to see some positive outcomes. We also need to continue to work the strategic plan and not become distracted with the next best thing or "noise." We must also continue to utilize the accreditation results from AdvancEd regarding our curriculum, instruction, and assessments. The superintendent must work with the building administrators to keep the main thing, the main thing.</p>

\_\_\_\_\_  
Signature of Teacher/Leader

\_\_\_\_\_  
Signature of Evaluator

5.43
------

Baseline Score

--

Follow-Up Score

--

Growth Score

## Educator Growth Plan

(Based on the PDSA Model)

D Professional Growth Plan for

Tim Hadfield

11-7-16

Name

Date

Identify Indicator: 3 – Management of the Organizational Systems

3-3 Manage Resources

Standard Number and Name

Quality Indicator Number and Name

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)

In order for the Camdenton School District to be highly effective the superintendent might administer to the educational system's capacity. He must empower others to help move the organization from good to great.

<p><b>1. PLAN: State the professional learning goal or objective.</b>  <i>Is driven by an opportunity for growth as identified from the growth guide and include <u>when</u> and <u>how</u> the results will be measured, e.g., "To accomplish the identified professional growth target, _____ will implement differentiated instructional strategies as measured by..."</i></p>	<p><b>2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured?</b>  <i>Think of this as an improvement theory that identifies the expected outcomes, i.e., if the educator does x, y, and z, then the stated PL objective will be accomplished.</i></p>
<p>To accomplish the identified professional growth target the strategic plan will be implemented and will be measured by the Missouri Department of Elementary and Secondary Education's Annual Performance Report. The district's resources must be allotted and managed in order to achieve the goals of the plan. The district's financial goals of a 25% ending fund balance for operations and 75% of debt service obligations for the next fiscal year must be met.</p>	<ol style="list-style-type: none"> <li>1. District contracted with inventory company</li> <li>2. District Inventory process reviewed with central office secretary</li> <li>3. District Inventory updated annually via checkout system</li> <li>4. Staff given opportunity to give input related to resources in surveys</li> <li>5. Personnel master list reviews – redeploy staff to areas of need</li> <li>6. Collegial leadership team</li> <li>8. Systems Review through the utilization of System Scorecards</li> <li>9. Creation of economical schedule to establish collaboration time</li> <li>10. Downsized Central Office staff to redirect funds to student programs</li> <li>11. Personnel audit continually conducted to review efficiency and effectiveness</li> </ol>
<p><b>3. STUDY: What do the data tell us? What do the data not tell us?</b>  <i>Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?</i></p>	<p><b>4. ACT: How will positive results be sustained?</b>  <i>How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth?</i></p>
<p>APR data for our district is as follows:                  2013 135.5 points out of a possible 140 - 96.8%                  2014 131.5 points out of a possible 140 - 93.9%                  2015 133.0 points out of a possible 140 - 95.0%                  2016 136.0 points out of a possible 140 - 97.1%</p> <p>District currently possesses a 35% fund balance in operating funds. The bond fund reserve is 96%.</p>	<p>In order to sustain our programs we must have the staff to keep these programs going. We must also have the necessary supplies and resources to make these programs successful. We have cut several positions over the course of the past three years. We have decreased our fund balance slightly and have spent down a considerable amount reserved in capital projects. We will need to see an increase in the revenue that comes into the district very soon or we will need to make further cuts.</p>

5.82

Signature of Teacher/Leader

Signature of Evaluator

Baseline Score

Follow-Up Score

Growth Score