**PROFESSIONAL GROWTH PLAN (PGP)**

**2023-2024**

\_\_\_\_Jason Booher\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_Mercer County\_\_\_\_\_\_\_\_\_\_\_

Name District

September 19, 2023

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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** |
| **Standard 2**  **Instructional Leadership:**  The core business of school superintendents must always be teaching and learning in a system committed to shared values and beliefs, and challenging, equitable educational programs and learning experiences for all students. The moral imperative of school district leadership is to create and sustain schools where all students learn, where performance gaps are systematically eliminated over time, and where the primary goal of the adults in the system is to ensure that every student graduates from high school college-and-career ready, prepared for a productive life in the 21st century.  Effective superintendents facilitate the stewardship of learning by creating professional learning communities focused on highly engaging, relevant instruction and improved student learning. They set specific achievement targets for schools and students and monitor those targets, ensuring consistent use of research-based best instructional practices in all schools and classrooms. | PRACTICES: Superintendents demonstrate effective instructional leadership practices when they:  a. Lead with a clear, high-profile focus on learning and teaching grounded in high expectations and goals.  b. Model learning for staff and students.  c. Communicate high expectations for student achievement to staff and stakeholders.  d. Challenge staff to deeply reflect on, define, and deliver the knowledge, skills, and concepts essential for ensuring every student graduates from high school globally competitive, ready for college and career, and prepared for a productive life in the 21st century.  e. Establish and sustain a system that operates as a collaborative learning organization through structures (including effective, high-performing professional learning communities) that support improved instruction and student learning at all levels.  f. Monitor effectiveness of instructional programs at the student, group, and programmatic level.  g. Monitor the efficient use of funds for student learning that produce effective results. | 1. Met with each school administration team to review KSA and iReady assessment data.  2. Monthly instructional meeting with Admin and Instructional Coaches. | 1. 8/24/23  2. 8/31/23 |