

PROFESSIONAL GROWTH PLAN (PGP) 2024-25

Amy Smith
Name

Hopkins County
District

August 19, 2024
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 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
<p><i>Standard 2 – Instructional Leadership</i> <i>The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systemically eliminated over time and every student graduates from high school college-and-career ready.</i></p>	<p>3rd Annual District-wide Teach Together Professional Development at MNHHS with focus on Deeper Learning instructional strategies</p>	<p>Breakout Session Agendas</p>	<p>March 2024/ August 8, 2024</p>
	<p>Collaboration of Deeper Learning Teams with K-12 Teachers (Each school will have a representative)</p>	<p>PLC Minutes Instructional Leader Meeting Minutes MAP Data, ACT Data</p>	<p>August 2024/ ongoing</p>
	<p>Continued implementation of HCS Strategic Plan with Focus on Future Ready Graduates & Deeper Learning Instructional Practices</p>	<p>Team Hopkins Day Kickoff with Community, Staff, and Student Participation Instructional Leader Meeting Minutes Deeper Learning Team Meeting Minutes</p>	<p>August 2024/ June 2028</p>

Standard 2: Instructional Leadership

SUMMARY: 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; and
- g. Monitor the efficient use of funds for student learning that produce effective results.