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| **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 who graduates from high school, is globally competitive in postsecondary 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. | | |
| **Operationalizing a shared vision for learning. *The superintendent will…*** | | |
| **Goals**  **Working with internal and external stakeholders, develop and identify competencies for the Todd County School District to cultivate and drive the development and implementation of “Profile for a Graduate”.**  **Based on development of competencies and graduate profile, a strategic plan will be initiated to provide a sense of purpose and impact of resources on stakeholders within the school district.** | **Actions that demonstrate the standard**   * **Profile of a Graduate: Develop competencies at all 3 levels for our graduation level (5, 8, 12)** * **Include and integrate into CTE instruction: work ethic, communication, soft skills** * **Use these competencies to drive strategic plan** * **Ensure Competencies for each of the 3 stages – measurable, and accomplished(rubric)** | **Evidence**   * **Development of competencies of Profile of a Graduate, including feedback from all schools, stakeholders and community entities** * **Written strategic plan for the district using competencies from Profile of a Graduate to drive district goals and focus.** |
| **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 over time and every student graduates from high school college- and career-ready. | | |
| **Putting student learning at the center***.* ***The superintendent will…*** | | |
| **Goals**  **New Kentucky Academic Standards are implemented with fidelity, and Kentucky Assessment and Accountability Data provided from state assessments are analyzed for performance gaps. Schools and districts will disaggregate student test scores and other performance data by student characteristics to enable better comparisons between groups, and provide targeted interventions to students.**  **Focus on revised Kentucky Graduation Requirements, working with students beginning in 8th Grade through high school to ensure students receive career counseling, and high school classes are aligned to students’ post-secondary goals. As well, students will be provided with experiences that can help them be more prepared to enter college or the workforce.** | **Actions that demonstrate the standard**   * **Reduce class size** * **New Teacher Institute to provide guidance and support to new teachers within the district** * **ELEOT Walkthroughs, ABRI Data, follow through with interventions – evidence showing** * **Career Counselor assists students in understanding their choices for post-secondary education and career training; maintaining liaisons with community leaders and business; providing information and/or direction to students, parents, teachers, and administrators about career and educational services available to eligible students** | **Evidence**   * **Evaluating teacher retention, student enrollment, and program needs to ensure the staffing needs of all schools are adequately met and student to teacher ratio is decreased.** * **Using ELEOT Walkthroughs and observation data, schools identify areas focus to improve instruction districtwide.** * **Using student Individualized Learning Plans (ILPs) students are provided with career related instruction, opportunities to explore career options, visit and learn about career opportunities. Career pathways for students are identified and students and parents are provided with resources to assist with career and college interest.** |
| **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. | | |
| **Understanding and influencing the district’s environment. *The superintendent will…*** | | |
| **Goals**  **Build internal capacity within district staff and leadership, providing opportunities to improve the abilities, skills and expertise of educators. Build teacher effectiveness by cultivating self-reflection, planning, and intentionality amongst all staff.**  **Lead district with integrity and transparency, setting an example and creating a foundation of trust through regular communication and engagement.** | **Actions that demonstrate the standard**   * **Build leadership capacity within the district and open communication lines to support schools.** * **Utilize GRREC to complete a Culture Triage Survey** | **Evidence**   * **Build capacity within the district administration and leadership, providing opportunities for professional development, leadership opportunities within school.** * **At each school, hold quarterly meetings with teacher leadership teams to open communication between schools and teachers.** * **Analyze results of the Culture Triage Survey, to determine plans, goals and needs of the district.** |
| **Standard 4: Human Resource Leadership**  The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff. The superintendent uses distributed leadership to support teaching and learning, plans professional development, and engages in district leadership succession planning. | | |
| **Managing systems and operations for staff. *The superintendent will…*** | | |
