

Jack Thomas  
4222 Clinton Way  
Springfield, WI 01234  
Phone: KLondike 5-4385  
Email: jt2007@b.com

**Educator profile:**

PDP term: 5  
Month/Year Plan Submitted: 2006  
Years of educational experience: 20  
License File Number: 000000  
License Expiration Date: 6/30/09  
School district: Springfield School District  
Current educational assignment: Superintendent  
Years in current assignment: 5  
Present Licensure Stage: Initial  
Licensure Stage Sought: Professional  
Professional Licensure Category: Administrator

**Professional Development Plan**

**Step I: Self-reflection**

In Spring 2007, the Springfield School District School Board advertised the desire to recruit a superintendent who was an educational leader and an advocate for students and learning. Additionally, the Board was seeking a new district leader with the following characteristics:

- Effective communication skills
- Strong collaborative and visionary leadership skills
- Unquestioned integrity
- Excellent organizational and fiscal management skills
- Strong long-range planning skills
- Knowledge of research-based instructional design and experience with continuous K-12 curriculum development and measurement

In this job posting, the Board also was looking for a superintendent with the ability to:

- Deal directly and fairly with faculty, staff, students and parents
- Be accessible and open-minded and consider all points of view before making decisions
- Build consensus and support for the District's shared vision for the future
- Develop positive working relationships with municipal officials
- Be accountable and hold others accountable
- Be highly visible in the schools and community

My initial reaction to the job posting was that this was a very tall order indeed. However, as I reflected more upon it, I also thought these were needs I could fulfill well. Nine months into the job, I believe I am strongly delivering on what the Board was seeking, as evidenced through observation, themes of informal and formal performance feedback, and examples of

multiple work products. Moreover, in the one area above where I had less district-level experience (fiscal management), I have continued to pursue multiple learning opportunities in order to build capacity at similar levels of proficiency to what I believe I provide in the other targeted areas of superintendent responsibilities and capabilities. My intent for this professional development plan is to build off of this initial foundation and momentum to lead the district alongside others to new heights of effectiveness in student achievement, customer satisfaction, and regional perception.

---

## **A. Description of School and Teaching, Administrative, or Pupil Services Situation**

I am currently serving my first year as superintendent for Springfield Schools and twentieth year as an educator. Prior to this, I worked for eight years in the School District of Shelbyville, where I was the assistant superintendent for educational services for two years and principal of Shelbyville High School for six.

The Springfield School District (SSD) is located in metropolitan Springfield approximately fifteen miles southwest of the urban center and is located in a community that appears to be transitioning from a rural heritage to a more suburban composition within the regional landscape. SSD is the 24th largest school district (out of over four hundred) in Wisconsin. It is comprised of eight schools and a central office, which serve 4,848 students in grades K-12 and which employ 575 people.

Springfield is a very homogeneous community, which is reflected in our student population, where just over 5% of our students comprise a racial minority. In comparison to other Wisconsin municipalities, our community has solid property wealth, but this is almost entirely due to homeowners rather than to a robust business or commercial tax base. In addition, the 2005 average adjusted gross income for Springfield households was \$63,427 in comparison to \$42,449 statewide.

Within the first few months of my tenure in the district in the summer of 2005, I had worked with the Board to develop the following goals for 2006-08:

### 2006-08 District Goals

- Develop a strategic plan that will chart the district's course over the next five years
- Bring group one of K-12 curriculum alignment efforts to publication
- Pursue a thorough process regarding 4K programming and make a decision by mid-year
- Clarify key principles of a professional learning community and determine next-step stages of development for each building

### 2006-08 Board Goals

- Pursue board development focused on high impact governance that contributes to high student performance

- Assess the district's current and future ability to effectively meet student learning needs and community growth through review of current facilities and existing facilities plans
- Develop a plan that appropriately responds to OPEB (Other Post-Employment Benefit) requirements

By September 2007, I had provided a deployment plan for achievement of each goal. To date, we are making progress on each goal and are on track with the deployment schedule.

---

## **B. Description of Goal to be Addressed**

**Goal:** I will work with the board, community and staff to develop and begin implementing a five-year strategic plan so that A) we can fulfill our district mission of every student learning, growing...succeeding and so that B) we can attain our vision of being the district of choice in our region of Wisconsin.

---

## **C. Rationale for the Goal: Links to Professional Situation and Wisconsin Educator Standards**

**Goal:** I will work with the board, community and staff to develop and begin implementing a five-year strategic plan so that A) we can fulfill our district mission of every student learning, growing...succeeding and so that B) we can attain our vision of being the district of choice in our region of Wisconsin.

### **Rationale for the Goal and Educational Situation:**

I chose this goal for several reasons. Most prominent is that it aligns with the Board's recruitment profile for a new superintendent who is "an educational leader, an advocate for students and learning" and a person "with strong collaborative and visionary leadership skills" who can "build consensus and support for the District's shared vision for the future." This PDP goal will deliver on this stated desire from the community's elected representatives.

This goal will also help the community gain a better competitive position as it transitions from its rural heritage of good performance to its envisioned future of strong student performance, quality customer service and leading regional perception.

Overall, this PDP goal will help me continue to hone a multitude of administrative skills related to professional standards within the nuances of the local environment and culture.

### **Licensure standards:**

This goal addresses the following PI34 standards:

- **Administrator:** (2) The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- **Administrator:** (3) The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
- **Administrator:** (5) The administrator models collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

#### **D. Plan for Assessing and Documenting the Goal**

**Goal:** I will work with the board, community and staff to develop and begin implementing a five-year strategic plan so that A) we can fulfill our district mission of every student learning, growing...succeeding and so that B) we can attain our vision of being the district of choice in our region of Wisconsin.

