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**Spencer County Schools**

**PROFESSIONAL GROWTH PLAN**

**2021-22**

\_\_\_\_\_\_Chuck Abell\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_Spencer County\_\_\_\_

 Name District

\_\_\_\_\_\_\_\_\_\_9/17/21\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Board Initial Approval Date Board Completion Date

While it is understood that the Superintendent will be evaluated on all seven standards, the Professional Growth Plan (PGP) provides an opportunity to narrow the focus and provide greater depth. During the 2021-2022 school year, the Superintendent will focus on the following Standard(s) in the PGP.

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| **Standard and Goal** | **Actions that Demonstrate the Standard** | **Evidence/Artifacts**  | **Dates Initiated/Completed** |
| ***Standard 1 – Strategic Leadership Superintendents create 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.***  | * Facilitate the development of 30-60-90 plans at each school
* Meet with school leaders quarterly to review and update progress on 30-60-90 day plans
* Send weekly email to board on happenings within the district
* Conduct summer retreat for district administrators to discuss vision for the district
* Facilitate a work session / retreat for board and district administrators to discuss vision for the district
 | * 30-60-90 day plans completed
* Updated plans
* Sample emails
* Retreat Agenda
* Retreat Agenda
 | * 9/15/21
* Quarterly
* Weekly
* July 2021
* October 2021
 |

**Standard 1: Strategic Leadership**

 **POTENTIAL PRACTICES/INDICATORS:** Superintendents demonstrate effective strategic leadership practices when they:

1. Create a working relationship with the local board of education, clearly defining roles and mutual expectations that result in a shared vision for the district, which assists the schools in preparing students to enter the changing world of the 21st century**. V*ision-Relationship***
2. Model and reinforce the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district’s vision, mission and goals. ***Vision-Monitor***
3. Create processes to ensure the district’s identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district. ***Strategic Planning (Implementation)***
4. Facilitate the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data. ***Strategic Planning (Monitoring/Evaluation)***
5. Determine financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan. ***Strategic Planning (Resourcing)***
6. Facilitate the implementation of federal, state, and local education policies. ***Policy***
7. Facilitate the establishment of high, academic goals for all, ensure effective monitoring protocols, and model the expectation that instructional leaders respond frequently and strategically to progress data. ***Strategic Planning (Goals)***

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| **Standard and Goal** | **Actions that Demonstrate the Standard** | **Evidence/Artifacts**  | **Dates Initiated/Completed** |
| ***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 rea*dy.*****.***  | * Review instructional programs for evidence of effectiveness in improving student achievement
 | * Board agendas / Academic Reports
 | * Ongoing
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**Standard 2: Instructional Leadership**

**SUMMARY:** 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.

**PRACTICES (Indicators):** Putting student learning at the center. The superintendent…

1. Leads the District’s philosophy of education-setting specific achievement targets for schools and students of all ability levels and monitors progress toward those targets; ***Learning/Teaching Focus: High Expectations***
2. Models and applies learning for staff and students. ***Professional Learning***
3. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels. ***High Expectations***
4. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. ***Strategic Planning (Goals)***
5. Demonstrates awareness of all aspects of instructional programs. ***Learning/Teaching Focus: High Expectations***
6. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology. ***Strategic Planning (Implementation)***

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| **Standard and Goal** | **Actions that Demonstrate the Standard** | **Evidence/Artifacts**  | **Dates Initiated/Completed** |
| ***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**.***.***  | * Conduct a review of current student involvement in career pathways and conduct student interests surveys
* Promote and utilize social media to share information and district/school success
* Facilitate the transition to a more efficient and fluid district webpage
* Facilitate a ‘Recruit and Retain’ Committee to review the salary schedules within the district and make recommendations to the board
* Facilitate student advisory meetings at each school to empower students in the decision making process.
 | * Survey Data
* Sample posts from social media outlets
* Updated Webpage
* Meeting Agendas / Board Presentations
* Meeting Agendas
 | * January 2022
* Ongoing
* January 2022
* May 2022
* Ongoing
 |

**Standard 3: Cultural Leadership**

**SUMMARY**: 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.

**PRACTICES (Indicators): Understanding and influencing the district’s environment. The** superintendent…

1. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operate from those beliefs. ***Stakeholder/Community Involvement***
2. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century. ***Stakeholder/Community Involvement***
3. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices. ***Vision/Beliefs***
4. Builds trust and promotes a sense of well‐being between all stakeholders ***Stakeholder/Community Involvement***
5. Routinely celebrates and acknowledges district successes as well as areas needing growth.

***Celebration/Acknowledgment***

1. Supports and engages in the positive cultural traditions of the community. ***Stakeholder/Community******Involvement***
2. Creates opportunities for staff involvement in the community and community involvement in the schools. ***Stakeholder/Community Involvement***
3. Creates an environment that values and promotes diversity. ***Diversity***

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| **Standard and Goal** | **Actions that Demonstrate the Standard** | **Evidence/Artifacts**  | **Dates Initiated/Completed** |
| ***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.*** | * Facilitate a ‘Recruit and Retain’ Committee to review the salary schedules within the district and make recommendations to the board
 | * Meeting Agendas / Board Presentations
 | * May 2022
 |

**Standard 4: Human Resource Leadership**

**SUMMARY:** 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.

**PRACTICES (Indicators): Managing systems and operations for staff. The** superintendent…

1. Ensures that necessary resources, including time and personnel, are allocated to achieve the district’s goals for achievement and instruction. ***Resourcing***
2. Creates and monitors processes for educators to assume leadership and decision‐ making roles.

***Staffing***

1. Ensures processes for hiring, inducting and mentoring new teachers, new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles, and places staff in strategically effective positions. ***Human Resource Functions***
2. Uses data to create and maintain a positive work environment. ***Culture/Environment***
3. Provides for results‐oriented professional growth and development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs. ***Professional Learning***
4. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations. ***Evaluation***