| **Goals**  **Empower administrators and teachers, by highlighting their strengths. With the use of New Teacher Academy, mentorship and allowing team members to leverage their individual strengths, better employee engagement will result.**  **Evaluate current programs to determine long term plans, goal setting, and follow up to best serve the needs of the district.** | **Actions that demonstrate the standard**   * **Monthly administrative meetings to disseminate information.** * **Finance and attendance clerk meetings monthly** | **Evidence**   * **Recognize staff through incentives (attendance, acknowledgements, team rewards, etc.) to improve culture and recognize staff for positive efforts, and make awards meaningful for staff** * **Utilize strengths of administration to create an effective chain of command.** * **Log from monthly school finance meetings to ensure building needs are met and finances are well managed to best benefit the students.** |
| **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 assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district**.** | | |
| **Managing District operations effectively and efficiently. *The superintendent will…*** | | |
| **Goals**  **With new requirements of Senate Bill I, work with School Safety Coordinator and Chief Finance Officer to effectively plan and anticipate upcoming expenses to ensure school safety measures are in place.**  **Work with auxiliary services (transportation, maintenance, food service, and technology) to ensure district needs are clearly identified and long-term planning is in place.** | **Actions that demonstrate the standard**   * **Increased focus on mental health/counseling/trauma informed care – using school safety coordinator guidelines as provided by Senate Bill I** * **Maintenance schedule on facilities, transportation, and technology** * **Schools will provide detailed accountability and student growth information to the board.** | **Evidence**   * **Guidance Counselor logs of times met with students, with 60% of guidance counselor time focused on time with students.** * **School Security Risk Assessments conducted at each school, with documentation on school emergency and crisis preparedness** * **Ensure annual technology plan, maintenance plan, and facility plans are aligned with district needs** * **Individual schools provide presentation of school data and provide feedback to board members on instruction, student growth, and assessments** |
| **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**.** | | |
| **Collaborating with and responding to diverse communities. *The superintendent will…*** | | |
| **Goals**  **Continue to build partnerships with community partners and industry leaders to increase post-secondary opportunities for students. Build common frameworks that align with workforce development efforts.**  **Increase opportunities for students to participate in high-quality career and technical education, providing students with the academic, technical, and employability skills to pursue post-secondary training, higher education and ongoing learning**. | **Actions that demonstrate the standard**   * **Development and direction of the AMTC – we have a steering committee that will work with the AMTC that will grow - Steering committee can hire and help with the steering committee – just speaking with him – there is a legitimate list of who is on the committee – community members, parents, industry, and students, along with post-secondary partner, Novelis – we have the beginnings, but not where we need to be.** | **Evidence**   * **Support instruction, student support and leadership at Advanced Manufacturing Technology Center – quarterly report of actions at AMTC, with a focus on student instruction and community partnerships.** * **Career Counselor assists students in understanding their choices for post-secondary education and career training; maintaining liaisons with community leaders and business; providing information and/or direction to students, parents, teachers, and administrators about career and educational services available to eligible students** |
| **Standard 7: Influential Leadership**  The superintendent promotes the success of teaching and learning 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. | | |
| **Working effectively with the Board of Education and the larger political structure. *The superintendent…*** | | |
| **Goals**  **Cooperation and collaboration with TCBOE to ensure curriculums are academically rigorous, integrated, and sequenced programs of study are aligned with new Kentucky Graduation Requirements.**  **Ensure policies and procedures are followed by building capacity within administrative personnel to include expectations, accountability, authentic evaluations.** | **Actions that demonstrate the standard**   * **Monthly administrative meetings to disseminate information.** * **Working with you as board members – continue to have meetings and work sessions where there is open, honest dialogue – where issues are addressed – for the most part continue to work and develop the relationship where we know one another and move in the same direction** | **Evidence**   * **Open dialogue between the board of education and superintendent to improve student instruction and ensure curriculum is aligned to the New Kentucky Graduation Requirements.** * **Annually review and revise Todd County Policies and Procedures, ensuring updates are aligned to KRS and KAR.** * **Create and use exit surveys with teachers for end of the year analysis of instruction and procedures** |