

PROFESSIONAL GROWTH PLAN (PGP) 2025-26

Matt Atkins

Name

Newport Independent

District

August 27, 2025

Board Initial Approval Date

May 29, 2026

Board Completion Date

While it is understood that the Superintendent will be evaluated on all five standards, the Professional Growth Plan (PGP) provides an opportunity to narrow the focus and provide greater depth. During the 2025-2026 school year, the Superintendent will focus on the following Standard(s) in the PGP.

Standard and Goal	Action Plan	Indicators of Success - 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. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to “reculture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.	- Develop a comprehensive set of educator standards and beliefs and share with all stakeholders. (3a) - Drive continuous improvement by actively identifying areas for growth, analyzing data to guide decisions, and developing strong leadership teams through purposeful collaboration, clearly defined roles, and shared responsibility. (3d) - Be visible and approachable during school hours, at district functions, and community celebrations. (3d)	- Posters, Opening Day presentation slides, district communication through email, visuals in classrooms, and mirrors. - Five Dysfunctions book study, agendas, school and district roles and responsibilities matrix, data presentations during board meetings with next steps. - Attendance at City Council meetings, school events, community events, and community celebrations. Share highlights on social media.	7/1/2025; 1/1/2026 7/1/2025; 6/30/2026 7/1/2025; 6/30/2026

	• Increase staff recognition during board meetings and feature staff on social media. Share good news items through social media and marketing. (3e) • Provide a variety of professional development opportunities for staff (2026-27 school year) in their areas of certification and self-identified area of need based on staff survey data. (3h)	• Board agenda, staff certificates, and sharing of celebration on social media and district communication. • Teacher survey results for PD interests and teaching certificates with additional certifications.	7/1/2025; 6/30/2026 7/1/2025; 6/30/2026
--	---	---	---

Standard 3: Cultural Leadership

POTENTIAL PRACTICES/INDICATORS: Superintendents demonstrate effective strategic leadership practices when they:

- Communicate strong ideals and beliefs about schooling, teaching, student learning, and professional learning communities with all stakeholders and then operate from those beliefs
- Build community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and post-secondary education and prepared for life in the 21st century
- Create a school system which shared vision and equitable practices are the norm
- Build trust and promote relationships and a sense of well-being between and among staff, students, parents, and the community at large
- Acknowledge systematically and fairly the areas of need and celebrate accomplishments of the district
- Support visibly and engage actively in the positive, culturally responsive traditions of the community
- Create opportunities for both staff involvement in the community and community involvement in the schools
- Create an environment in which diversity is valued and promoted.

Standard and Goal	Action Plan	Indicators of Success - Evidence/Artifacts	Dates Initiated/Completed
Standard 5: Managerial Leadership	• Meet monthly with the director of finance to assess the	• Board meeting agendas, finance documents, meeting	7/1/2025; 6/30/2026

The superintendent ensures 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 decisions about resources so as to meet the 21st century needs of the district.	district's financial state, communicate key findings, and make informed, effective financial decisions for our district. (5b) • Collaborate with the district maintenance staff to identify and plan for facility needs. (5c) • Establish a collaborative system with key stakeholders to monitor and strategically allocate all financial resources, including general funds, federal funds, and grants, for maximum efficiency and impact. (5b) • Attend local, regional, and/or state-wide finance trainings and share new knowledge with district office departments. (5b and 5d) • Establish regular superintendent communication channels (e.g., emails, community meetings, social media) for staff, families, and the community. (5g)	minutes. Improved district financial state. • Weekly facility meeting agendas, Board meeting reports, and work order completion. • Auditor's report, Board financial reports, reports showing allocations across general funds, federal funds, and grants. • Leadership meeting agendas and finance training and/or conference agendas and next steps. • District-wide emails, social media and/or Thrillshare postings, district website, and attendance of community meetings.	7/1/2025; 6/30/2026 7/1/2025; 6/30/2026 7/1/2025; 6/30/2026 7/1/2025; 6/30/2026
--	---	--	---

POTENTIAL PRACTICES/INDICATORS: Superintendents demonstrate effective strategic leadership practices when they:

- a) Apply and assess current technologies for management, business procedures, and scheduling
- b) Create collaborative budget processes to align resources with the district vision and strategic plan through proactive financial leadership, using a needs assessment process
- c) Identify and plan for facility needs
- d) Assess and reassess programs and resource allocation and use for relevancy and impact as the organization changes
- e) Develop collaboratively and enforce clear expectations, structures, rules, and procedures for effective and efficient operations
- f) Create processes to build consensus, communicate, and resolve conflicts in a fair and democratic way
- g) Assure a system of communication that provides for the timely and responsible exchange of information among school and district staff and stakeholder groups
- h) Assure scheduling processes and protocols that maximize staff input, address diverse student learning needs, and provide individual and ongoing collaborative planning time for every teacher
- i) Create processes for the storage, security, privacy, and integrity of data
- j) Develop collaboratively and enforce clear expectations, structures, rules, and procedures for ensuring the safety of students and staff
- k) Develop, implement, and monitor emergency plans in collaboration with appropriate local, state, and federal officials