

## Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template

<b>Principal</b>	XXXXXX Principal Sample
<b>EPSB ID#</b>	
<b>School</b>	XXXXX
<b>Level</b>	Middle School (6-8)

### Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
<b>1. Instructional Leadership</b> <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	I	D	A	E	Although my TELL Survey reveals high scores in this area I personally feel I need to be a better Instructional leader. I particularly need to focus on Standard 1.3 and learn to become accomplished at analyzing student achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
<b>2. School Climate</b> <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	As I review data I think school climate needs work. The survey results and teacher and student feedback have lead me to this conclusion. I need to work on parent and community support. Our parent involvement in school activities has been poorly attended.
<b>3. Human Resource Management</b> <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	This is an area of strength based on principal evaluation by superintendent and my own self-reflection on the standards.
<b>4. Organizational Management</b> <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	This is an area of strength. My school runs smoothly with few disruptions or discipline problems.
<b>5. Communication and Community Relationship</b> <i>The principal fosters the success of all students by</i>	I	D	A	E	I definitely need to work here. My TELL Survey

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<i>communicating and collaborating effectively with stakeholders.</i>					reveals weakness in several indicators when I did the crosswalk with TELL questions.
<b>6. Professionalism</b> <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	A reflection on standards and principal evaluation feedback from my superintendent has led me to the conclusion that this a strong area for me.
<b>7. Student Progress</b> <i>The principal's leadership results in acceptable, measurable student academic growth based on established standards.</i>	I	D	A	E	My data reveals a need to raise the combined reading and math KPREP scores and to close the achievement gap with the non-duplicated group ( includes lower socio economic and disabilities)

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

### Part B: Student Growth

<b>State Student Growth Goal Statement</b> <i>(Based on one of the State goals within your CSIP.)</i>	<b><i>By September 2015 the combined reading and math scores for the lower socio-economic student population at ABC Middle School will increase from 42.0% to 50.0% proficiency as measured by KPREP Scores.</i></b>		
<b>Scoring Rubric</b>	<b><i>Low</i></b>	<b><i>Expected</i></b>	<b><i>High</i></b>
<b>District Rule: -5 Points Range will Determine Expected Growth.</b>	<b><i>44% and below</i></b>	<b><i>45%-50%</i></b>	<b><i>50% and Above</i></b>
<b>Principal's Student Growth Plan</b> <i>This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)</i>			
<b>Strategies/Actions</b> What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?		<b>Targeted Completion Date</b> When will I complete each identified strategy/ action?
<b>I will establish a school wide focuses on quality PLCs with emphasis on student achievement in reading and mathematics.</b>	Identification of Reading and Math Resources for both parents and teachers.		October 2014
<b>I will work collaboratively with staff and parents to determine ways to support student achievement in 8<sup>th</sup> grade reading and mathematics.</b>	District walkthrough teams with a focus on formative data for both reading and mathematics classes.		November 2014
<b>I will increase time observing classroom instruction in reading and mathematics classes and providing quality feedback.</b>	Book Study Resource (Opening the Common Core-How To Bring All Students to College and Career Ready)		On-going
<b>Local Student Growth Goal Statement</b> <i>(Based on one of the State goals within your CSIP.)</i>	<b><i>By September 2015 the 8<sup>th</sup> grade reading comprehension scores will increase from an overall 35% proficiency to 55%</i></b>		

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	<i>proficiency as Measured by MAP testing.</i>		
Scoring Rubric	<i>Low</i>	<i>Expected</i>	<i>High</i>
District Rule:-5 point range	<i>49% and below</i>	<i>50%-55%</i>	<i>56% and Above</i>
<b>Principal's Student Growth Plan</b> <i>This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)</i>			
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?	
<p><b>I will work collaboratively with 8<sup>th</sup> grade staff and parents to determine ways to support student achievement in reading.</b></p> <p><b>I will lead 8<sup>th</sup> grade teachers in an analysis of formative and summative student math and reading data sources.</b></p> <p><b>I will establish 8<sup>th</sup> Grade PLCs with focus that supports a school emphasis on student achievement in reading.</b></p> <p><b>I will Increase time observing 8<sup>th</sup> grade classroom instruction in reading.</b></p> <p><b>I will provide teachers with meaningful and timely feedback.</b></p>	<p>Identification Reading Resources and supports for both parents and teachers.</p> <p>District walkthrough teams with a focus on formative data for both reading and mathematics classes.</p> <p>Book Study Resource (Opening the Common Core-How To Bring All Students to College and Career Ready)</p>	<p>October 2014</p> <p>November 2014</p> <p>October 2014</p> <p>On-going</p> <p>On-going</p>	

**Part C: Principal's TELL Kentucky Working Conditions Goal**

**Target Question(s) from TELL Kentucky Results:**

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

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| <p>Q4.1 a. Parents/guardians are influential decision makers in this school. 52.2% Agreement</p> <p>Q4.1 f. Parents/guardians support teachers, contributing to their success with students.<br/>40.0% Agreement</p> <p>Q4.1 g. Community member support teachers contributing to their success with students.<br/>42.7% Agreement</p> <p>Q4. 1h. The community we serve is supportive of this school. 50.4% Agreement</p> |
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**Target Performance Standard:**

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

**Performance Standard 5.7 Provides a variety of opportunities for parent and family involvement in school activity. (My focus will be academic involvement).**

**Working Conditions Growth Goal Statement:**

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

**By May 2015 I will provide a variety of opportunities for parent/guardians to participate in activities that contribute to the academic success of their child. A focus will be placed on how the parent can help their child improve in reading and math. My success will be measured by an increase in agreement rate on TELL Survey Question 4.If from the current 40.0% to 70%.**

**Working Conditions Growth Goal Rubric:**

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An “Accomplished” result is the expected outcome from the goal. To achieve “Exemplary” the goal must be exceeded. District Decision Rule for Accomplished + or – 5 Points. Ineffective is baseline and below. Developing is the range between Ineffective and accomplished.

