Achievement First

**Professional Growth Plan**

**Director of School Operations**

**2013-14**

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| [Enter Name Here] |  | [Enter Name Here] |
| **Principal** |  | **Director of School Operations** |
|  |  |  |
| [Enter Name Here] | [Enter School Name Here] |
| **Regional Director of Operations** |  | **School** |
|  |  |  |
| [Enter Date Here] | [Enter Date Here] |
| **Date: Self Evaluation Submission** |  | **Date: PGP Conversation** |

# Ops Cycle of Feedback & Development Overview

**For the 2013-14 school year the development cycle for operations team members will include:** (1) current year goal setting (based on 2012-13 IDP & 2013-14 school goals), (2) feedback and reflection (PGP & 360 Survey) and (3) forward looking goal-setting through the creation of an Individual Development Plan (IDP). And of course, ops team members and their managers will also have periodic step-backs to review progress against agreed-upon goals and to revise goals, tactics, or support as necessary. The cycle of feedback and development is an investment in our most important resource – our people.

**We believe that deep engagement in this cycle will increase your effectiveness as a Director of School Operations and, by extension, your school’s impact on scholar achievement**. By identifying strengths, growth areas, and concrete, actionable goals with your Principal and your Regional Director of Operations, you will gain a clearer sense of where you are and what you should do to continue to grow and develop. This process is an opportunity for you to formally connect with your managers and step back from your day-to-day responsibilities.

**Lastly, as a Director of School Operations you are both a participant and a facilitator of the feedback and development cycle**. Completing your own PGP, IDP and step-backs will give you a richer perspective on leading your direct reports through the same process. After meeting with your managers, reflect on the high points of your process and consider how to create strong experiences for your staff.

# **Timeline**

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| **Deadline** | **Action** |
| **November 15, 2013** | Finalize 2013-14 Operational Excellence Goals (from 2012-13 IDP) |
| **January 24, 2014** | Review 360 Survey Results |
| **February 14, 2014** | Complete PGP Self-Evaluation (Part A) and Submit to Principal & RDO |
| **March 14, 2014** | Complete PGP Conversation with Principal & RDO |
| **March 28, 2014** | Complete IDP (Part B) with Input from Principal & RDO |
| **April 11, 2014** | Submit Final PGP & IGP Document to [OpsPGP@achievementfirst.org](mailto:OpsPGP@achievementfirst.org) (Part C) |
| **June 2014** | Spring Step-Back Conversation (optional) |
| **August 2014** | Draft 2014-15 School Ops Team Goals |
| **October 2014** | Fall Step-Back Conversation |

# **Ratings**

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| **Rating** | **Description** |
| **5** | **Role Model**: DSO shows exceptional skill in this standard and is among the top 5% in the entire network. |
| **4** | **Exceptional**: DSO consistently exceeds expectations and is an exemplar for this standard and is among the top 15 to 20% in the entire network. |
| **3** | **Demonstrates Strength**: DSO consistently meets expectations and is solid for this standard. Note: Strong DSOs will have mostly 3s on their PGP. |
| **2** | **Building**: DSO meets this standard some or most of the time but is not yet consistently solid. |
| **1** | **Needs Development**: DSO consistently does not meet expectations for this standard. This is an area for growth and the DSO should work with supervisors and/or colleagues to improve. |
| **N/A** | **Not Observed**: DSO is not responsible for meeting this standard or the manager does not have enough data to evaluate the standard. If not applicable, the DSO and the manager will both leave the rating blank or write N/A. |

# PGP & IDP Process Directions

**Part A: Professional Growth Plan (PGP) – Reflection and Feedback**

***January – March***

**Professional Growth Plans are one tool used by Achievement First to provide consistent, aligned, on-going feedback and training**. Opportunities to self-evaluate and receive feedback are foundational to the professional growth and development of individual team members and to the network as a whole.