**I plan to assess the effect of my professional growth on student learning through this goal via several means:**

- Survey performance feedback from district stakeholders such as staff and community
- Student enrollment data overtime that may demonstrate families making this district a district of choice
- School scorecard

#### **E. Plan to meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration**

**Goal:** I will work with the board, community and staff to develop and begin implementing a five-year strategic plan so that A) we can fulfill our district mission of every student learning, growing...succeeding and so that B) we can attain our vision of being the district of choice in our region of Wisconsin.

**Objective:** Complete a strategic plan through the Board-charged Strategic Planning Committee

<b>Activities</b>	<b>Timelines</b>	<b>Collaboration</b>	<b>Completed</b>
Develop a proposal for creation of a Strategic Planning Committee by the school board that includes specific charges and timelines.	By November 2007	Mentors, School Board	10/08/07
Serve as a conduit between the Strategic Planning Committee (which I will chair) and the Board to develop three specific tasks for the next	November 2007 - June 2008	Strategic planning committee, SSD Board, and	05/08/08

five-year planning cycle: 1) Develop mission, vision and commitments statements for the system 2) Develop 3-6 strategic objectives aligned to achievement of the mission /vision 3) Articulate initial action planning and milestones related to progress within each strategic objective		mentors	
Submit all three phases of the strategic plan to the SSD School Board for approval.	By June 2008	Strategic Planning Committee and sub-committee chairs	06/02/08

**Objective:** Begin implementing the strategic plan

Activities	Timelines	Collaboration	Completed
Research execution strategies for implementing strategic plans. Then solicit proposals and approve a consulting relationship.	By May 2008	Consultants, district administrators, and the school board as necessary.	04/14/08
Provide professional development regarding strategic planning, monitoring tools, and continuous improvement and implementation strategies for leadership team members over a series of summer leadership retreats.	June 23 and 24; August 11 and 14; ongoing	Consultant and cabinet members to deliver this training.	08/14/08
Develop and implement an approach for each district administrator that aligns and monitors performance regarding accomplishment of the strategic plan	By September 2008	Through assistance of a consultant working directly with our cabinet and leadership team	09/11/08
Articulate 2008-09 board and district goals aligned with the strategic plan	By September 2008	School board and board team	08/04/08
Provide ongoing communication and roll out of the strategic plan to staff, including Aug. 27 Back to School In-Service	Ongoing	Board Team, Cabinet, Leadership Team	08/27/08

**Objective:** Gain performance feedback regarding process and results to date on the plan and implementation.

<b>Activities</b>	<b>Timelines</b>	<b>Collaboration</b>	<b>Completed</b>
Solicit staff/community feedback about my performance	By January 2009	Bob Boyd and Kelly Thompson	12/12/08
Gain formal performance feedback about my performance through board survey and written evaluation with Board president	By January 31, 2009	Bob Boyd, board president and board	01/26/09

## **Documentation of the Plan**

### **Step III: Annual Review of the PDP**

**Goal:** I will work with the board, community and staff to develop and begin implementing a five-year strategic plan so that A) we can fulfill our district mission of every student learning, growing...succeeding and so that B) we can attain our vision of being the district of choice in our region of Wisconsin.

#### **Year: 2**

Reflection:

I developed this professional development plan in 2005 with a goal that would essentially be accomplished in 2009.

Upon reflection, I believe some of the most important contributions and areas of growth I have made in the past year are the following:

- 1) An inspiring, purposeful achievable strategic plan (which was facilitated through work of a multi-stakeholder group, our Strategic Planning Committee, and which is seeking broader input now through various work teams and category teams)
- 2) Another important contribution that I have made is seeing the input of a variety of constituents and understanding the variety of needs in my district, I took time this year to listen to people in order to facilitate our strategic plan.
- 3) I am beginning to see more clearly some of the areas of instruction that we need to emphasize as a district to set us apart from other schools in our region.

Revision:

None

#### **Year 3:**

Reflection:

Momentum for the Strategic Plan grew over this past year as more groups and individuals were

affected by the plan and more people became aware of the potential for this plan. My concern for developing strong leadership for the plan at the school level was reinforced.

This year I focused mainly on these areas:

- 1) Communication tools (the "Charting Our Course" document) and processes (e.g., various listening and learning sessions, public presentation such as the annual meeting) to make our plan ever more coherent, purposeful and well-received.
- 2) Progress monitoring tools (such as school scorecards and the CPR cards) to provide focus, feedback and encouragement in a comprehensive, accountable manner aligned to our strategic plan.
- 3) Collaborative work with the school board and the administrative team was very positive and productive.

Revision: None

#### **Year 4:**

Reflection: In my last year of reflection, my efforts were in the area of effective leader recruitment and selection, followed by significant time devoted to developing learning leadership through investment in ongoing principal/administrative staff development, data summits, annual retreats and comprehensive performance feedback processes. Many aspects of the plan came into clearer focus this year and the vision of the plan spread to more people. I was very impressed with the leadership that came from my building personnel as they stepped up to the leadership challenge. Staff and community feedback that we received was very positive and helped us in making some decisions along the way.

Revision: None

#### **Step IV A: Evidence of Professional Growth and the Impact of Professional Growth on Student Learning**

**Goal:** I will work with the board, community and staff to develop and begin implementing a five-year strategic plan so that A) we can fulfill our district mission of every student learning, growing...succeeding and so that B) we can attain our vision of being the district of choice in our region of Wisconsin.

- **Strategic Plan Communication Document**  
**This evidence documents:** Professional Growth and Student Learning Attached file: [Charting Our Course.Final.pdf](#)

#### ***How does your evidence verify your professional growth?***

This document shows my growth in facilitating a common mission and vision, providing a background that makes the plan coherent to community stakeholders, and connecting it

to a focus on every student learning, growing and succeeding. It also uses a graphic organizer (our compass) to help people understand the linkages between our plan's long-term goals through our long-term strategies. Finally, progress on the plan can be monitored by tracking accomplishment of the 2008-09 key performance objectives while progress for students can be monitored by referring to school scorecards that use the plan's "vital signs" as balanced organizers.

