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**Spencer County Schools**

**PROFESSIONAL GROWTH PLAN**

**2022-23**

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

Name District

\_\_\_\_\_\_\_\_\_\_9/26/22\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Board Initial Review 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** |
| ***Goal –* Spencer County School District will engage the community in developing a strategic plan that will not only rebrand the vision and mission for the district but will set overall goals for the school system and develop a plan to achieve them.**  ***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.*** | * Identify and recruit community leaders / stakeholders to be a part of the strategic plan committee. * Schedule community forum to identify priorities * Generate a community survey to gather feedback * Conduct committee meetings to develop strategic plan * Collaborate with school and district leaders to develop a new Vision and Mission statement for Spencer County Schools | * Committee List * Sign-in Sheets / Flyer * Survey Data * Completed Plan * Mission and Vision Statement | * Oct 2022 * January 2023 * November 2022 * Ongoing with completion in May 2023 * December 2022 |

**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** |
| ***Goal 1 - Spencer County School District will engage all staff in the development of a proactive, data driven multi-tiered system of supports that will improve both the learning and behavioural outcomes of all students.***  ***Goal 2 - Spencer County School District will resume work on the Graduate Profile by specifying the cognitive, personal, and interpersonal competencies that students should have when they graduate from high school*.**    ***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.** | * Meet with each principal to review school MTSS plans / schedules * Facilitate the development of a PBIS committee to address behavior expectations at each school * Meet with Hillview leadership on a regular basis to ensure a successful transition to a student centered approach * Meet with DPP on a monthly basis to review and discuss district attendance rates / trends * Develop a district leadership team that will review and give feedback on the graduate profile * Develop a schedule and process for identifying mastery of the competencies at each grade level. | * School Schedules * Committee list * Meeting Agendas * Attendance Data * Meeting Agendas * Schedule and Meeting Agendas | * October 2022 * November 2022 * Ongoing * Monthly * January 2023 * Ongoing |

**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)***