1. Find time to reflect before you write your PGP self-evaluation

* Budget approximately 1 hour to thoughtfully reflect on your performance by referencing your (1) 360 Feedback Survey Results, (2) Org Health Survey Results, (3) Ops Scorecards, (4) Deep Dives, (5) 2012-13 PGP.

1. Complete and submit your PGP self-evaluation

* Schedule your PGP conversations with your RDO and Principal to take place on or before March 14, 2014.
* In Section 2, copy/paste your final 2013-14 Operational Excellence Goals.
* Rate your performance for the 2013-14 school year. In Sections 2 through 6, mark each rating (1-5, no fractions) with a capital letter “**X**” and comments in the **white** sections. If an item is not applicable to you, please write “N/A.”
* Based on Sections 2 through 6, complete your 2013-14 Executive Summary in Section 1. In this section, summarize your work over the past year, including three areas of exceptional performance and three areas for growth. When appropriate, cite specific evidence to support your ratings.

1. Send your PGP self-evaluation to your RDO and Principal by February 14, 2014.
2. Complete PGP Conversation with Principal & RDO by March 14, 2014

* Once you submit your PGP self-reflection, your RDO will complete his/her appraisal, with significant input from your principal, directly underneath yours, in the **gray** sections, thus creating a written dialogue.
* The PGP conversation is an opportunity to discuss both your own self-ratings and your RDO & Principal’s ratings of your performance, as well as what the appropriate goals are for your growth moving forward. It is an opportunity to identify strengths, areas for improvement and future performance and learning/development goals.

**Part B: Individual Development Plan (IDP) – Looking Forward**

***March – April***

**The Individual Development Plan is a tool to help you keep track of your *performance* and *development* goals and re-visit them throughout the year**. It will enable you to keep your Principal and RDO up-to-date on what you have achieved and what you would like to learn throughout the year.

1. Develop your Operational Excellence Outcome & Professional Development Goals

* Based on your 2013-14 PGP self-reflection, Principal/RDO feedback and school’s 2014-15 priorities, build Operational Excellence Outcome Goals (execution) and Professional Development Goals (learning).

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|  | **Operational Excellence Outcome Goal** | **Professional Development Goal** |
| **Definition** | **Goals you are responsible for achieving**. They are execution-oriented goals that you and your managers have discussed. | **Goals associated with your professional learning**. These are areas that you would like to grow professionally in and will ultimately help you achieve your operational excellence goals. |
| **DSO Example** | Ensure 100% of new hires are on-boarded with the correct paperwork by the first day of New Staff Training. | Strengthen management skills to ensure I am providing on-going feedback and recognition to direct reports. |

* Ensure your goals are specific and measurable (e.g., “New staff laptops distributed” vs. “100% of new team members receive a laptop and desk phone within 3 days of their start date”). To make your goals SMART, be sure to:
* Be *specific*. Determine exactly what you plan to accomplish. Narrowing in on the details will clarify what needs to be accomplished.
* Make goals *measureable*. Measurable goals are easier to track, more likely to be accomplished, and will leave goal-setters with a stronger sense of achievement when the goal is completed. When possible, goals should be quantifiable (include specific numbers).
* Make goals *attainable*. Keep the bar high, but realistic. Strong goals feel like a stretch, but not an impossible leap.
* Make goals *relevant*. By identifying goals that make the difference in our professional practice, we increase our impact on our schools and our scholars.
* Make goals *time-bound*. A goal should be grounded within a stated time-frame. Including a specific window of time is another way of making sure the goal is specific, measureable and attainable.

1. Complete your Personal Priorities in Section 3 (Optional)
2. Send your draft IDP to your RDO and Principal by March 28, 2014

**Part C: Submit your PGP and IDP -- Finalize & Revisit Your Goals**

1. Email your completed PGP & IDP to your RDO & [OpsPGP@achievementfirst.org](mailto:OpsPGP@achievementfirst.org) by April 11, 2014.
2. Revisit your IDP throughout the 2014-15 school year

* Review your Individual Developmental Plan (IDP) regularly with your manager during check-ins and/or step-backs to discuss progress – make it a habit!

