

Superintendent Effectiveness System / Professional Growth Plan
Chris Bentzel, Superintendent, Christian County Public Schools
2020-2021 Action and Evidence Chart

| Standards and Goals | Actions that Demonstrates Standard | Evidence/Artifacts |
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| <p><i>Standard 1 – <u>Strategic Leadership</u></i> <i>Superintendents create conditions that result in strategically reimagining the district’s vision, mission and goals to ensure that every student graduates from high school; is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st Century.</i></p> <p><i>Goal- Visionary planning and implementation will be evident in the areas of</i></p> <ul style="list-style-type: none"> <i>School Board visionary planning, goals setting (What you hope for...) and prioritization of finance initiatives, and facilities.</i> <i>Review and revise the district’s current strategic plan, vision, mission, and core value belief statements with all stakeholders</i> | <p><i>Operationalizing a shared vision for learning, the action steps taken to demonstrate this standard include:</i></p> <ul style="list-style-type: none"> Board retreats for planning and discussion (7-1-2020) and a communication protocol and working relationship established with the Superintendent and the BOE District Administration Team review the current plan and mission and make the necessary revisions to reset our organization’s purpose | <p>*All Evidence & Artifacts will be added to the Superintendent’s Professional Growth Plan at a later date (completed May 2020)</p> |

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| <ul style="list-style-type: none"> • <i>Develop a transition program for our graduating seniors to support their post-graduation plans and simultaneously meet the needs of the local community and workforce (talent pipeline project)</i> | <ul style="list-style-type: none"> • Development of transition plan for CCPS seniors in collaboration of community workforce needs so that at least 10% of our students have an opportunity to complete a workforce placement while enrolled in a CCPS school with an opportunity to later officially and successfully transition into the workforce | |
| <p><i>Standard 2- <u>Instructional Leadership</u></i> <i>The core business of school superintendents must always be teaching and learning in a system committed to shared values & beliefs, and challenging equitable education programs and learning experiences for students. Effective superintendents facilitate the stewardship of learning by creating professional learning communities focused on highly engaging, relevant instruction and improved student learning.</i></p> <ul style="list-style-type: none"> • <i>100% of students K-8 grade will exceed the national norm average growth in reading and math as measured by MAP.</i> | <p><i>Putting student learning at the center, the action steps taken to demonstrate this standard:</i></p> <ul style="list-style-type: none"> • Students have internalized goal setting and are driven by meeting and exceeding their personal growth goals through ensuring a viable and guaranteed curriculum. | |

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| <ul style="list-style-type: none"> • <i>Development and implementation of a District-wide 1:1 Technology initiative where every student has equal access to a technology device and educational training on the “blended learning model”</i> | <ul style="list-style-type: none"> • 100% of District Stakeholders are trained in the 1:1 Technology initiative and the “blended learning model” is fully implemented for secondary students | |
| <p><i>Standard 3 – <u>Cultural Leadership</u>- Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools.</i></p> <p><i><u>Goal – Maintain positive district culture in the schools and community through:</u></i></p> <ul style="list-style-type: none"> • <i>Visibility in schools and community functions</i> • <i>Leads the district through a collaborative revision process of the strategic plan along with the purpose statement and core values</i> • <i>80% of Principals and Directors will meet their working conditions goal on the Professional Growth and Effectiveness System Growth Plan.</i> | <p><i>Understanding and influencing the district’s environment. Action taken to demonstrate this standard:</i></p> <ul style="list-style-type: none"> • Attend as many community functions and student events as possible. • District’s mission, belief, and core values are re-branded and communicated with all district staff, students, and community stakeholders • The importance of building positive relationship has been discussed and is part of the principals’ growth plans • Leadership support is provided to principals that have a low rating by their staff in the area of school leadership. | |

