Staff Growth Plan 2015-2016

Name: _____________________________ Date: _____________________

REQUIRED BY: All staff

DUE: September 30

Each staff member is required to complete a growth plan. This document is made up of two parts – Personal Reflection and School Goals. This document will be sent out to you by your supervisor. The purpose of this document is to assist you in your professional growth and to give us some insight and understanding of who you are and how we can help you on your journey as well as assure that you understand the goals of the school and are contributing to them.

- Staff are expected to be life-long learners who constantly seek to improve themselves.
- Education is a rapidly changing enterprise and we need to be nimble!
- We must keep the needs of their students’ learning as a central focus of instruction.
- Because education is a complex enterprise involving many stakeholders (including parents, students, government, etc.), we need to constantly monitor and develop our understanding of the roles we play in relation to these stakeholders.
- Only a proactive, well-planned, and continually updated Growth Plan can assure that we will meet the many challenges that we may face here at Phoenix.

How do I develop my GP?

Self-Assessment

Goal-Setting

Reflecting on the Plan’s Success

Developing & Implementing a Plan
A. Self-Assess
Creating a GP begins with self-assessment. Self-assessment involves an honest look at your current professional learning needs: What are my strengths? What are my weaknesses? What are my priority areas for improvement?

Personal Reflection

Strengths:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Weaknesses:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Areas for Improvement:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
B. Identify your goals

Professional growth is a result of identifying professional goals to improve your professional practice and taking action towards achieving those goals.

Some areas for goal setting could involve:

- Curriculum and methodology knowledge and practice
- Relationship with parents
- Collaboration with peers
- Differentiated instruction
- Classroom management
- Use of technology as an instructional tool

Meaningful goals:

- have substance and meaning for you;
- stretch current thinking and practice;
- can be achieved and, therefore, don’t lead to frustration; and
- have deadlines that help to ensure that the goal is attained

A common technique for writing goals is to think about SMART goals.

S—specific, significant, stretching
M—measurable, meaningful, motivational
A—agreed upon, attainable, achievable, acceptable, action-oriented
R—realistic, relevant, reasonable, rewarding, results-oriented
T—time-based, timely, tangible

A SMART goal describes an observable behavior or action. By using an action verb, the SMART goal answers the question "What is to be done?" The following are some action words for developing SMART goals:

- Apply
- Attend
- Contribute
- Discuss
- Enrol
- Conduct
- Implement
- Integrate
- Investigate
- Join
- Maintain
- Mentor
- Organize
- Participate
- Pilot
- Publish
- Read
- Serve
- Share
C. Goals for the Year: (Include ones discussed with you at June review.)

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Your plan to achieve these goals:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What kind of professional development OR assistance do you require to help you achieve your goals next year:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Staff Signature: _____________________________
D. Principal and / or Administrator Follow-up

By November 30th, you will be invited to discuss your learning goals with either principal and/or Administrator and an action plan will be discussed. Before you sit down to discuss what was and what will be spoken with your supervisor, it is worthwhile to have that conversation with yourself. This self assessment provides an opportunity for you organize and write down your thoughts about your job and vocation, review your objectives, and to propose new goals.

What am I supposed to be doing? Please review your job description.

- What, in your own words, are your main responsibilities?

- Are those things getting done? If not, why not?

- Does what you are actually doing match the job description? If your role has changed, what are the differences?

- Are they significant? Should we update your job description?

- Is there some training or professional development that you feel would prepare you to do your job more effectively?

- Do you feel that you have been able to communicate effectively and freely with your co-workers? If not why not and what do you think could be done to improve things?

- How can we work together to help you enhance your strengths?

Staff: _____________________________(Signature)  Supervisor: _____________________________(Signature)

Date: _____________________________
E. SCHOOL GOALS

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Results (in percentages)</th>
<th>Target 2015</th>
<th>Evaluation</th>
<th>Overall</th>
<th>Targets 2016 2017 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop Out Rate - annual dropout rate of students aged 14 to 18</td>
<td>10.1 5.0 3.4 11.3 5.6</td>
<td>Intermediate Maintained Acceptable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Grade 12 students eligible for a Rutherford Scholarship.</td>
<td>* * * 83.3 n/a</td>
<td>n/a n/a n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment on Results and how you can or do contribute to this:

Specific Outcome: Students achieve student learning outcomes. (continued)

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Results (in percentages)</th>
<th>Target 2015</th>
<th>Evaluation</th>
<th>Overall</th>
<th>Targets 2016 2017 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</td>
<td>98.9 93.2 91.4 93.8 97.8</td>
<td>Very High Maintained Excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.</td>
<td>100.0 91.7 85.7 92.9 91.7</td>
<td>Very High Maintained Excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment on Results and how you can or do contribute to this:
Specific Outcome: Students achieve student learning outcomes. (continued)

<table>
<thead>
<tr>
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<th>Evaluation</th>
<th>Targets</th>
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<tr>
<td>Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <em>(This measure is required for charter and private school authorities with only K-9 schools)</em></td>
<td>84.7 83.5 64.3 76.8 83.1</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Comment on Results and how you can or do contribute to this:

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

<table>
<thead>
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<th>Results (in percentages)</th>
<th>Target</th>
<th>Evaluation</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).</td>
<td>14.8 30.4 26.7 11.6 n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).</td>
<td>0.0 7.2 8.9 1.4 n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Comment on Results and how you can or do contribute to this:

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

<table>
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<th>Results (in percentages)</th>
<th>Target</th>
<th>Evaluation</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.</td>
<td>93.6 92.1 95.5 96.6 96.0</td>
<td>Very High</td>
<td>Maintained</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Comment on Results and how you can or do contribute to this:
**Desired Outcome Three: Alberta’s education system is governed effectively**

*Specific Outcome:* The education system demonstrates collaboration and engagement.