# Part A: Professional Growth Plan – Reflection and Feedback

**Section 1 – Executive Summary**

**In this section, summarize your work over the 2013-14 school year, including three areas of exceptional performance and three areas of growth**. You may comment on any section of the PGP when completing your summary. Please comment on the “what” as well as the “how” of your work, and when relevant, site evidence. The goal is to provide a clear picture of your overall performance.

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| **DSO Comments** |
| **RDO Comments** |

**Section 2 – Operational Excellence Goals**

| **Goals** | **RM (5)** | **E (4)** | **DS (3)** | **B (2)** | **ND (1)** | **N/A** |
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**Section 3. Core Values and Responsibilities**

| **Focus Area** | **Indicator** | **RM** (5) | **E** (4) | **DS** (3) | **B** (2) | **ND** (1) | **N**/**A** |
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| **No Excuses or Shortcuts** | Works hard every day to deliver on the urgent promise to provide an outstanding education for all students; owns shortcomings and does not seek to blame external forces. |  |  |  |  |  |  | |
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| **Team & Family** | Cares about others and treats everyone with respect. Works hard to preserve a sense of family. Has fun with team and celebrates differences. Collaborates and shares best practices; pitches in when teammates are struggling. |  |  |  |  |  |  | |
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| **People Matter – Mightily** | Honors his or her own personal, family and community commitments and those of others. Contributes to an environment that is exceptionally professional, collegial stimulating and supportive. |  |  |  |  |  |  | |
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| **Excellence is a Habit** | Strives to set the standard in everything he/she does. Relentlessly pursues excellence and does not settle for “so-so” from students or self. |  |  |  |  |  |  | |
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| **Sweat the Small Stuff** | Pays attention to even the smallest details to ensure smooth, predictable, and effective outcomes in everything he or she does. |  |  |  |  |  |  | |
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| **First Things First** | Recognizes that the needs of students always come before adults and prioritizes students first. |  |  |  |  |  |  | |
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| **Whatever It Takes** | Is persistent, insistent, and deliberate in his or her actions; gives 100% every day and goes the extra mile to make the difference in the lives of our students. |  |  |  |  |  |  | |
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| **Many Minds, One Mission** | Sees self as a partner in a national effort to improve the communities in which we live and work; is eager to learn best practices from other high-performing schools. |  |  |  |  |  |  | |
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| **Everything With Integrity** | Values integrity and models it for students; does not merely post the REACH values but allows them to drive actions and words; is humble, honest, and admits mistakes. |  |  |  |  |  |  | |
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**Section 4 – Ops Core Excellence Essentials**