***How does your evidence verify the effect of your professional growth on student learning?***

Growth on student learning can be determined over time through use of the school-based scorecards and dashboards, which are connected to this document's "vital signs." An example scorecard is my next piece of evidence.

- **School Scorecard Example**

**This evidence documents:** Professional Growth and Student Learning Attached file: [LV-Scorecard.xls](#)

***How does your evidence verify your professional growth?***

This scorecard (from Lakeview Elementary, one of our eight district schools) shows the progress monitoring tools we are developing to focus our staff on high levels of sustainable performance focused on every student learning, growing and succeeding -- our mission. These scorecards are organized by the six "vital signs" of school health that are communicated in our strategic plan communicating document. These scorecards incorporate multiple indicators for school and district health, use of trend data aligned to yearly goals, and regional benchmarking. My ability to work with others to pull together such a rich tool of data sources into one instrument for focusing continuous improvement efforts across the system shows considerable personal growth.

***How does your evidence verify the effect of your professional growth on student learning?***

Currently, staff are enabled to see student performance and learning comprehensively and efficiently in ways never before in this district. The color coding and benchmarking aspects of the scorecards also help provide a quick focus to continuous improvement planning and implementation efforts. Perhaps most importantly, these scorecards over time will increasingly provide drill down data ultimately to the individual student level so staff are best able to access the information they need in order to monitor and adjust their efforts.

- **Continuous Progress Report (CPR) Card**

**This evidence documents:** Professional Growth and Student Learning Attached file: [CPR Card.xls](#)

***How does your evidence verify your professional growth?***

The CPR Card shows my evolving growth in effective implementation, coordination of efforts, and progress monitoring. This tool is directly aligned to the 28 2008-09 Key Performance Objectives of our Strategic Plan Communication Document. We use a minimum of three milestones for each objectives and color coding upon milestone



deadline for each performance objective (where red = minimal progress, yellow = partial progress, and green = successful completion) to help focus our efforts and keep us on track. Incorporating updates of this tool regularly at our bi-monthly leadership team meetings has particularly helped keep things moving and has given us much to celebrate to date.

***How does your evidence verify the effect of your professional growth on student learning?***

This tool helps show direct progress on a variety of district improvement efforts that, by design, will only show indirect progress on student learning. However, improved student learning in the future as shown on other tools (such as our school scorecards) will owe considerably to efforts currently monitored by our CPR card.

- **Annual Meeting Presentation**

**This evidence documents:** Professional Growth and Student Learning Attached file: [Annual Meeting 2008.ppt](#)

***How does your evidence verify your professional growth?***

This document shows my ongoing ability to synthesize a variety of issues and coordinate efforts with a host of people in order to communicate in a manner that builds coherence, enthusiasm and support. For example, this presentation pulled in district trend data, best practice informed by research, future forecasting from the experts, citizen input and board leadership to explain to people what we were intending to accomplish, why this was our aim, and how they could support our efforts through their votes of support on both the tax levy and the land purchase questions at the annual meeting.

***How does your evidence verify the effect of your professional growth on student learning?***

Like several other evidentiary documents under this goal, this attachment sets the stage for future student success based on the groundwork initiatives and community support associated with this particular effort.

## **Step IV B: Reflection and Summary**

**Goal:** I will work with the board, community and staff to develop and begin implementing a five-year strategic plan so that A) we can fulfill our district mission of every student learning, growing...succeeding and so that B) we can attain our vision of being the district of choice in our region of Wisconsin.

***How did you grow professionally in the standards identified in your plan?***

Overall, I found the PDP process to help me focus my first two years as superintendent at Springfield in two areas where I needed to grow substantially: development and implementation of a district-wide strategic plan and facilitation of a facilities review process. Looking back, I feel that I have benefited greatly from these new challenges to stay on my learning edge and build a deeper skill and knowledge tool box.

Specific to the standards, I feel like I grew in each of the three identified by my plan: 2, 3, and 5. Particularly in the superintendent role, though, I feel that I am better positioned to grow and maximize the opportunities inherent in standard 2 (vision stewardship) than in previous positions I have held. Overall, though, my focus is on integrating and aligning the various standards of my work in order to provide the quality of student-focused learning leadership this district deserves. I believe the synthesis of these various leadership standards evident in the documents attached show that I have made solid progress on the integration of these targeted standards into my daily practice.

***How did your growth have an effect on student learning?***

My ability to A) facilitate a process of strategic planning where the focus is on EVERY student and on improving the district regionally, B) provide a context for people to understand and buy-in to the reasons for the goal, and C) provide timely ways to monitor progress are indicators of personal growth which I believe translate into benefits to students and their learning, particularly down the road. Most people in our district and community seem to understand that we are serious about what we are seeking, have a credible plan in mind to get there, and are resolved to continue until we do. The overall impact is that people more directly connected to daily interaction with students are now seeing and doing their work differently (i.e., better than ever) in combination with others in the system around them. And if this is not the case, then they will be receiving timely, corrective feedback in a growing culture of high expectations, high results and high support.

***Summarize and reflect on how you collaborated with others?***

Virtually everything accomplished on my PDP is a result of collaboration with others. For example, the strategic plan was developed through the work of a 25 member, multi-stakeholder team (students, parents, teachers, administrators, citizens) and the board.

The strategic plan's communication and implementation tools were developed in collaboration with the cabinet, leadership team and our consultant.

The facilities study was a partnership with an eighteen-member, citizen's-based Facilities Study Team; various district staff; Eppstein Uhen Architects; UW-M's Urban Initiatives and Research staff; City of Muskego representatives; the Schweitzer Family Trust, the school board; our attorney and many others.

As you can see, collaboration is a constant in this job. The effective use of this approach is also how many things of quality get accomplished.

