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):
Consider/Approve the professional growth plan of the superintendent..

Applicable State or Regulations:
Policy 01.00 – General Powers and Duties of the Board.

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 13, 2023

PROFESSIONAL GROWTH PLAN (PGP)
2023-24

Anna Shepherd
Name
7-24-23
Board Initial Approval Date

Floyd County
District

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 2023-2024 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
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.		a. Meetings, communications plan, social media, recognitions and celebrations, advisory councils' minutes/agendas/membership, survey data b. Tell Survey data c. Teacher retention data d. Student performance data e. Awards structure developed by the district and schools f. Community support of the district g. School visit agendas h. Opening Day message/agenda i. Student interviews j. Celebrations of successes for students and staff k. Meeting agenda with various stakeholders l. Messages that relay high expectations m. Message to TCC for donations for staff flooded n. Community support after flooding (Food secured and given out from Tyson 45,000 lbs. of meat) o. Advisory groups created (Student, Classified, Certified, Community) p. Supports through new teacher cadre and teaching, learning, coaching cohort q. Surveys of staff and community r. Cards mailed to students from newspaper clippings s. Superintendents 30+ Club Luncheon for students scoring 30 or higher on ACT	

		t. Celebrated Excellence in Teaching awardees with a special gift (ring with quote inside ring) u. Instituted "Lunch and Learns with Students countywide	
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. **2023-2024 Attendance Next Steps or Continuations:** Sense of urgency Attendance audits Increase in Home Visits Revisit tiered plan for intervening		a. Student attendance expectations, plan, system, monitoring, documentation, training b. Videos made on opportunities for families for children attending FCS around attendance importance c. Communication via social media about attendance importance d. Telephone calls to families of home school and/or virtual inviting them back to school e. School high attendance banners Elem., Middle and High. f. Awarding staff/teacher highest attendance banner g. 30/60/90 attendance plan by DPP h. School level PLC's i. School Truancy Meetings j. School attendance plans reviewed and monitored k. Superintendent and DPP weekly standing meetings (Tue. after COLT) l. Monthly perfect attendance certificates to students with photo published m. Community involvement in importance of attendance videos for social media n. Vendor support for gift cards $100 each for perfect attendance students 2022-2023. Banner of thanks on fence of district office o. Website of Opportunities includes attendance and truancy videos p. Did You Knows including attendance messaging and communications for PSA's q. Attendance percentages shared with all employees by superintendent for encouragement or support to students and families r. Facebook postings/messaging/communication around importance of attendance s. DPP professional growth plan targeting attendance goals	

sooner with face to face visit Parent portal and truancy info to Families plan Reinstitute Parent University Begin sending flyer of opportunities to home schooled students and virtual students Continue community members and video involvement and encouragement Banners beginning month 1 awarded to schools and staff Increase PSA's, social media recognitions of perfect attendance. Print list monthly and hand in school cafeterias as another recognition. Institute "Lunch & Learn Sessions" provided by DPP with assistance to attendance clerks or departments Develop helpful tips page/s for families around Parent Portal etc.		t. Board Meeting updates on attendance via presentations and/or emails to Board Members u. Working Conditions Survey (certified) v. District policy w. Meeting agendas and schedules	

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.		a. Agendas, meetings, videos, plans b. Minutes from school board meetings c. Business partnerships d. Communications with legislators around needs of our district and county (during legislative session and beyond) e. Membership and participation in community organizations (Ministerial groups, United Way, NAACP, Housing Authority, Parks & Recreation) f. Media coverage of school and district accomplishments g. Community college/university partnerships (professional development initiatives and dual credit courses) h. Community speaking engagements i. Attendance at local government meetings j. Adult Education Council k. Videos made on opportunities for families for children attending FCS l. Collaboration with city and county securing SRO's at each campus m. Advisory council mission, vision, motto, and strategic planning n. Media coverage by WMDJ, WYMT, WSAZ, Floyd County Chronicle and Mountain Top Media o. Dual credit opportunities and MOU's with UPIKE, BSCTCS, EKU, WKU, UK-Stanley Pigman, MSU and other community partners.	

Standard 3: Cultural Leadership

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

a. Communicate strong ideals and beliefs about teaching and learning with all stakeholders and operate from those beliefs.   *Stakeholder/Community Involvement*

b. 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*

c. 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*

d. 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*

e. Routinely celebrate and acknowledge district successes as well as areas needing growth.   *Celebration/Acknowledgement*

f. Support and engage in the positive cultural traditions of the community.   *Stakeholder/Community Involvement*

g. Create opportunities for staff involvement in the community and community involvement in the schools. ***Stakeholder/Community Involvement***

h. Create an environment that values and promotes diversity. ***Diversity***

Standard 5: Managerial Leadership

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

a. Prepare and oversee a budget that aligns resources with district visions and needs. ***Finance***

b. Identify and plan for facility and technology needs. ***Capital Planning***

c. Continually assess programs and resource allocation. ***Resourcing***

d. Develop and enforce clear expectations for efficient operation of the district including the efficient use of technology. ***Effectiveness and Efficiency***

e. Build consensus and resolve conflicts effectively. ***Conflict Resolution***

f. Assure an effective system of districtwide communication. ***Communication***

g. Continually assess the system in place that ensures the safety of students and staff . ***Safety/Security***

h. 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***