| **Focus Area** | **Indicator** | **RM** (5) | **E** (4) | **DS** (3) | **B** (2) | **ND** (1) | **N**/**A** |
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| **School Readiness** | **Readiness Planning & Execution**: Successfully works with ops team and fellow school leaders to create and execute an air-tight school readiness plan that ensures the school is fully operational on Day One. Classrooms, administrative offices, shared spaces and supply cabinets are clean, well-organized and fully stocked with the necessary supplies and equipment so that teachers can be 100% focused on the start of the academic year. |  |  |  |  |  |  |
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| **End-of-Year Closeout**: Successfully works with ops team and fellow school leaders to create and execute an air-tight end-of- year closeout plan including but not limited to classroom checkout, inventory of existing curricular holdings, and technology collection. The checkout process is effective and executed in such a way that it does not disrupt instruction. |  |  |  |  |  |  |
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| **Budget & Finance** | **AF Report Card**: School meets or exceeds their financial performance metrics for the fiscal year as defined by the AF Report Card. |  |  |  |  |  |  |
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| **Budget Management**: DSO meets with principal on a monthly basis to review forecast and make budget management recommendations that align resources to academic priorities. |  |  |  |  |  |  |
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| **Payroll**: Payroll is 100% accurate 100% of the time. Deadlines are consistently met and late submissions occur only under extreme circumstances that are truly beyond the DSO’s control. |  |  |  |  |  |  |
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| **Audit**: School’s year-end audit is completed with no major management or repeat minor management findings reported relating to any of AF's documented fiscal policies and procedures. |  |  |  |  |  |  |
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| **Accounts Payable**: Approves, codes and submits bills on a consistent basis (weekly being the norm but no less than bi-weekly) such that vendor payments are timely and accurate. |  |  |  |  |  |  |
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| **Free & Reduced Lunch Status**: Ensures that no fewer than 98% of enrolled students have free and reduced price lunch determination in IC by 10/1/13. |  |  |  |  |  |  |
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| **Personnel & Benefits** | **Employee Policies**: Demonstrates command of, adheres to, and promotes compliance with AF’s personnel policies as documented in the Employee Handbook and HR Guide. |  |  |  |  |  |  |
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| **Successful HR Management:** Successfully serves as the school’s go-to person and first line of defense for employee issues. Personnel issues/grievances are resolved in a timely and discrete fashion. |  |  |  |  |  |  |
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| **Benefits Management**: Pro-actively facilitates enrollment, changes and termination of employee benefits; provides instructions and paperwork, and schedules provider meetings when appropriate. |  |  |  |  |  |  |
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| **Employee Record Keeping**: All employee files are accurate, up to date and complete per AF’s Human Capital Deep Dive and external audit standards. |  |  |  |  |  |  |
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| **Student Testing & Academics** | **Interim Assessments:** Each IA cycle, 98% of all student test data is scanned, uploaded and ready in advance of Data Day. |  |  |  |  |  |  |
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| **Non-Interim Assessments**:Ensures that 100% of our scholars take 100% of internal (e.g., DRP, TerraNova) and external assessments (e.g., CMT, Regents). In partnership with school leaders, manage all testing logistics. |  |  |  |  |  |  |
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| **Progress Reports & Report Cards**: 100% of Progress Reports and Report Cards are published on time; in partnerships with school leaders, owns communication with staff and families, and logistics of associated events. |  |  |  |  |  |  |
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| **Facility Management** | **Facility Appearance**: Ensures that the school is a safe, bright and inviting educational atmosphere learning environment for our scholars but also a bright and inviting educational atmosphere that communicates excellence and professionalism, and inspires learning and achievement. DSO owns facilities related issues so the principal can focus on instruction. |  |  |  |  |  |  |
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| **School Services** | **KPI Reporting & IC Data Integrity**:Ensures all requiredInfinite Campus data fields are complete and accurate as defined by the Monthly Data Check; ops team produces monthly KPI report with strong data analysis on-time. |  |  |  |  |  |  |
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| **Student Enrollment**:Works closely with Team X, District and/or matriculation school partners to ensure the school is fully enrolled. Owns the enrollment process: follows up with lottery winners, obtains seats acceptance forms, manages the waitlist, coordinates orientations, etc. |  |  |  |  |  |  |
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| **Food Services**:Makes daily student food services seamless so instructional time is not lost; ensures meal tracking is compliant with the National School Lunch Program and/or state laws, explores healthy snack options and proactively plans food needs for field lessons. |  |  |  |  |  |  |
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| **School Safety**:Ensures school conducts all safety drills as required by law. Maintains an actionable School Safety Plan that all staff members are knowledgeable and trained in the response tactics. |  |  |  |  |  |  |
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| **Student Transportation**:Makes daily transportation as seamless as possible for scholars, parents and school staff; coordinates all arrival/dismissal logistics and proactively troubleshoots problems. |  |  |  |  |  |  |
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| **Day-to-Day Procurement**: Ensures staff and scholars consistently have the materials they need to be successful. Establishes clear system for staff to request items and for standard requests to be fulfilled within 24-48 hours. Essential supplies are never missing. |  |  |  |  |  |  |
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| **Readiness Procurement**: School Readiness orders are placed well in advance; school is fully stocked and set up with furniture, curriculum and supplies in time for the first day of class. |  |  |  |  |  |  |
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| **Roles & Responsibilities** | **Who to Go to For What**: Ensures that the work of the ops team is clearly defined, documented and communicated such that the principal, deans and instructional staff know which ops staff member to go to for which requests throughout the course of the school year. |  |  |  |  |  |  |
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**Section 5 – Talent & Organizational Leadership**