***Additional information/comments***

In summary of my work in my current environment, I would offer the following:

- 1) The school board has working for it a superintendent working hard to match its spring 2007 profile
- 2) We have a highly ambitious strategic plan and its implementation underway, with generally

strong appreciation and enthusiasm in hand, even from those most directly involved in the hard work involved. Support for this statement could be derived from my December 2008 performance feedback results, where 21 of the 24 leadership components surveyed earned satisfaction levels of 75% or higher.

3) Now that we have strategic implementation underway, I anticipate the need to likely scale back the number/scope of the key performance objectives in future years a bit as an appropriate adjustment to observations, feedback and research so that sustainability and momentum of progress can be achieved. (Suffice it to say that, although I expect us to continue making strong headway each year, I do not see us repeating 28 key performance objectives again in 2010-11!)

Thank you for your review of and assistance with my plan.

**Administrator Sample PDP  
Documentation Piece #1**

This is where the Charting our Course-Final.pdf would be displayed. In consideration of this educator's privacy, the document has been removed for this PDP sample only.

# Academic Performance

WKCE - Current							WKCE - Historical Advanced & Proficient				
Data Indicator	# of Students	Advanced	Proficient	Advanced or Proficient	Goal	Basic	Minimal	2003-04	2004-05	2005-06	2006-07
Grade 3 (ALL)											
Reading	73	59%	38%	97%	96%	3%	0%				
Math	73	48%	42%	90%	91.2%	4%	5%				
Grade 3 (non-disabled)											
Reading	64	64%	34%	98%	96%	11%	0%				
Math	64	52%	41%	93%	91.2%	5%	3%				
Grade 3 (Special Education)											
Reading	9	22%	67%	89%		11%	0%				
Math	9	22%	56%	78%		0%	22%				
Grade 3 (Economic Disadvantaged)											
Reading	6	67%	17%	84%	96%	17%	0%				
Math	6	33%	50%	83%	91.2%	0%	17%				
Grade 4 (ALL)											
Reading	89	47%	45%	92%	96%	7%	1%				
Math	89	45%	43%	88%	91.2%	7%	6%				
Language	89	39%	46%	85%		13%	1%				
Science	89	20%	63%	83%		15%	2%				
Social Studies	89	81%	17%	98%		2%	0%				
Grade 4 (non-disabled)											
Reading	86			0%							
Math	86			0%							
Language	86			0%							
Science	86			0%							
Social Studies	86			0%							
Grade 4 (Special Education)											
Reading	3			0%							
Math	3			0%							
Language	3			0%							
Science	3			0%							
Social Studies	3			0%							
Grade 4 (Economic Disadvantaged)											
Reading	6	50%	33%	83%	96%	0%	17%				
Math	6	50%	33%	83%	91.2%	0%	17%				
Language	6	33%	50%	83%		17%	0%				
Science	6	17%	67%	84%		17%	0%				
Social Studies	6	83%	17%	100%		0%	0%				

# Master List

Ehlanching Teaching and Learning  
Performance  
Objective

Top Milestones

Primary Responsibility      Secondary Responsibility      Secondary Responsibility      Secondary Responsibility      Secondary Responsibility      Deadline      Check In

Performance Objective	Primary Responsibility	Secondary Responsibility	Secondary Responsibility	Secondary Responsibility	Secondary Responsibility	Deadline	Check In
<b>E.1. Develop BYOC learning targets for group B courses.</b>							
E.1.1	1 Contact leads on group B courses to determine feasibility and logistics.	Pete				8/27/08	3
E.1.1	2 Schedule staff development on BYOC/UBD, finalize group B list and map out timeline with each lead	Pete				9/19/08	2
E.1.1	3 Develop and submit all group B learning targets for publication.	Pete				8/31/09	
<b>E.2. Create common assessments for Group A Courses.</b>							
E.2.1	1 Identify lead contact names for all departments for all levels.	Pete	Yes	Erin	Dennis	9/16/08	3
E.2.1	2 Develop meeting structures to introduce systemic plan; clarify common expectations for design, implementation, and scoring, and check-in on progress.	Pete				9/19/08	3
E.2.1	3 Solidify common assessment plan and expectations with LT.	Pete				9/25/08	3
E.2.1	4 Develop, implement and submit all Group A common assessments for publication.	Pete				6/30/09	
<b>E.3.1. Develop K-12 literacy standards.</b>							
E.3.1.1	1 Establish K-12 literacy team	Anna	Yes	Mini-Team		9/9/08	3
E.3.1.1	2 Hold initial meeting, reviewing research, mission and vision (Step 1 on Pete's chart)	Anna	Yes	Mini-Team		9/18/08	3
E.3.1.1	3 Conduct on-going monthly half day meetings in order to develop essential understandings and essential questions documents	Anna	Yes	Mini-Team		5/31/09	
<b>E.3.2. Embed literacy standards in all content areas (with a 5-12 focus)</b>							
E.3.2.1	1 Establish a team	Anna	Yes	Barb	Mini-Team	9/9/08	3
E.3.2.1	2 Hold initial meeting to review research, mission, vision and create a plan for soliciting input from stakeholders	Anna	Yes	Barb	Mini-Team	9/19/08	3
E.3.2.1	3 Conduct on-going monthly half-day meetings in order to action plan and produce document(s) identifying content strategies by content area	Anna	Yes	Barb	Mini-Team	5/31/09	
<b>E.4. Pilot new district-level assessment system (METS)</b>							
E.4.1	1 Research and select an appropriate vendor meeting SSD needs and obtain board approval	Pete				8-25-08	3
E.4.1	2 Select the phase one group of SSD schools/staff/students and develop implementation schedule	Pete				10/1/08	2
E.4.1	3 Run phase one and summarize evaluation of the process and results in written report to LT and board	Pete				4/30/09	
<b>E.5. Implement and develop social studies curriculum K-10 and articulate curriculum in grades 1-12</b>							
E.5.1	1 Hold initial fall meeting to develop curriculum further with each K-4 team	Anna				9/26/08	3
E.5.1	1 Schedule 5-8 staff development with textbook vendor	Anna				9/26/08	3
E.5.1	1 Hold planning meeting with teachers of targeted high school courses to lay out logistics for BYOC completion	Anna				12/23/08	
E.5.1	2 5-8 teams extend UBD unit development from stage 1 to stages 2 and 3 for two units	Anna				12/15/08	
E.5.1	2 5-8 teams extend UBD unit development from stage 1 to stages 2 and 3 for four units	Anna				3/1/09	
E.5.1	3 Each grade level (K-4) is developed and ready for 2008-09 implementation	Anna				5/31/09	
E.5.1	3 5-8 teams extend UBD unit development from stage 1 to stages 2 and 3 for six units	Anna				5/31/09	
E.5.1	3 Complete Enduring Understandings, Essential Questions, Learning Targets within BYOC for the following courses: Am. Issues 11, Behavior in America, Economics, Geography, Intro. to Psych., Sociology	Anna				8/31/09	
<b>E.6. Conduct literacy benchmarks data retreat and train staff in utilizing data to inform practice</b>							
E.6.1	1 Hold initial meeting to train reading teachers on how to interpret and use data to analyze student results and plan next steps.	Anna	Yes	Ronda	Reading Teachers	9/8/08	3
E.6.1	2 Schedule building-level meetings with assessment coach	Ronda	Yes	Reading Teachers		9/8/08	3
E.6.1	3 Begin conducting literacy walk-throughs in conjunction with district-wide walkthroughs	Anna	Yes	Ronda and Reading Principals		11/30/08	3
E.6.1	4 Provide data training with principals, LTM and reading teachers at Data Summit on Jan	Anna	Yes	Reading Teachers		1/30/09	
E.6.1	5 Schedule data training with reading teachers and principals	Reading Teachers	Yes	Principals		3/24/09	
E.6.1	6 Complete data retreat with each elementary grade-level team.	Reading teachers	Yes	Ronda	Principals	1/31/09	
	7 Repeat milestones 3 and 4 in second cycle of review					4/30/09	

