***Rhonda L. Callaway***

***Professional Growth Plan***

***Superintendent Start Date: August 1, 2019***

**Standard 1: Strategic Leadership The superintendent creates conditions that result in strategically reimaging the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and/or the workforce, and is prepared for life in the 21st century. The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a vision.**

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| GOALS | ACTION | EVIDENCE |
| GOAL:  Progress toward the final product of our Portrait of a Graduate collaboratively, with clear, detailed objectives and strategies for execution. (revised)  **Timeframe – June 30, 2019**  GOAL:  Begin the work for developing a Strategic Plan for Webster County Schools. (continued) | * Build rubrics for grades K-12 regarding demonstration of the key descriptors for the progression of a Webster County Graduate Profile. * Put together a team of people that represent all departments in the school system as well as community members. * District Team visit Russellville Ind. to observe their work with students throughout the school year. * Collaborate to pull together strategies and activities implemented in the different facets of educational components our district has developed. | * Awareness and input by all K-12 teachers. (revised) * Team established by the end of March, 2019. (completed) * Fall of 2019 * Semester 1 of 2019 |
| Standard 2: Instructional Leadership The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career ready. | | |
| GOALS | ACTION | EVIDENCE |
| GOAL:  With administrators and teachers, identify curriculum gaps, needed policy changes, barriers to student performance and success.  **Timeframe – Semester 1 2019**  GOAL:  Expand opportunities for students, such as dual credit, career pathways, extracurriculars, and industry mentors. | * Determine where we are with regards to instructional goals, creativity, innovation, curiosity and the digital conversion. * Disseminate a survey to teachers and parents determining where we are in our digital conversion work * Observe classrooms, talk with teachers to identify their areas of concern and strengths regarding curriculum * Determine where we need programs, products, professional learning in order to meet student needs * Create a larger publicity platform for students who are eligible to attend HCC/MCC Early College Academy. | * Document with compiled information from each schools’ staff regarding our digital natives, curriculum alignment and strengths/areas for improvement in the district’s current state. * More students enrolled in the Early College Academies.   (currently we have increased the number of students attending MCC’s Early College Academy) |
| Standard 3: Cultural Leadership The superintendent understands and acts on the important role a system’s culture has in the exemplary performance of all schools. He/she works to understand the people in the district and community as well as their history and traditions as they move forward to support and achieve district goals. The superintendent must be able to improve the district culture, if needed, to align the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose. GOALS | | |
| GOALS | ACTION | EVIDENCE |
| GOALS:  Maintain positive district culture in the schools and community.  **Timeframe – (**continued**)** | * Increase attendance at community events. * Periodically attend Chamber meetings, Health Coalition, ASAP, Economic Development and KWIB meetings. * Communicate to school leaders the agendas/minutes from meetings above. | * Stronger partnerships with the community will be evidenced by their involvement in the schools as well as staff/students doing service learning projects in the community. |
| Standard 4: Human Resource Leadership The superintendent ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning. | | |
| GOALS | ACTION | EVIDENCE |
| GOALS:  Build a committed, trusting leadership team. (fully staffed with admin roles at district/school level)  Ensure a strategic approach to professional growth, professional development and accountability.  Ensure each schools’ SBDM Council knows the vision/mission for the district.  **Timeframe – Semester 1 2019** | * 1:1 meetings with principals * Monthly Administrator Meetings focused on data and professional learning * Meet with each schools’ SBDM Council. | * Superintendent and principals establish an open-door approach to problem-solving issues they are faced with. * By the end of the school year the District Administrator Team will have the professional learning days planned for the summer and the 2019-2020 school year. (completed and ready for implementation) * Agenda and minutes will reflect the discussion around the district’s vision/mission as well as feedback from the council members. |
| Standard 5: Managerial Leadership The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and a | | |
| GOALS | ACTION | EVIDENCE |
| GOAL: Document and improve processes including new construction, facilities management, crisis planning, and use of funds. **(**continued**)** | * Lead the Resource Efficiency Team through the planning of all finances that impact the district’s needs. **(**continued) | * Agendas/minutes that reflect the discussions during Resource Efficiency Meetings. **(**continued) |
| Standard 6: Collaborative Leadership The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill. | | |
| GOALS | ACTION | EVIDENCE |
| GOALS:  • Increase communication with the Board, schools, and community. (continued) | * Through the use of Social Media, email, texts and local newspapers, I will create “sound bites” of information to keep all stakeholders informed about the “state of Webster County Schools”. | * There will be less questions/comments about what is happening in our schools. |
| Standard 7: Influential Leadership The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students. | | |
| GOALS | ACTION | EVIDENCE |
| GOALS:  • Ensure that WCPS is represented on regional, state and national boards to both impact policy and acquire information about successful practices. (continued) | * Participate in the local county government Census 2020 conversations. * Meet with Judge Steve Henry (ongoing) * Meet with Robbie Mills (Spring 2018) * Continue my work at the state level in Ky Women in Leadership (KWEL), English Learner Advisory Council, Work Ready Community. * Establish a Key Communicators Group (continued) | * A seamless avenue of communication will develop to ensure the school system understands the “state of the community” and the community understands the “state of the school system”. |