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| <p><u>Standard 4 – Human Resource Leadership-</u> Superintendents ensure 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. Superintendents use distributed leadership to support learning and teaching, plan professional development and engage in district leadership succession planning.</p> <p><u>Goal-</u> Planning and implementation of a teacher recruitment, mentoring, and support system to increase the capacity of all CCPS certified staff</p> <ul style="list-style-type: none"> • Teacher recruitment position hired and in place for the school year 20-21 that assists schools in recruiting and retaining their current staff and recruiting the best applicants for upcoming vacancies • There is a system in place for recruitment and retention at the end of the 20-21 School Year. | <p><i>Managing systems and operations for staff. Action taken to demonstrate this standard:</i></p> <ul style="list-style-type: none"> • Recruitment leader establishes a vision, plan of action, and communicates their plan to all school principals • A strategic scorecard has been developed by the teacher recruiter, personnel director, and superintendent to | |

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| <ul style="list-style-type: none"> • <i>Site visit will reflect that 80% of schools have a process in place to support and mentor new teachers hired to their building.</i> | <p>increase the recruitment and retention efforts for CCPS employees.</p> <ul style="list-style-type: none"> • A 30 day rounding process is in place to document that all new teachers have been supported and an attempt has been made to retain their services for additional years. | |
| <p><i>Standard 5 – <u>Managerial Leadership</u> – Superintendents ensure 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 so as to meet 21st century needs of the district.</i></p> <p><i>Goal- There will be organizational planning and management processes implemented in the following areas:</i></p> <ul style="list-style-type: none"> • <i>School safety plans for all schools will be updated and IAW state mandated safety protocols</i> • <i>COVID-19 Re-entry model will be approved, monitored, and</i> | <p><i>Managing District operations effectively and efficiently. Action taken to demonstrate this standard:</i></p> <ul style="list-style-type: none"> • District Safety Officer will revise and train all administrators on the expectations of school safety • COVID-19 District Task Force will be established, provide direction, and continue to monitor and | |

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| <p><i>adjusted as necessary based on the current pandemic situation</i></p> <ul style="list-style-type: none"> <i>The District Financial Director's position and responsibilities will be revised to include fiscal responsibility of all budgets and act as the role of the district financial strategic planner</i> | <p>adjust as the COVID-19 pandemic continues</p> <ul style="list-style-type: none"> Weekly meetings with the Finance Director, to identify new ways to align general fund dollars with federal and grant money, develop a strategic plan for district budget, and develop Superintendent understanding of the district's budget throughout the SY 20-21 | |
| <p><u>Standard 6 – External Development Leadership</u> – A 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.</p> | <p><i>Collaborating with and responding to diverse communities. Action taken to demonstrate this standard:</i></p> | |

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| <p><u>Goal- Visionary planning and implementation will be evident in the areas of:</u></p> <ul style="list-style-type: none"> • <i>Development of Superintendent Advisory Councils for specific community groups</i> • <i>Development of a Racial Education Equity Plan to increase awareness and education in support of the diverse student population of CCPS</i> | <ul style="list-style-type: none"> • Begin the monthly or quarterly process of meeting with and building relationships with at least 3 different superintendent council groups • A Racial Educational Equity plan is developed, communicated, and monitored through the district to ensure racial equity for all students and staff. | |
| <p><i>Standard 7 – <u>Micropolitical Leadership</u> – 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,</i></p> | <p><i>Working effectively with the Board of Education and the larger political structure. Action taken to demonstrate this standard include:</i></p> | |

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| <p><i>policies, and goals to ensure the academic success of all students.</i></p> <p><u><i>Goal- Political advocacy for Christian County Schools at the local and state level through funding, program support and partnerships.</i></u></p> <ul style="list-style-type: none"> <i>• Advocacy and partnership through membership of at least two community organizations</i> <i>• Create awareness and build relationships with local and state legislators and government officials</i> | <ul style="list-style-type: none"> • Membership Organization-TBD • Conduct at least two meetings, held in December and May of school calendar year. Attends legislative meetings and send communications regarding education concerns. | |
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