| **Focus Area** | **Indicator** | **RM** (5) | **E** (4) | **DS** (3) | **B** (2) | **ND** (1) | **N**/**A** |
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| **School Leadership** | **Thought Partner**: Has achieved true “thought-partner” status on the school leadership team. Serves as a respected, active, and contributing member, ensuring the overall effective operation of the school and supporting the school’s pursuit of academic excellence for all students. |  |  |  |  |  |  |
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| **Network Leadership** | **Network Support Relationships**: Seeks to understand decisions, mend fences, own school-based mistakes, and professionally address differences with Network Support teammates; cultivates a partnership rather than an “us-them” relationship with Network Support ops-facing teams. |  |  |  |  |  |  |
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| **Many Minds, One Mission**: Shares knowledge and effective operations practices and strategies so that others can benefit from them; leverages the power of the network and uses other school/team practices to strengthen own school; cheerleads for other schools in the AF network. |  |  |  |  |  |  |
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| **Learning & Development Leader** | **Talent Champion**: Supports team member learning and development by engaging in inspiring annual PGP process, having regular conversations about learning and development goals, identifying appropriate avenues of learning to support growth, and assigning appropriate “stretch” projects aligned to skill and interests. |  |  |  |  |  |  |
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| **Manages High Performers**: Works hard to recognize, stretch, reward, and career plan for top performers. Team members who receive a renewal consistently accept. |  |  |  |  |  |  |
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| **Manages Low Performers**: Engages aggressively when team members are struggling and employs a transparent process to help them improve. Removes persistent low performers. |  |  |  |  |  |  |
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| **Performance Management** | **High Bar for Performance**:Communicates a high bar for performance in a manner that supports, challenges and inspires each team member. |  |  |  |  |  |  |
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| **Sets and Tracks Performance Goals**: Works with each team member to set clear, measureable, outcome-oriented performance goals and formally and informally benchmarks progress towards goals. |  |  |  |  |  |  |
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| **Diversity & Inclusiveness** | **Builds Relationships**: Builds productive working and/or mentoring relationships with those from diverse backgrounds, particularly with someone from a different cultural and socioeconomic background. |  |  |  |  |  |  |
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| **Talent Development**: Actively seeks to recruit, retain and develop a diverse staff, emphasizing efforts for staff members who share similar backgrounds with our students (Black, Latino, Multi-racial and First generation College). |  |  |  |  |  |  |
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**Section 6 – Management & Individual Success Factors**

