

**Iowa Individual Administrator Professional Development Plan**  
to be developed collaboratively between administrator and supervisor

**Name:** Troy Heller

**School:** Tripoli MS/HS

**District:** Tripoli CSD

**AEA:** 267

**District or Building Focus**

**Step 1**

**General District Goal Area:** *To increase the percent of K through 5<sup>th</sup> grade students proficient according to the Iowa Assessments and the FAST (Reading and Math) Assessment. Measurement #1: More than 75% of the students in 3<sup>rd</sup> through 5<sup>th</sup> grades will be considered proficient on the Iowa Assessments. The number of students in 3<sup>rd</sup> through 5<sup>th</sup> grades in the non-proficient category will be less than 10%. The number of students in 3<sup>rd</sup> through 5<sup>th</sup> grades in the intermediate category will be greater than 65%. The number of students in 3<sup>rd</sup> through 5<sup>th</sup> grades in the high proficiency category will increase to more than 10%. Measurement #2: To increase the number of K-5 students to 80% at or above benchmark according to the FAST Assessment.*

(Reading and Math)

**Specific School or District Goal** (for above general goal area) *To have 60% of Tripoli's MS/HS IEP students meet their projected growth in their goal areas from the Fall to Spring MAPS tests for the 2016-2017 school year.*

**Specific School or District Goal** (for above general goal area) *To have 50% of 6<sup>th</sup> grade Impact students demonstrate growth in their targeted areas on Iowa Assessments for the 2016-2017 school year.*

**Step 2**

**Specific School or District Goal** (for above general goal area)

Assessment resources will be monitored and distributed to staff to help understand specific data and what target goals should be.

**Step 3**

<b>Specific Leadership Actions*</b> (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved.)	<b>Related ISSL</b>	<b>Indicators of Progress</b> (Document the effect of chosen indicators.)	<b>Start &amp; End Dates</b>	<b>Review Date(s)</b>	<b>Items Discussed During Review</b>
By June/July of 2017, the Superintendent will provide the Tripoli School Board with assessment scores for the K-6 <sup>th</sup> grade students and MS/HS Special Needs students. These students will improve in reading and math according to the above data points.	2	Iowa Assessment, FAST and MAPS Assessment Scores.	9/1/16 – 6/30/17	July/August 2017	Professional Development, Impact List, Opportunity Friday, After School, and Summer School.
The Superintendent will encourage/evaluate the building Principals as they put in place a system where teachers are able to provide peer help to each other—which, in turn, will help improve/impact student assessment scores.	2	PLC/AIW Collaborative Groups/, Common Core, CVNE PLC, and TLC.	7/1/16 – 6/30/17	Each Month	Number of hours teachers utilize PD time and Administration's review of the PD Administrative (Supt. Meetings).
Provide a learning experience for administration so that they can help teachers provide student-centered reading/math instruction.	2	Administrative Meetings, One-on-One Conversations and Outside Meetings (AEA).	All Year		Number of teachers utilizing reading strategies taught to students.

Step  
4

<b>Learning Goals*</b> (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved.)	<b>Related ISSL</b>	<b>Indicators of Progress</b> (Document the effect of chosen indicators.)	<b>Start &amp; End Dates</b>	<b>Review Date(s)</b>	<b>Items Discussed During Review</b>
The Superintendent will/may attend AEA meetings, state conferences, and local professional development to help provide district knowledge of impact ideas to enhance Administrative Team ideas.	2	Local Professional Development/PLN Plan.	Sept. 2016– July 2017	July	Continued PD for Superintendent.
Work with DLC/Administrative Team/TLC Committee to provide updated information.	2	Local Professional Development.	Sept. 2016– April 2017	Monthly Board Meetings	Communication Piece.

\*Administrators are encouraged to use “SMART Goal” design to develop their goals. See page 2.

Step  
5

**Supports for Plan Implementation** (check all that apply and describe)

- Supervisor/Board:  
 Peer:

- AEA/Regional:  
 Other:

Administrator Signature/Date \_\_\_\_\_

Supervisor Signature/Date \_\_\_\_\_

## SMART Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

### S – Strategic and Specific

Strategic - Select a high-leverage goal that will make a difference.

Specific - Clearly define what you will do and how you will do it.

### M – Measurable

Establish concrete criteria for tracking progress and determining success.

### A – Attainable

Select a goal you have a reasonable expectation of achieving (a “stretch” goal that is not easy, but doable).

### R – Results-based

Clearly define the results you expect to see.

### T – Time-bound

Establish a starting and ending date for completion of the goal.

### Leadership Goal

R – What <b>result</b> do you hope to achieve? Be specific.	S - What <b>specific</b> leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will <b>achieve</b> the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What <b>measures</b> (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the <b>timeframe</b> for completing the goal? List start date, review date(s), and end date.
Raise reading/math scores for students in grades K-6 and MS/HS Special Needs. Students will become proficient or make their expected growth rate on Assessments.	Local Professional Development.	The likelihood is high. The analysis will allow the district to plan and maximize resources.	Assessment Scores.	July 2017.

**Final leadership goal statement:** (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

### Learning Goal

R – What <b>result</b> do you hope to achieve? Be specific.	S - What <b>specific</b> leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will <b>achieve</b> the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What <b>measures</b> (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the <b>timeframe</b> for completing the goal? List start date, review date(s), and end date.
To understand where to get specific data and what target goals should be (EdInsight).	Receive training from AEA 267 and present to school staff.	High. Utilize all aspects of training from the experts of the state.	Completion of Iowa Assessment in March. We will also continue to watch improvement in teacher understanding of Iowa Core.	Start date is September 2016, and review and end dates will be July 2017.

**Final learning goal statement:** (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)