E.7. Develop system-wide priorities of interventions		Intervention Team	Secondary Responsibility	Secondary Responsibility	Secondary Responsibility	Deadline	Check In Date
E.7.	1. Define pyramid/framework parameters.	Pete	Anna	Linda	L.T.	10/31/08	3
E.7.	2. Complete articulation of best practices (and interventions) for reading, math and science.	Intervention Team	Ronda			5/15/09	
E.7.	3. Combine previous efforts of articulating interventions from all schools, and combine into one document utilizing newly developed parameters.	Intervention Team				6/30/09	
E.7.	4. Communicate what the intervention decision-making process when considering an intervention currently not used in the system.	Intervention Team				6/30/09	

**Develop People and Partnerships**

**Top Milestones**

Performance Objective	Primary Responsibility	Secondary Responsibility	Secondary Responsibility	Secondary Responsibility	Deadline	Check In Date
D.1. Develop teacher leaders from group A courses to identify best practices in differentiation for future staff development	Dawn	Tammy	Linda	Pete	8/14/08	3
D.1.	1. Conduct pre-assessment on differentiation for LT learning and communicate differentiated practice expectations found in SSD GT handbook					
D.1.	2. Identify teacher leaders and clarify expectations.	Linda	Tammy		9/25/08	3
D.1.	3. A representative principal-teacher lead team attends WASC conference sectional on differentiation.	Annae	Principals		10/1/08	3
D.1.	4. Expand LT learning to include teacher leaders for differentiated instruction learning module (1 hour per month) beginning Oct. 8	Tammy	Dawn	Linda	5/31/09	

D.2. Identify and share under-governed readiness skills	Ronda				9/30/08	3
D.2.	1. Reorganize 4K learning team around readiness skills					
D.2.	2. Evaluate current readiness skills and compare against new learning from 07-08 4K team	Ronda	LT		10/29/08	3
D.2.	3. Recommendation of modifications to readiness skills (current list) or new list in preparation for parent/community forum including interested community early education/care providers	Ronda			12/15/08	

D.3. Conduct staff development through building-level meetings focused on data analysis and differentiation	Kathy	Principals			10/31/08	2
D.3.	1. Introduce data analysis, value of differentiation, scorecards and dashboards to staff in staff meetings					
D.3.	2. Share learning with each staff as acquired alongside teacher leaders through LT learning	Dawn	Principals		5/31/09	
D.3.	3. Initiate half-day ESC walkthroughs at each school starting in December using differentiated learning as a lens.	Kelly	Principals	Teacher Leaders	5/31/09	

D.4. Implement district LT participation as members in a multitude of community-wide groups	Annae				12/31/07	3
D.4.	1. Develop list of community-wide organizations					
D.4.	2. LT select top 3 - feedback to Annae	Annae	LT		4/1/08	3
D.4.	3. LT members receive placement and begin participating, with mid-year check-in at LTM	Annae	LT		1/31/09	

D.5. Conduct district study on professional collaboration structures and supervision	Kelly	Dawn			7/1/08	3
D.5.	1. Select team members and design study					
D.5.	2. Conduct series and analyze results (impact on contract)	Collaboration Team			1/1/09	
D.5.	3. Recommendations shared with LTM and beyond as appropriate	Collaboration Team			2/1/09	

D.6. Enhance teacher mentoring program and integrate new coaching roles into the system	Kelly	Pete	Kathy	Tammy	7/1/08	3
D.6.	1. Design priorities for coaches in 2008-09 and introduce to all staff					
D.6.	2. Build mentoring program; align New Teacher In-Service series and PDP	Kelly	Pete		10/30/08	3
D.6.	3. Evaluate program and roles in line with established priorities and purposes through feedback from self-assessments, mentees and administration	Kelly	Pete	Barb and Ronda	6/1/09	