| **Focus Area** | **Indicator** | **RM** (5) | **E** (4) | **DS** (3) | **B** (2) | **ND** (1) | **N**/**A** |
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| **Project Management and Planning** | **Planning:** Is a strong short-, medium- and long-term strategic planner, leading a culture of proactive, systematic and consensus-driven planning and operations. |  |  |  |  |  |  |
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| **Sets Clear Project Goals:** Ensures clear, measureable, outcome-oriented goals for staff members on all projects and initiatives. Team is bought into goals and feel motivated by and accountable to them. |  |  |  |  |  |  |
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| **Assesses Progress Towards Project Goals**: Keeps goals front and center and regularly assesses progress toward goals. |  |  |  |  |  |  |
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| **Managing Without Authority**:Able to manage up and across the organization (i.e. school and network) without formal authority to effectively get things done by building effective professional relationships. |  |  |  |  |  |  |
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| **Organization and Self-Management** | **Personal Organization System**: Has a robust personal organization system that ensures all “To Do” items are captured, prioritized and accomplished. |  |  |  |  |  |  |
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| **Hits Deadlines:** Attends meetings and hits school and network driven deadlines (or proactively reschedules when necessary); breaks down priorities and large projects to make them manageable. |  |  |  |  |  |  |
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| **Communication** | **Communicates Effectively with all Stakeholders:** Effectively utilize all forms of interpersonal communication (written and oral) to staff, students, parents and Network Support partners in order to advance school agenda. |  |  |  |  |  |  |
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| **Public Speaking**: Speaks with confidence and credibility to a variety of stakeholders. Exudes a strong, positive presence in a group. |  |  |  |  |  |  |
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| **Professional Judgment & Discretion**: Acts with discretion and sensitivity as pertains to the organization's sensitive and/or confidential data (e.g., salary information, renewal status); uses best judgment to determine when to communicate about issues, to whom, and when to ask for help. |  |  |  |  |  |  |
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| **Timeliness and Responsiveness**: Returns calls and emails to staff within 48 hours, even if to say “I need more time.” |  |  |  |  |  |  |
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| **Relationships** | **Recognizes Staff**: Ensures staff knows they are cared for and valued; publically and privately compliments individual staff members and the team on strengths and contributions they have made to the mission. |  |  |  |  |  |  |
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| **Listens to Staff**: Regularly checks in with staff; listens and has a keen sense for how everyone on the team is doing. |  |  |  |  |  |  |
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| **Builds Relationships and Provides Air Cover**: Builds strong relationships with staff, takes care of them and backs them up when they need air cover; in turn, the leader is appreciated and respected by staff. |  |  |  |  |  |  |
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| **J-Factor**: Cultivates joy by fostering relationships between staff members. Models joy by being among the most positive people in the building. |  |  |  |  |  |  |
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| **Purposeful Team & Individual Meetings** | **Positive Meetings:** Maximizes meeting time so it is a productive, positive experience for team members. |  |  |  |  |  |  |
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| **Organized, Productive Meetings:** Sends out agendas in advance, clearly communicates the purpose of the meeting, and follows-up on next steps. |  |  |  |  |  |  |
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| **Distributed Leadership and Delegation** | **Distributes Leadership/Maximizes Individual Strengths:** Effectively distributes tasks and projects in a way that maximizes strengths of individual staff members; resists the impulse to “do it on my own,” freeing time to tackle the most critical issues. |  |  |  |  |  |  |
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| **Clear Roles, Responsibilities & Performance Metrics:** Defines clear roles, responsibilities, and outcomes/metrics for all ops staff so that everyone understands and is invested in what they “own” and how their performance will be evaluated. |  |  |  |  |  |  |
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| **Giving & Receiving Feedback** | **Gives High-Quality & Challenging Feedback:** Gives on-going, real-time, specific positive and constructive feedback that is actionable and delivered in a fair and accurate manner that fosters “we’re on the same team” feeling. Does not shy away from the most challenging conversations and provides targeted feedback to staff on problem areas. |  |  |  |  |  |  |
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| **Regularly Solicits and Applies Feedback**:Frequently requests feedback from team members, responds to feedback without defensiveness, and applies feedback received to strengthen own performance. |  |  |  |  |  |  |
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| **Reflects & Adapts**: Reflects on his or her actions and adjusts behavior and systems accordingly. Models humility and admits mistakes; seeks out thought partners. |  |  |  |  |  |  |
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| **Systems Driven** | **Clear Systems:** Without external prompts, makes method out of madness. Continuously reviews and refines ways to streamline and improve school processes in service of instructional time, compliance and customer service. |  |  |  |  |  |  |
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| **Systems in Service of Students**: Understands that excellent operational systems must first and foremost further student achievement. |  |  |  |  |  |  |
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| **Creative Problem-Solving** | **Addresses Weaknesses & Finds New Solutions**: Constantly identifies areas of school or team weakness and finds ways to establish or revise processes. Relentlessly pushes through brick walls to find new solutions to complex problems and seeks practices from other AF schools. |  |  |  |  |  |  |
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| **Handles Unexpected Issues**: Creatively and calmly handles unanticipated issues or ambiguity. In times of crisis, maintains a positive, solution-oriented mindset; embodies resilience and perseverance. |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Mission Front and Center** | **Mission Drives School-Based Decisions:** Uses the mission as a litmus test for school-based decisions and to provide focus when prioritizing what will have the greatest impact on students. |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Service Orientation**:Sees role as in service of the school, consistently looks for ways to relieve his/her managers and teammates by taking on additional projects and/or responsibilities |  |  |  |  |  |  |
|  |  |  |  |  |  |