Ineffective	Developing	Accomplished	Exemplary
40.0 and below	41%-65%	65%-70%	71% and above

<b>Working Conditions Goal Action Plan</b>			
<b>Working Conditions</b> <small>What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?</small>	<b>Strategies/Actions</b> <small>What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?</small>	<b>Resources/Support</b> <small>What resources will I need to complete my plan? What support will I need?</small>	<b>Targeted Completion Date</b> <small>When will I complete each identified strategy/ action?</small>
<p><b>I want to become accomplished when working collaboratively with staff and parents to determine ways to support student achievement in reading and math.</b></p>	<p>Develop a monthly newsletter that features an article on how parents become involved in student math and reading achievement success.</p> <p>Provide training at PTA and Open House on how parents can become actively involved in their child’s success in reading and math.</p> <p>Send weekly e-mails to parents that remind them of our focus on reading and math. Include parent involvement tips.</p> <p>Make personal contact with parents to recruit parent volunteer for tutoring of</p>	<p>Dedicated time to work on school to home communication.</p> <p>Support of PTA</p> <p>Teacher involvement</p> <p>District Technology Support.</p>	<p>October 2014</p> <p>November 2014</p> <p>November 2014</p> <p>Ongoing</p> <p>January-March</p>

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	all student in reading and math.		2015
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**Part D: Professional Growth & Effectiveness Data Reflection**

What do I need to learn to meet my Student Growth Goal? How can I be instrumental in supporting my teachers as we work to assure the academic growth of our students particularly in reading and math.

What do I need to learn to meet my Working Conditions Goal? How can I leverage parent /guardian support to get them involved in activities that impact their child’s success (SGG math and reading)

**Other Information on which to Reflect**

**Survey Results**  VAL-ED 360  Other: TELL

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned
26	21	81%

**Questions to Consider:**

What did teachers/staff perceive as major strengths? Facilities and Resources, Teacher and school Leadership, Professional Development, Instructional Practices and Support.

What did teachers/staff perceive as major weaknesses? Time and Community Support and Involvement.

List factors that might have influenced the results. Lack of an intentional focus on parent participation in school sponsored academic events

**Other Data**  Student Achievement Data  Non-Academic Data  Supervisor Feedback  
 Other

Data Selected	Results
TELL Survey	I will focus on improving parent support for student learning
School Report Card CSIP	I will focus on increasing the combined reading and math scores.
Superintendent Eval. Feedback	Supports both areas above.

**Questions to Consider:**

How does the additional data inform your decision about your learning needs?

I have learned to let the data guide my decision. I started looking for common threads that could tie my goals together so that I am not addressing three different areas. I found that with careful planning my SGG and my WCC can be tied together and provide focus and direction for my PGP. I will write my PGP to support the learning that I need in order to be successful with both my SGG and my WCG. As additional data becomes available I will reflect on how this supports the areas of identified need. I will frequently reflect on my progress toward all goals. I will continually examine my professional learning needs.

**Part E: Connecting Priority Growth Needs to Professional Growth Planning**

**1) Initial Reflection:** *Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.*

<p><b>Professional Growth Goal:</b></p> <ul style="list-style-type: none"> <li>• What do I want to change about my practices that will effectively impact student learning?</li> <li>• How can I develop a plan of action to address my professional learning?</li> <li>• How will I know if I accomplished my objective?</li> </ul>	<p>During the 2014-15 school year I will increase parental involvement in school sponsored academic focused event in an effort to communicate and obtain greater parent support for supporting their child’s reading and math achievement. Measures of my success will be determined by parent event agenda’s and sign in, school to home communication documentation, and teacher mid-point survey on TELL survey Q4.1 F.</p>
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Connection to Standards			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
Performance Standard 5.7 Provides a variety of opportunities for parent and family involvement in school activity. (My focus will be academic involvement).			
Action Plan			
Professional Learning	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/ action?
I need to learn how to more effectively	**Synonymous with WCG Strategies PGP Strategies support the SGG and the	Same	Same

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communicate with parents about their role in their child's academic success.	WCG.		
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Administrator's Signature:	Date:
Superintendent's Signature:	Date:

**2) On-going Reflection:** Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ Principal's Superintendent

Date	Status of Growth Goal(s) – SGG, WC, PGP	Revisions/Modifications of Strategies or Action Plans

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

**3) Summative Reflection:** Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal

Date:	End of Year Student Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	<input type="checkbox"/> Data attached
Date:	
	End of Year TELL KY Working Conditions Growth Reflection:
Date:	End of Year Professional Growth Reflection:

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<b>Next Steps:</b>

<b>Administrator's Signature:</b>	<b>Date:</b>
<b>Superintendent's Signature:</b>	<b>Date:</b>

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