**Provide Quality Leadership**

**Top Milestones**

Performance Objective	Primary Responsibility	Secondary Responsibility	Secondary Responsibility	Secondary Responsibility	Deadline	Check In Date
P.1. Foster board and administrative learning focused on leadership of system-based continuous improvement	Annae				9/30/08	3
P.1.	1. Develop learning plan with resources and topics for LT and Board					
P.1.	2. Implement plan during 08-09	Annae			5/31/09	
P.1.	3. Assess level of learning and future needs of LT and Board	Annae			6/30/09	
P.2. Implement progress monitoring tools including focused scorecards and dashboards	Bob	Kelly			8/1/08	3
P.2.	1. Review dashboards and scorecards with LT					
P.2.	2. Revise with initial LT feedback	Bob			8/26/08	3
P.2.	3. Revise /update each school's scorecard/dashboards prior to meeting with board	Bob			1/31/09	
P.2.	4. Ongoing use and review of the data, including as key part of rotating board meetings with schools	Principals			3/30/08	

Performance Objective	Primary Responsibility	Secondary Responsibility	Secondary Responsibility	Secondary Responsibility	Deadline	Check In Date
P.3. Implement annual development/revision of professional development plans by administrators	Annae and Tammy					
P.3. Offer PDP training for new LT members, follow-up for returning members and a list of current district PDP reviewers	Yes	LT			10/31/08	3
P.3. 2 As part of mid-year review, all LT members submit PDP goal to supervisor and HR	Yes	LT			1/15/09	
P.3. 3 Share PDP with supervisor and HR office as part of annual summer performance review	Yes	LT			7/31/09	
P.4. Pursue WFA examiner training for all cabinet members	Annae					
P.4. 1 Share WFA examiner training process and opportunity with all LTM	Yes	Annae			8/14/09	3
P.4. 2 Second group of original cabinet members (and additional interested building administrators) register for training	Yes	Pete	Bob, Gary R, Pete, Anna, and Scot	Dennis, Anraahn L., Dawn, Ryan, Erik	11/30/08	3
P.4. 3 All district trainees complete individual examination and consensus team review	Yes	Pete	Bob, Gary R, Pete, Anna, and Scot	Dennis, Anraahn L., Dawn, Ryan, Erik	4/30/09	
P.5. Conduct regular walk-throughs and provide feedback	Pete					
P.5. 1 Determine set of expectations for each level of walkthrough	Yes	Pete			8/26/08	3
P.5. 2 Clarify how building-based walk-throughs compare/contrast to ESC walk-throughs. Also determine common expectations in number and in feedback approach per level.	Yes	Pete			10/23/08	3
P.5. 3 Conduct walk-throughs, provide feedback and report trends to LTM.	Yes	Sue	Principals		5/7/09	
P.6. Restool SEWAC II to focus on developing teacher leadership	Annae					
P.6. 1 Brainstorm content and select materials to utilize	Yes	Annae	Laurie Friedrich	Principals	6/1/08	3
P.6. 2 Conduct SEWAC II sessions	Yes	Annae	Laurie Friedrich		5/31/09	
P.6. 3 Teachers embed learning with feedback and coaching. Participating teachers also evaluate training, feedback and coaching effectiveness through end-of-year survey.	Yes	Annae	School Improvement Teams		6/15/09	
P.7. Institute K-12 Curriculum Planning Committee (CPC)	Pete					
P.7. 1 Identify team members and communicate meeting structure and first agenda to this team.	Yes	Pete			8/21/08	3
P.7. 2 Clarify CPC's role and function with leadership team.	Yes	Pete			8/14/08	3
P.7. 3 Seek middle and high school teacher representatives to serve on committee.	Yes	Ryan	Jeff	Pete	9/5/08	3
P.7. 4 Develop team norms and culture which supports the learning process needed to accomplish the tasks at hand.	Yes	Pete	LT		5/31/09	
P.7. 5 Review new course proposals and make recommendations to the Educational Services Committee.	Yes	Pete	LT		10/17/09	
<b>Continuously Improve Services and Operations</b>						
<b>Top Milestones</b>						
C.1. Complete FST review and recommendation to Board	Annae		Board		7/31/08	3
C.1. 1 Select FST members, survey vendor and architectural firm	Yes	Annae			12/8/08	
C.1. 2 Hold fall meetings according to schedule of FST proposal		Annae			1/31/09	
C.1. 3 Present FST report of findings and recommendations to Board		Annae				
C.2. Continue centralized purchasing process	Gary					
C.2. 1 Identify team, including elementary, middle, high and ESC representatives	Yes	Gary			9/30/08	3
C.2. 2 Determine common classroom components and meet with vendors to determine types and costs		Gary			12/31/08	
C.2. 3 Develop and distribute common district catalogue around key items in time for 2009-10 purchasing decisions		Gary			3/31/09	
C.3. Solicit stakeholder feedback surveys from parents/students	Kathy					
C.3. 1 Share proposal for K-12 team composition, scope of work and implementation plan with LT before K-12 team first meets	Yes	Kathy			10/8/08	3
C.3. 2 Hold meetings to determine content of surveys appropriate for each developmental level		Kathy			1/30/09	
C.3. 3 Present draft of surveys (parents/student) to LT review		Kathy			2/18/09	
C.3. 4 Implement student and parent surveys		Kathy			5/15/09	



