



**Bristol-Warren School District
Individual Continuous Improvement Plan
for
Administrators**

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Purpose for Evaluation

The **purpose** of the administrator evaluation process is individual **continuous improvement in the service of improved student achievement.**

Individual administrator creates annual goals, develops plans for action, and provides evidence of continuous improvement **in the service of improved student achievement in each** of four categories:

- Curriculum and Instructional Leadership
- Organizational Leadership
- Community Relations and Communication
- Personal and Professional Development.

Each administrator maintains a portfolio to show evidence of progress toward each goal.

Note: Administrators should try to connect the activities of all four categories in order to maximize the amount of time and effort. All goals should explicitly indicate the connection between the goal and student achievement and the district strategic plan.

Continuous Improvement Categories

Curriculum and Instruction Leadership

- Supervises curriculum
 - Involves faculty in review/self-study
 - Analyzes/uses data to drive change
 - Uses scientific research as a basis
- Supervises instruction
- Plans professional development for school

Organizational Leadership

- Manages budgets
- Manages buildings/facilities
 - Uses space appropriately
 - Schedules classes/classrooms
 - Maintains safety (e.g., discipline)
 - Manages time
- Manages people
 - Creates a learning environment
 - Uses group processes
 - Evaluates staff

Internal/External Community Relations and Communication

- Involves community in school
 - Public relations
 - Community relations
 - SIT
 - School business partnership
- Creates internal community relations
 - Team building
- Communicates (Internally and Externally)
 - Acts in a professional and ethical manner
 - Uses conflict management
 - Uses facilitation
 - Builds consensus
 - Uses negotiation skills
 - Keeps communication flowing to and from school; (website, newsletters)

Personal/Professional Development

- Stays current with the professional
- Keeps current with district initiatives
- Personal growth

Continuous Improvement Process

Pre-evaluation Conference

Each administrator will meet with his/her supervisor in September or October to create consensus on the goals to be accomplished by the administrator during the school year and set dates for midyear and end of year conferences. The administrator will create a portfolio to provide evidence of continuous improvement in each of the four categories.

Mid Year Progress Review

Each administrator must meet with his/her supervisor in January or February to discuss progress or may submit a report on progress on the goals.

End of Year Progress Review

Each administrator will meet with his/her supervisor to review progress on the goals. The administrator will submit a portfolio of evidence of continuous improvement for each of the four goals.

***Note:* Goal Setting**

Goals should be set to show improvement over one school year, but may include more than one year. Goals should be written in general terms, such as “increase parent understanding of” and must show connections to student achievement and support for the district strategic plan.

Portfolio Evidence

Consider including evidence that can be determined through data, such as surveys that can provide evidence of actual growth. For example, if the goal is to increase communication about student achievement to parents, devise a process for parents to provide feedback of success in that area. A simple survey of parents as part of a newsletter in the beginning and end of the year might provide the kind of information needed to show continuous improvement.

Individual Continuous Improvement Plan *SAMPLE* Plan of Action

Name _____ School _____ School Year _____

Supervisor Signature _____

Administrator Signature _____

Curriculum and Instruction Goal: *In order to improve student achievement in English Language Arts, enable all teachers to implement clear expectations and accountable talk in the form of talk forms and teacher moves.*

Plan of action	Mid Year Progress	End of Year Progress
Involve all teachers in Learning Walks for the school year		
Use teacher leaders to review Talk Formats and Teacher Moves (with CD and other activities) at faculty meetings or common planning times.		
Identify model classrooms where clear expectations and accountable talk are being practiced.		
Release teachers to observe model classrooms.		
Celebrate successes as a school.		

Organizational Leadership Goal: *In order to increase the number of students meeting standards, create class schedules and programs that allow for extra instruction for identified 4th grade students at risk for testing below standard.*

Plan of action	Mid Year Progress	End of Year Progress
Work with teachers and SIT to identify students at-risk for failure to meet standards		
Work with teachers to identify ways to provide extra instruction/time for students needing it		
Provide support for teachers to identify and design and implement ways to give extra instruction to at-risk students		
Provide support for teachers to identify and design and implement assessments to track at-risk student success		
Review student progress at first quarter; provide time for teachers to revise and implement plans		
Review progress at mid-year		
Provide opportunities for staff to celebrate successes		

Community Relations and Communication Goal: *In order to increase the number of at-risk students achieving standards, involve parents of identified at-risk students in providing support for success in school.*

Plan of action	Mid Year Progress	End of Year Progress
Design a way to keep track of the amount of parent/family involvement of students at-risk		
Work with teachers to identify incremental activities that parents/families can be involved in to support the school in helping at-risk students		
Create a two-way (to parents/families of at-risk students in activities that cultivate success in school		
Implement parent/family learning nights in content where needed		
Track success involving parents/families of at-risk students in activities that cultivate success in school		
Celebrate successes with parents/families		

