



FLOYD COUNTY BOARD OF EDUCATION  
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Linda C. Gearheart, Board Chair - District 1  
William Newsome, Jr., Vice-Chair - District 3  
Dr. Chandra Varia, Member- District 2  
Keith Smallwood, Member - District 4  
Steve Slone, Member - District 5

**Consent Agenda Item (Action Item):** Approve the professional growth plan of the superintendent.

**Applicable State or Regulations:** KRS 162.90 Powers and Duties of the Local Board of Education

**Fiscal/Budgetary Impact:** None

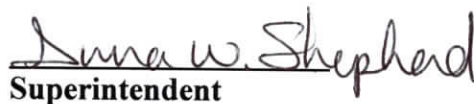
**History/Background:** As part of the certified evaluation and growth of superintendents I have developed my professional growth plan based upon the effectiveness standards of a superintendent in collaboration with Board of Education Members. The three standards of focus are cultural leadership, managerial leadership and collaborative leadership.

The Effectiveness Standards:

1. Strategic Leadership
2. Instructional Leadership
3. Cultural Leadership
4. Human Resource Leadership
5. Managerial Leadership
6. Collaborative Leadership
7. Influential Leadership

**Recommended Action:** Approve as presented.

**Contact Person(s):** Anna Whitaker Shepherd

  
Superintendent

**Date:** July 25, 2022

## PROFESSIONAL GROWTH PLAN (PGP) 2022-23

**Anna Shepherd**  
Name

**Floyd County  
District**

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.

Standard and Goal	Actions that Demonstrate the Standard	Evidence/Artifacts	Dates Initiated/Completed
<p><b>Standard 3 - Cultural Leadership:</b></p> <p>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.</p>	<p>Working with all people in district and open-door policy and communication with employees, celebrations of accomplishments, meetings with FCEA president and KESPA President, collaboration with community and stakeholders in mission, vision and core beliefs, advisory councils</p> <p>Surveys for 2022-2023 school year are on the FCS website for staff, community, family, student</p> <p>Administrative Retreat</p>	<p>a. Meetings, communications plan, social media, recognitions and celebrations, advisory councils' minutes/agendas/membership, survey data</p> <p>b. Tell Survey data</p> <p>c. Teacher retention data</p> <p>d. Student performance data</p> <p>e. Awards structure developed by the district and schools</p> <p>f. Community support of the district</p> <p>g. School visit agendas</p> <p>h. Opening Day message/agenda</p> <p>i. Student interviews</p> <p>j. Celebrations of successes for students and staff</p> <p>k. Meeting agenda with various stakeholders</p> <p>l. Messages that relay high expectations</p>	<p>On-Going</p> <p>7-25-22</p> <p>7-25-2022 and 7-26-22</p>

<p><b>Standard 5 - Managerial Leadership:</b></p> <p>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.</p>	Opening Day (ALL STAFF)		8-8-22
	Retirement Luncheon		8-8-22
	Stakeholder group meeting to review survey data		8-15-22
	Focus on attendance expectations and tiered support system at schools	a. Student attendance expectations, attendance plan, system, monitoring, documentation, training, home visits, tiered supports, recruitment, home school, virtual, collaboration with community, family engagement	On-Going
	Build positive relationships with families. Engage families.	b. External reviews and audits (e.g., budget, food service, transportation, federal programs)	
	Rebuild good attendance habits	c. District/school safety and crisis plans	
	Better attendance communications with a systems for attendance that provides monitoring, and accountability	d. Community Emergency Response Plans	
	Telephone calls to homes of student's inviting them back to school	e. TELL Survey	
	Positive messaging- Showing up Matters!	f. Facility plan	
	Trainings' for attendance staff	g. District policy	
	School level attendance plans including support tiers	h. Budget	
		i. Technology Plan	
		j. Meeting agendas and schedules	
		k. PGES implementation	
		l. Energy Management Report	

<p><b>Standard 6 - Collaborative Leadership:</b> 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.</p>	<p>Attendance PLC meetings</p> <p>Truancy Court- Middle and High</p> <p>Success coach for students at school level</p> <p>Beginning in pre-k and each grade thereafter and at each opportunity throughout the year to meet with a parent/guardian and share the list of opportunities we offer within our school district.</p> <p>To stress with families the importance of high attendance, GPA and how to get assistance on applying to programs we offer, scholarships, internships and the importance of taking advantage of all opportunities for each child/grandchild.</p> <p>Utilizing multiple staff members within our district such as FRYSC, Family Advocates, Teachers, DPP, school and district</p>	<ul style="list-style-type: none"> <li>a. Agendas, meetings, videos, plans, agendas</li> <li>b. Minutes from school board meetings</li> <li>c. Business partnerships</li> <li>d. Membership and participation in community organizations (Ministerial groups, United Way, NAACP, Housing Authority, Parks &amp; Recreation)</li> <li>e. Media coverage of school and district accomplishments</li> <li>f. Community college/university partnerships (professional development initiatives and dual credit courses)</li> <li>g. Community speaking engagements</li> <li>h. Attendance at local government meetings</li> <li>i. Adult Education Council</li> </ul>	<p>On-Going</p>
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	administrators and school counselors to help eliminate potential barriers families and students may have so that each student experiences success in school and life.		
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### Standard 3: Cultural Leadership

**Potential Practices/Indicators:** Superintendents practice effective cultural leadership when they:

- Communicate strong ideals and beliefs about teaching and learning with all stakeholders and operate from those beliefs. **Stakeholder/Community Involvement**
- Build 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**
- Create a unified school system (not a system of individual schools) with shared vision and equitable practices; exhibit dispositions regarding the larger purposes of the educational endeavor (Human Element).  
**Vision/Beliefs**
- Build trust and promote a sense of well-being between all stakeholders; display dispositions about the primacy of building and sustaining positive, long-term relationships with all constituents (Human Element).  
**Stakeholder/Community Involvement**
- Routinely celebrate and acknowledge district successes as well as areas needing growth.  
**Celebration/Acknowledgement**
- Support and engage in the positive cultural traditions of the community. **Stakeholder/Community Involvement**
- Create opportunities for staff involvement in the community and community involvement in the schools.  
**Stakeholder/Community Involvement**
- Create an environment that values and promotes diversity. **Diversity**

### Standard 5: Managerial Leadership

**POTENTIAL PRACTICES/INDICATORS:** Superintendents practice effective managerial leadership when they:

- Prepare and oversee a budget that aligns resources with district visions and needs. **Finance**
- Identify and plan for facility and technology needs. **Capital Planning**
- Continually assess programs and resource allocation. **Resourcing**
- Develop and enforce clear expectations for efficient operation of the district including the efficient use of technology. **Effectiveness and Efficiency**
- Build consensus and resolve conflicts effectively. **Conflict Resolution**
- Assure an effective system of districtwide communication. **Communication**
- Continually assess the system in place that ensures the safety of students and staff. **Safety/Security**
- Work with local and state agencies to develop and implement emergency plans. **Safety/Security**

### Standard 6: Collaborative Leadership

**POTENTIAL PRACTICES/INDICATORS:** Superintendents practice effective external development leadership when they:

- a. Develop collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools; develop and grow realistic and positive dispositions about themselves and facilitate growth in others (Human Element). **Vision/High Expectations**
- b. Ensure systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success **Stakeholder/Community Involvement**
- c. Implement proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities **Professional Learning/Stakeholder Involvement**
- d. Implement proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school **Stakeholder Involvement**