Item	Task	Responsible	Status	Assigned To	Start Date	End Date
C.4.	Implement continuous improvement category teams					
C.4.	1 Educate district staff about category teams and identify key outcomes	Amaae	Yes	Cabinet	10/15/08	3
C.4.	2 Recruit members and establish meeting schedule for 08-09	Amaae	Yes	Cabinet	11/15/08	3
C.4.	3 Category teams report key outcomes status to cabinet	Amaae	Yes	Cabinet	5/30/09	
C.5.	Convert to a new financial/HR software program					
C.5.	1 Investigate and share findings with Board	Scot			8/25/08	3
C.5.	2 Schedule software demonstration and obtain user feedback	Scot	Yes	Kelly	10/15/08	3
C.5.	3 Update board and seek approval	Scot	Yes	Kelly	11/3/08	3
C.5.	4 Train staff and begin implementation	Scot			1/3/09	
C.6.	Complete review of telephone systems and make a recommendation to the Board					
C.6.	1 Select evaluation team and have top 3 vendors present systems	Bob			9/30/08	3
C.6.	2 Create RFI from feedback and request quotes	Bob			11/15/08	3
C.6.	3 Present feedback and make recommendation to Board	Bob			12/15/08	
C.7.	Implement intranet side of the website					
C.7.	1 Conduct design meetings to determine priority of content	Mike Thompson			10/31/08	3
C.7.	2 Successfully convert content and ensure staff ability to gain access	Mike Thompson	Yes	Bob	1/15/09	
C.7.	3 Release identified content	Bob			1/31/09	
C.8.	Initiate K-12 technology committee					
C.8.	1 Solicit membership from all stakeholders	Bob	Yes	Ron	9/15/08	3
C.8.	2 Identify members and propose committee charge and 2008-09 outcomes for LT review	Bob	Yes	Ron	10/25/08	3
C.8.	3 Hold regular meetings in line with identified charge and outcomes. Then conduct year-end survey to evaluate effectiveness.	Bob	Yes	Ron	5/31/09	

This PowerPoint has been modified to be used for this PDP sample.

Annual Meeting and Budget Hearing

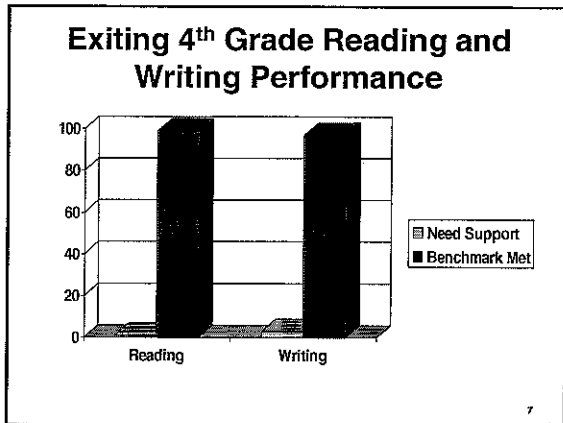
2007-08 Board & District Goals	→	Results
Board development re: student performance	→	Work sessions & first-ever board self-assessment
Facilities and facilities plans review	→	Formal condition assessment & FST formation
OPEB (Other Post-Employment Benefit) plan developed	→	Established Fund 73 OPEB Trust

Five- year strategic plan developed	→	Clear mission, vision and strategic initiatives to guide the district's future
Group one of K-12 curriculum alignment work completed	→	Part of long-term goal of an articulated K-12 curriculum; first year of significant progress
4K program review and decision made by mid-year	→	Dec 17 <sup>th</sup> -- board voted unanimously to not adopt 4K at this time
PLC principles and next steps identified for each school	→	Board held rotating meetings to discuss with school leadership

2008-09 District Goals
<ul style="list-style-type: none"> <li> <b>Strategic Plan Implementation</b>                      Begin implementation of the district's strategic plan and initiate regular progress monitoring through aligned scorecards and dashboards.                 </li> <li> <b>K-12 Curriculum / Assessment Alignment</b>                      Bring Group B curriculum alignment documents to publication and Group A common assessments to implementation by August 2009.                 </li> <li> <b>Professional Development</b>                      Begin implementation of a targeted coaching model and organize review teams around best practices in supervision, professional collaboration and literacy development so that we are building the capacity enabling us to be a district of choice.                 </li> </ul>

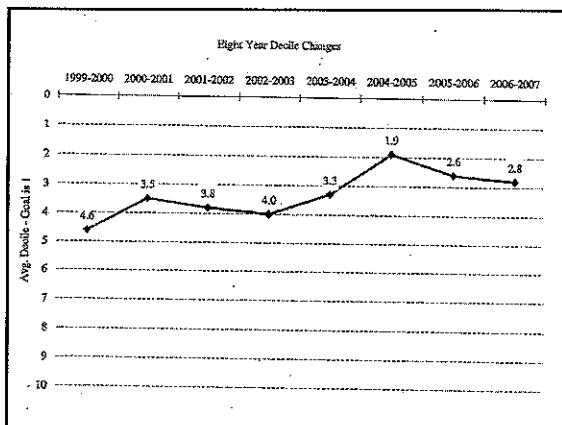
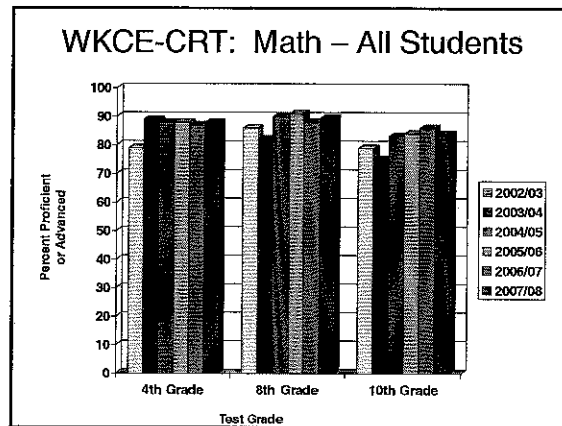
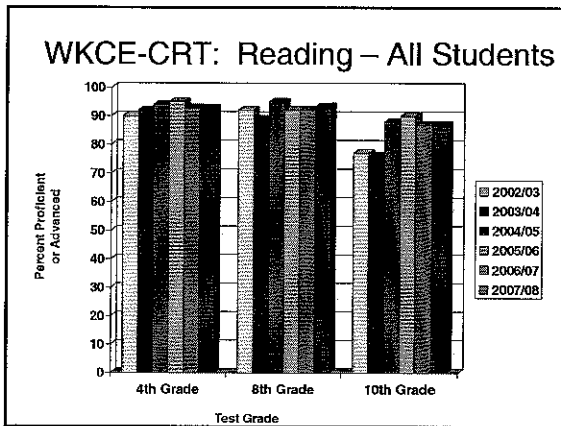
SSD Student Learning Data
<ul style="list-style-type: none"> <li>Literacy Benchmark</li> <li>WKCE-CRT</li> <li>Advanced Placement (AP)</li> <li>ACT</li> </ul>