<table>
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<th>Results (in percentages)</th>
<th>Target 2015</th>
<th>Evaluation</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>% teachers and parents satisfied with parental involvement in decisions about their child’s education.</td>
<td>100.0 100.0 95.7 100.0 97.5</td>
<td></td>
<td>Very High Maintained Excellent</td>
<td></td>
</tr>
<tr>
<td>% teachers, parents and students satisfied with the overall quality of basic education.</td>
<td>93.9 93.2 88.1 97.1 97.7</td>
<td></td>
<td>Very High Maintained Excellent</td>
<td></td>
</tr>
</tbody>
</table>

*Comment on Results* and how you can or do contribute to this:

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*Specific Outcome:* Students and communities have access to safe and healthy learning environments.

<table>
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<th>Target 2015</th>
<th>Evaluation</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>% teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.</td>
<td>100.0 97.9 95.7 94.3 98.9</td>
<td></td>
<td>Very High Maintained Excellent</td>
<td></td>
</tr>
<tr>
<td>% teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</td>
<td>91.7 91.7 92.9 65.2 91.7</td>
<td></td>
<td>Very High Maintained Excellent</td>
<td></td>
</tr>
</tbody>
</table>

*Comment on Results* and how you can or do contribute to this:
**F. Additional Items**

**Future Challenges you feel the school may face:**

**Capital and Facilities Projects You would like to see:**

**Staff Projects for 2015-2016:**

**Celebrations and Events I will be helping with for 2015-2016:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count Day</td>
<td>Photos, bouncy house, booths, games, bake sale and more.</td>
</tr>
<tr>
<td>Feast – Polynesian Luau</td>
<td>Join us for food, fun and fair!</td>
</tr>
<tr>
<td>Halloween Party</td>
<td>Join us for some cookies, crafts and creepy fun!</td>
</tr>
<tr>
<td>Remembrance Day</td>
<td>Join us in the gym for a BRIEF CEREMONY.</td>
</tr>
<tr>
<td>Feast - Roman</td>
<td>Join us for food, fun and fair!</td>
</tr>
<tr>
<td>Christmas Party</td>
<td>Join Santa for some activities and cookies.</td>
</tr>
<tr>
<td>Family Literacy Celebration</td>
<td>Enjoy a slice of cake and a new book!</td>
</tr>
<tr>
<td>Groundhog’s Day</td>
<td>Bring your lunch and join us for a fun puppet show!</td>
</tr>
<tr>
<td>Taste of China</td>
<td>Happy Chinese New Year! Enjoy a taste of Chinese food for lunch today!</td>
</tr>
<tr>
<td>Feast – Australian</td>
<td>Join us for food, fun and fair!</td>
</tr>
<tr>
<td>St. Patty’s Lunch</td>
<td>It will be green!</td>
</tr>
<tr>
<td>Easter Party</td>
<td>Come and hunt for chocolate eggs!</td>
</tr>
<tr>
<td>Vimy Ridge Day</td>
<td>Come and learn about this day in history and Canada’s contribution.</td>
</tr>
<tr>
<td>Feast - Polar</td>
<td>Join us for food, fun and fair!</td>
</tr>
<tr>
<td>Feast - Seuss</td>
<td>Join us for food, fun and fair!</td>
</tr>
<tr>
<td>Year End Ceremony</td>
<td>Awards, acknowledgements and more.</td>
</tr>
<tr>
<td>Aboriginal Day</td>
<td>Come learn about our First Nations people and celebrate their traditions.</td>
</tr>
</tbody>
</table>
G: Documentation and Follow-up:

At the end of the year, you need to discuss how you have completed your plan. The year-end review of your Growth Plan is an opportunity to discuss your professional development activities and to showcase the results of your learning.

The purpose of the year-end review is to:
- empower staff in the process
- encourage professional reflection
- link professional development to improved practice
- discuss the implications for future professional growth
- recognize the completion of the your Growth Plan
- collaborate and share with colleagues

Questions to guide your session:
- Share your experience and learning.
- What worked well in achieving your goal?
- What were your challenges?
- How did this affect your teaching?
- In what ways was this personally meaningful?
- What would you have done differently in achieving your goal and why?
- What recommendations would you make to others on the basis of your findings?
- Based on what you learned, what future studies might you do to help your students learn?

1. In what direction would you like to see your professional development continue next year?

Staff __________________________________________

Supervisor ______________________________________

Date ____________________________________________