

Charlie Brock, Superintendent Estill County Schools
Professional Growth Plan 2023- 24

Standard 1 – Strategic Leadership

The superintendent creates conditions that result in strategically reimagining 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.

Goals	Actions that Demonstrate Standard	Evidence/Artifacts	Dates Initiated/Completed
*Increase the number of students who are postsecondary ready by 10% *Develop MTSS and progress monitoring systems to support students moving toward proficiency K-12 *Support and lead schools in monitoring student progress and assist in providing good data to make educational decisions	*Work with local ATC and high school principal to monitor and provide more opportunities for high school students to be postsecondary ready *Develop a progress monitoring system and PLC protocol *Purchase tools to help gather good student proficiency data	*10% increase in postsecondary numbers from 22-23 *Meeting Agendas *Increased proficiency in I-Ready and IXL. *Increased index scores on KAS	

PRACTICES (Indicators): Operationalizing a shared vision for learning. The superintendent...

- a. Creates 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. ***Vision-Relationships***
- b. Models and reinforces 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***
- c. Creates 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)***
- d. Facilitates 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)***

- e. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan. **Strategic Planning (Resourcing)**
- f. Facilitates the implementation of federal, state, and local education policies. **Policy**
- g. 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)**

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.

Goals	Actions that Demonstrate Standard	Evidence/Artifacts	Dates Initiated/Completed
*Increase individual student I-Ready and IXL proficiency in reading and Math for grades K-11. *Make 90% of all seniors transition ready by the end of the school year. *Increase of index scores on KAS compared to the 22-23 school year.	*Require students to set individual goals with teachers to increase their I-Ready and IXL scores and improve educational outcomes. *Help ensure transition readiness for seniors through review of ILP's and development of a plan with high school principal.	*Regular reviews to determine the rate of success on I-Ready and IXL scores *MTSS to help struggling students. *Learner paths for students that are specific to their needs *Reviewing academic and CTE data in high school	

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

- a. 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**
- b. Models and applies learning for staff and students. **Professional Learning**
- c. 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**
- d. 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)**
- e. Demonstrates awareness of all aspects of instructional programs. **Learning/Teaching Focus: High Expectations**
- f. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology. **Strategic Planning (Implementation)**