LITERACY BENCHMARK DATA
-------------------------



## WKCE Results

### Reading and Math



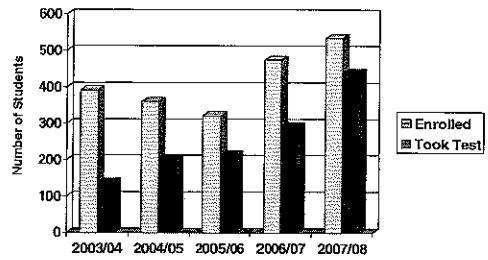
## Advanced Placement Courses

### 16 AP Courses Offered

- English Literature & Composition
- Computer Science
- English Language & Composition
- Spanish
- French
- German
- Calculus – AB
- Calculus - BC
- European History
- US History
- US Government & Politics
- Music Theory
- Biology
- Chemistry
- Physics B
- Psychology

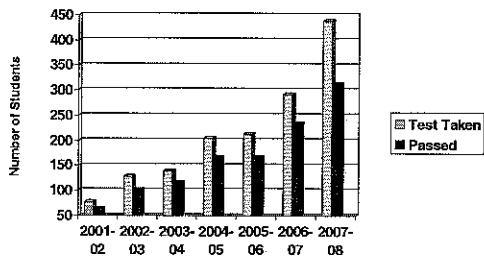
13

### AP Participation - Trend



14

### AP Test Participation & Pass Rate

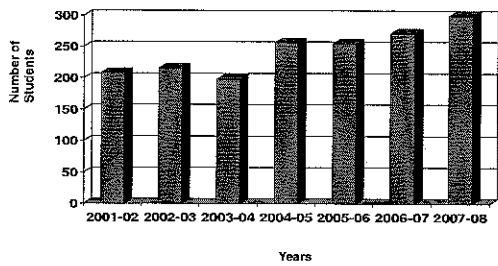


15

### ACT

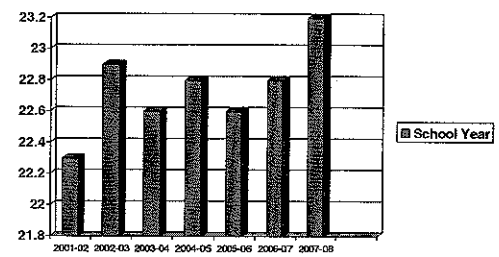
16

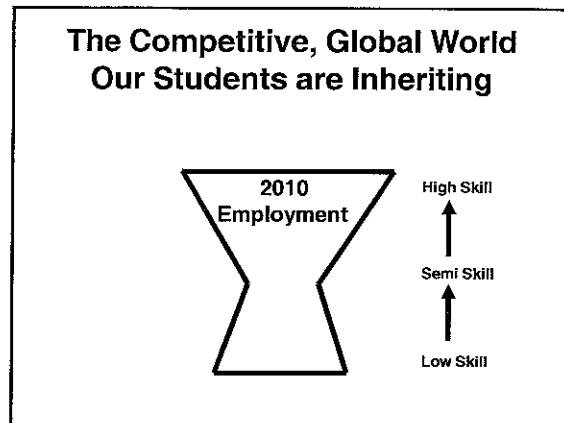
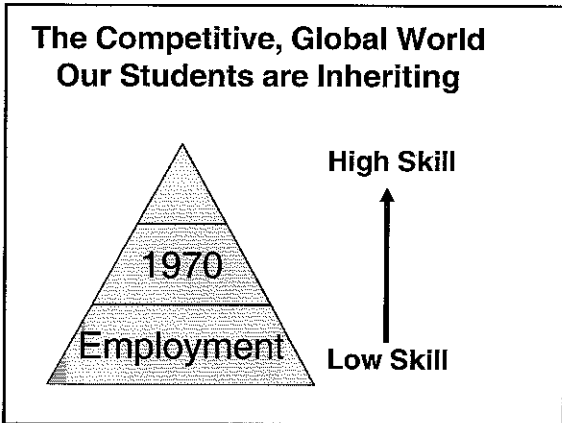
### ACT Participation Trend



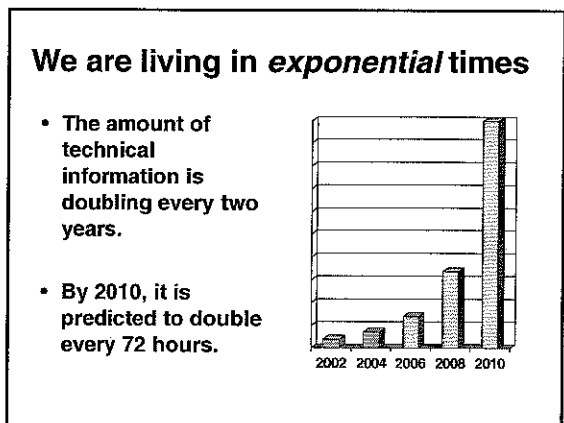
17

### SSD - ACT Composite Scores





**The World is Flat. . .**  
and “knowledge work”  
can be done by  
skilled, connected workers –  
  
anywhere!  
  
24 / 7 / 365



**We are living in *exponential* times**

The U.S. Dept. of Labor predicts that our current students will have 10-14 jobs. . .

by their 38<sup>th</sup> birthday

**We are living in *exponential* times**

We are currently preparing students for jobs and technologies that don't yet exist. . .

in order to solve problems of which we are not yet aware.