**Superintendent Effectiveness System**

**Action and Evidence Chart**

**2020-21**

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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 each 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. |
| Goal(s) | Actions that Demonstrates Standard | Evidence/Artifacts |
| 1. To re-brand the vision and mission statement of the district to more accurately describe the focus on educating each student for the steps they will take upon graduating from Garrard County Schools.
2. Develop a PR tag to promote the district in all media platforms.
 | 1a. Schedule a board retreat to begin the process of developing a new vision and mission.1b. Schedule a series of Advisory Council sessions with Students, Teachers, Staff, Parents, Community, and Diversity councils to gather feedback on drafts.1c. Reconvene the board to finalize the vision and mission based on advisory council feedback.2a. Utilize the new vision and mission to create the PR tag.2b. Work with a PR firm to finalize look based on tag. |  |
| **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 each student graduates from high school college-and-career ready. |
| Goal(s) | Actions that Demonstrates Standard | Evidence/Artifacts |
| 1. To develop cohesive instructional plans between the 3 elementary schools to support consistent preparation of students as they enter middle school.
 | 1a. Work with elementary principals and SBDM councils to demonstrate the need to eliminate inconsistencies in instructional plans and curriculum selection and organization.1b. Review, refine, and/or enhance scope and sequence as well as standards understanding between grade level entry and exit points. |  |
| **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. |
| Goal(s) | Actions that Demonstrates Standard | Evidence/Artifacts |
| 1. To develop a consistent plan for providing on-going updates to all stakeholders on the work underway in the district.
 | 1a. Prepare Friday video updates that keep all stakeholders abreast of the activities; instructional and non-instructional.1b. Develop and utilize 6 Advisory Councils (Student, Teacher, Staff, Parent, Community, Diversity) to create two-way communication on current or proposed initiatives. |  |
| **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 high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning. |
| Goal(s) | Actions that Demonstrates Standard | Evidence/Artifacts |
| 1. To revamp the current hiring process to ensure recruitment is considered early, induction is intentional, support is on-going, evaluation is commitment and not compliance, development is a focus, and retention is expected.
 | 1a. Develop a step-by-step protocol on how hiring occurs.1b. Connect with universities to allow for recruitment opportunities.1c. Review current induction plans to identify gaps.1d. Keep evaluation on the agenda for each principal meeting.1e. Collect data on embedded professional learning.1f. Collect data on numbers, certified and classified, of employees leaving the district. |  |
| **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 decision about resources so as to meet the 21st century needs of the district**.** |
| Goal(s) | Actions that Demonstrates Standard | Evidence/Artifacts |
| 1. To develop a successful reopening plan for both In-person learning and Interactive Distance learning.
 | 1a. Complete a plan for the safe reopening of In-person learning. 1b. Complete a plan for the Interactive Distance learning for students who opt for this style of learning.1c. Complete a plan for the Interactive Distance learning of all students should In-person learning has to be suspended for all students. |  |
| **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**.** |
| Goal(s) | Actions that Demonstrates Standard | Evidence/Artifacts |
| 1. To deepen and expand the collaborative efforts between the school district and post-secondary partnerships.
 | 1a. Review current MOAs, MOUs, LOAs which currently exist within the district.1b. Investigate and pursue additional MOAs, MOUs, and LOAs to provide more student experiences. |  |
| **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. |
| Goal(s) | Actions that Demonstrates Standard | Evidence/Artifacts |
| 1. To connect and develop a relationship with the new state representative from our district.
 | 1a. Meet with and introduce our district to our new legislator.1b. Develop a re-occurring meeting, face-to-face or virtual, with our new legislator.1c. Meet with and develop an on-going relationship with our state senator. |  |