Personal and Professional Development Goal: *In order to improve the achievement of all students, become familiar with research about programs that support improved student learning.*

Plan of action	Mid Year Progress	End of Year Progress
Create a time for administrators to meet and discuss IFL information and other research and implications for students (administrative meetings?)		
Conduct internet research on practices for improving student achievement at least one hour per month		
Connect with IFL facilitators and trainers to find research titles and writers		
Read and discuss IFL and other research information with administrative colleagues	Document research, meetings and discussions	
Read and discuss IFL and other research information with teachers at faculty meetings.		
Visit at least 3 other schools each year to observe programs in action or conduct Learning Walks		
Attend all IFL training sessions		

Individual Continuous Improvement Plan Plan of Action

Name _____ School _____ School Year _____

Supervisor Signature _____

Administrator Signature _____

Curriculum and Instruction Goal:

Plan of action	Mid Year Progress	End of Year Progress

Organizational Leadership Goal:

Plan of action	Mid Year Progress	End of Year Progress

Community Relations and Communication Goal:

Plan of action	Mid Year Progress	End of Year Progress

Personal and Professional Development Goal:

Plan of action	Mid Year Progress	End of Year Progress

Community Relations and Communication Goal:

Plan of action	Mid Year Progress	End of Year Progress

Personal and Professional Development Goal:

Plan of action	Mid Year Progress	End of Year Progress

FINAL ASSESSMENT

STANDARD ONE: CURRICULUM AND INSTRUCTION GOAL

Use the portfolio to think about and rate the degree to which each *Standard One Strategy* is evident in your practices as a school leader.

- 1. Not evident in school/practices
- 2. Somewhat or occasionally evident in school/practices
- 3. Consistently evident in school/practices
- 4. Consistently evident, with practices that elaborate upon or exceed expectations

	1	2	3	4

Which *Standard One Strategy* needs to be strengthened?

FINAL ASSESSMENT

STANDARD TWO: ORGANIZATIONAL LEADERSHIP GOAL

Use the portfolio to think about and rate the degree to which each *Standard Two Strategy* is evident in your practices as a school leader.

- 1. Not evident in school/practices
- 2. Somewhat or occasionally evident in school/practices
- 3. Consistently evident in school/practices
- 4. Consistently evident, with practices that elaborate upon or exceed expectations

	1	2	3	4

Which *Standard Two Strategy* needs to be strengthened?



Which of the *shared practices* may be appropriate for assisting you in strengthening this *Strategy*?

FINAL ASSESSMENT

STANDARD THREE: PERSONAL AND PROFESSIONAL DEVELOPMENT GOAL

Use the portfolio to think about and rate the degree to which each *Standard Three Strategy* is evident is evident in your practices as a school leader.

- 1. Not evident in school/practices
- 2. Somewhat or occasionally evident in school/practices
- 3. Consistently evident in school/practices
- 4. Consistently evident, with practices that elaborate upon or exceed expectations

	1	2	3	4

Which *Standard Three Strategy* needs to be strengthened?

FINAL ASSESSMENT

STANDARD FOUR: COMMUNITY RELATIONS AND COMMUNICATION GOAL

Use the portfolio to think about and rate the degree to which each *Standard Four Strategy* is evident in your practices as a school leader.

- 1. Not evident in my school/practices
- 2. Somewhat or occasionally evident in my school/practices
- 3. Consistently evident in my school/practices
- 4. Consistently evident, with practices that elaborate upon or exceed expectations

	1	2	3	4

Which *Standard Four Strategy* needs to be strengthened?

Administrator's Performance Assessment

1. Administrators meet or exceed Standard on previous years' evaluation.
2. Program/project that significantly improves student achievement, school improvement goals and or district goals (strategic Plan)
3. Administrator provides creative leadership for staff, students, community and Colleagues. For example positive school climate, improved staff morale, community support, change in instructional practices that support school/district goals.
4. Administrator demonstrates service or achievement above and beyond what is expected in the normal course of performance of duties.
5. The administrator has received recognition by staff, colleagues, students, parents and or community as a force for positive change.

Implementation Plan

1. Timeline:
Project may be 1 or 2 years
2. Review Committee for Plan Approval
Superintendent
Assistant Superintendent
Director of Administration and Finance
3 Principals/Admin
1 School Committee Member
1 person selected by applicant
Approved by consensus.
3. Compensation
1 % beyond contractual salary increase

FINAL ASSESSMENT

PERFORMANCE ASSESSMENT

Use the portfolio to think about and rate the degree to which each *Strategy* is evident in your practices as a school leader.

- 1. Not evident in school/practices
- 2. Somewhat or occasionally evident in school/practices
- 3. Consistently evident in school/practices
- 4. Consistently evident, with practices that elaborate upon or exceed expectations

	1	2	3	4

Comments:
