

North Carolina Department of Health and Human Services Experienced Educator Individual Growth Plan

Name Mrs. High Achievement School Governor Morehead School

Assignment K-12 Classroom Teacher Renewal Cycle 2008 - 2013

1. Self-Assessment

A. Strengths List your strengths and briefly explain how they positively impact your learning community.

- Strong instructional practice: Enables me to help students learn through a variety of instructional strategies and to model those strategies for other teachers
- Good relationships with colleagues: Provide others with a listening ear for both personal and professional concerns
- Extensive subject area knowledge: Helps me answer students' questions and to present material in a variety of ways; Know where to go to find resources; can evaluate resources based on their content
- Frequently involved in school activities: See students in a variety of settings so that I can learn more about their interests and living situations which enables me to prepare lessons that are more relevant

B. Areas to be Further Strengthened List areas you would like to strengthen and explain their potential impact on your learning community.

- Better communication with students' parents/guardians and other service providers: Would help me address students' individual needs better
- Stronger skills in student assessment: Could plan more accurately and provide more precise information about students in IEP meetings or meetings with parents/guardians/other professionals
- More information on trends in student input into IEPs and the relationship between that and self-advocacy as adults: Could help me help students participate more on their own behalf in writing their IEP and doing their transition planning

2. Alignment of Individual Goals to State Board of Education and School Improvement Goals

Choose your goals from the areas listed above. Then, complete the chart below to show how your three individual goals align with the state and school/facility goals (listed on the next page).

Individual Goal	SBE Goal Addressed	School/Facility Goal Addressed
A. Learn more about assessment and how to use that data to increase student performance	1.2,1.3	SIP #1: Every student will exhibit measurable growth in math, reading, and writing.
B. Practice better communication between me and parents/guardians	4.2	SIP #6: The number of opportunities will increase for parents and community members to engage in meaningful involvement...
C. Learn more about student input into IEPs	1.5	SIP #5: GMS will provide a comprehensive plan for transition... to every student....

North Carolina State Board of Education Goals

Priority 1: High Student Performance

- 1.1 Every child ready for school
- 1.2 Rigorous and relevant academic standards and assessment systems for every student
- 1.3 Every student masters essential knowledge and skills
- 1.4 Every student graduates from high school
- 1.5 Every student a lifelong learner and ready for work

Priority 2: Safe, Orderly and Caring Schools

- 2.1 Learning environments inviting and supportive of high student performance
- 2.2 Schools free of controlled and illegal substances and all harmful behavior
- 2.3 Mutual respect of students, teachers, administrators, and parents
- 2.4 Adequate, safe education facilities that support high student performance

Priority 3: Quality Teachers, Administrators, and Staff

- 3.1 Professional preparation aligned with state priorities
- 3.2 A system to develop, train, and license a B-K professional staff for public schools
- 3.3 A system to recruit, retain, and compensate a diverse corps of quality teachers, administrators, and staff
- 3.4 A system to ensure high performance of teachers, administrators, and staff
- 3.5 A system of continuous learning and professional development to support high performance of all employees
- 3.6 High ethical and professional standards for all employees

Priority 4: Strong Family, Community, and Business Support

- 4.1 State education priorities responsive to the needs of the family, community, and business customers
- 4.2 A comprehensive and aligned system of support for the academic success and General well-being of all children
- 4.3 A system to build the capacity of local districts to create, respond to, and sustain Meaningful partnerships

Priority 5: Effective and Efficient Operation

- 5.1 Components of the education system aligned to achieve high performance
- 5.2 Decision making authority and control at the most appropriate level closest to the classroom
- 5.3 Information and accountability systems capable of reporting strategic and operational results
- 5.4 A funding system that provides adequate and aligned financial and personnel resources to maximize educational achievement

4. Timeline for Achievement List your individual goals, the actions you will take to achieve those goals, and the timeline for doing so.

Individual Goal (Note SERVE dimensions for Formative Year)	Actions	Timeline
A. Learn more about assessment and how to use that data to increase student performance	<ol style="list-style-type: none"> 1. Attend all training provided by OES and NCDPI 2. Set up assessment notebooks for each student 3. Review students' assessments from the previous year 4. Establish an assessment plan that can inform my instructional planning 5. Provide evidence of no less than 10 examples of lessons that are structured based on assessment results 	<ol style="list-style-type: none"> 1. Throughout the year; check for specific dates; attend at least two by October 31, 2008 2. By October 15, 2008 3. By November 15, 2008 4. By November 30, 2008 5. At Summative Interview Conference between April 15 and May 15, 2009
B. Practice better communication between me and parents/guardians	<ol style="list-style-type: none"> 1. Sign up for service on the Parent/Community Committee for the School Improvement Plan 2. Interview 5 other teachers about their contact with parents/guardians and the results; make chart for comparison 3. Use NCDPI web site to explore ideas for more effective parent/teacher communication 4. Provide evidence of no less than 4 attempts to develop more positive parent/guardian relationships (other than report cards and interim reports) 	<ol style="list-style-type: none"> 1. By October 31, 2008 2. By November 30, 2008 3. By November 15, 2008 4. At Summative Interview Conference between April 15 and May 15, 2009
C. Learn more about student input into IEPs	<ol style="list-style-type: none"> 1. Interview Transition Team Members about student input to IEPs 2. Read literature (<u>A Practical Guide for Teaching Self-determination, Career Development for Exceptional Children, The Self-Directed IEP</u>) 3. Create at least 3 activities that encourage students to assess their own strengths/areas for improvement 	<ol style="list-style-type: none"> 1. By January 31, 2009 2. By March 31, 2009 3. Share activities at Summative Interview Conference between April 15 and May 15, 2009