



AR Leader Excellence and Development System (LEADS) Intensive Growth Plan (IGP) – Form C

Year: 2013-2014 Principal: John Doe School: Rich High School

Directions: Use the AR LEADS Rubric, Staff Survey, Self-Assessment, Superintendent Assessment, and school data sources when completing this form.

Professional Growth Target (Superintendent directed with a focus on Standard 2 and other identified areas.)			
<p>School or District Problem of Practice:</p> <p><i>Description: A Problem of Practice includes an area of concern involving student performance supported by multiple data sources and a review of current practices that may contribute to the area of concern.</i></p>	<p><i>I have not been following the evaluation policies of my district. Formal and informal observations are not being done consistently. Teachers are not receiving feedback about their instructional practices. CWTs are being done but data from the CWTs are not being used for instructional improvement. There have been numerous complaints about certain teachers and what is and is not happening in their classrooms. I am not giving appropriate guidance to teachers on their Professional Growth Plans (PGP). A low percentage of students in my school scored proficient or advanced on math and literacy state tests.</i></p>		
<p>School-Wide Strategy:</p> <p><i>(Collaboratively developed plan to address problem of practice)</i></p>	<p><i>All teachers will be evaluated according to district policy. Conferences will be held to give teachers feedback about their instructional practices. CWT data will be analyzed and discussed with the staff. All teachers will have a PGP and the plan will be reviewed during the year as stated in district policy. Teachers will receive strategies and guidance to improve instruction. I will guide teachers to reflect upon their instructional practices.</i></p>		
<p>ACSIP Goal in SMART Format</p> <p><i>(Specific, Measurable, Attainable, Realistic, Timely)</i></p>	<p><i>To increase the proficiency rate of students in math and literacy by giving teachers consistent feedback and guidance on their PGPs. Observe teachers in accordance with district policy.</i></p>		
<p>AR Leader Excellence and Development System Standard:</p> <p><i>(List specific AR LEADS Standard below.)</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; font-size: 2em; font-weight: bold;">2</td> <td style="padding-left: 20px;">Function: <i>(List functions below.)</i></td> </tr> </table>	2	Function: <i>(List functions below.)</i>
2	Function: <i>(List functions below.)</i>		
<p><i>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</i></p>	<p>2D. Supervise Instruction</p> <p>2I. Monitor and evaluate the impact of the instructional program</p>		



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Theory of Action		
Leadership Implementation Strategies	Results Indicators	Sources of Data to Monitor
<p>If I take the following actions:</p> <ul style="list-style-type: none"> • Evaluate all teachers according to district policy - informal and formal observations • Give teachers timely and detailed feedback • Assist teachers with PGPs • Review data with staff and individual teachers • Use coaching techniques to help teachers reflect upon instructional practices • Meet with instructional coaches to discuss instructional strategies and practices 	<p>Then I expect to see <u>staff</u>:</p> <ul style="list-style-type: none"> • Change instructional practices as needed to meet the needs of all students • Analyze data on a consistent basis • Achieve goals on PGPs • Work collaboratively with instructional coaches 	<p><u>Staff</u> data source:</p> <ul style="list-style-type: none"> • Fewer complaints about teachers • Professional Learning Community notes • Improvement on student interim assessments • Documentation of evaluation observations and conferences • Data from CWTs • Documentation of PGP meetings with teachers • Notes from meetings with instructional coaches
	<p>Then I expect to see <u>students</u>:</p> <ul style="list-style-type: none"> • Engaged in learning • Improving interim assessment scores 	<p><u>Student</u> data source:</p> <ul style="list-style-type: none"> • Test scores from TLI • Improved test scores from formative math and literacy assessments • Improved attendance rate • Increased graduation rate



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What steps will I take to ensure successful implementation of the leadership strategies?	Revised Completion Date	Superintendent's Comments
<ol style="list-style-type: none"> 1. I must set aside one hour daily to spend on observations and feedback. 2. I must schedule observations and keep a chart of observations completed. 3. I will set a time weekly to meet with instructional coaches. 4. I will schedule staff meetings monthly to discuss student data and instructional practices. 	<ol style="list-style-type: none"> 1. March 15 2. January 10, February 10 3. January 20 for first and third Wednesdays 4. January 8 for Tuesday afternoons after school 	<ol style="list-style-type: none"> 1. Time is set aside but observations are still not occurring daily. Revisit April 10. 2. Good chart. Half of teachers not observed. No evidence of feedback conferences. Begin immediately for review on March 15. 3. Meetings occurring. No minutes or follow-up with coaches. Will check on March 15. 4. Good reports from teachers on feeling included in decisions. Keep it up.

Principal/Assistant Principal Name: _____

Principal/Assistant Principal Signature: _____ Date: _____

Superintendent/Designee Signature: _____ Date: _____

Principal _____ Superintendent _____ Next Step Meeting _____

Principal _____ Superintendent _____ Next Step Meeting _____

Principal _____ Superintendent _____ Next Step Meeting _____

(Continue as Needed)