# Part B: Individual Development Plan (IDP) – Looking Forward

**Section 1 – Operational Excellence Outcome Goals**

| **Operational Excellence Outcome Goal** | **June Step-Back Progress** | **October Step-Back Progress** |
| --- | --- | --- |
| **DSO Example**: Ensure 100% of new hires are on-boarded with the correct paperwork by the first day of New Staff Training. | Attended Human Capital webinar and created a tracker for new hire paperwork. | According to Human Capital tracker in the Ops Blast 100% of our new hires paperwork was completed on-time! |
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**Section 2 – Learning & Development Goals**

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| **Learning/Development Goal** | **Success, Strategy & Support**  *How will you measure success? What will you do to get there?*  *What support do you need?* | **June Step-Back**  *What do you plan to achieve by your June step-back* | **October Step-Back**  *What do you plan to achieve by your October step-back* |
| **DSO Example:** Develop expert-level knowledge of how to support individuals and cohorts in professional growth, so that they’re more effective and happier in their jobs and careers | **70% On-the-Job Learning**:Listen as an inactive participant on Principal-Regional Sup talent planning conversations; build learning plans for each ops staff member | * Ask principal to participate in talent planning conversations * Plan strong IDP meetings | * Partner with principal and/or school staff with high ratings as coach |
| **20% Coaching & Mentoring**: Get input and coaching from RDO on learning plan design; ask veteran DSOs with strong SSMs for sample stretch projects and coaching tactics. | * Connect with at least 2 DSOs * Get initial feedback from RDO on staff IDPs | * Get feedback from RDO on staff IDPs in preparation for SSM/OC step-back |
| **10% Direct Instruction**: Get access to and read best practices shared in subscription listserves (e.g., Bridgespan, Marshall Memo) | * Ask Laura Clancy for Network subscription info | * Complete research and documentation by mid-July |
|  | **70% On-the-Job Learning**: |  |  |
| **20% Coaching & Mentoring**: |  |  |
| **10% Direct Instruction**: |  |  |
|  | **70% On-the-Job Learning**: |  |  |
| **20% Coaching & Mentoring**: |  |  |
| **10% Direct Instruction**: |  |  |
|  | **70% On-the-Job Learning**: |  |  |
| **20% Coaching & Mentoring**: |  |  |
| **10% Direct Instruction**: |  |  |

**Section 3 – Personal Priorities**

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| --- | --- | --- | --- | --- |
| **Personal Priority** | **Success**  *How will you measure success?* | **Strategy & Support**  *What will you do to get there?*  *What support do you need?* | **June Step-Back**  *What do you plan to achieve by your June step-back* | **October Step-Back**  *What do you plan to achieve by your October step-back* |
| **DSO Example:** To run a marathon in September | Run it under 3.5 hours. | Run 3 days a week and do yoga every Sunday. | Ability to do long-runs with an 8-minute mile pace. | Run the marathon in under 3.5 hours. |
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