

PROFESSIONAL GROWTH PLAN (PGP) 2026-2027

Matt Atkins

Name

Newport Independent

District

July 22, 2026

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 2026-2027 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 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.	- Deploy standardized data tracking tools and expectations to all building principals and coordinators. - Audit communication channels to ensure timely, accessible updates for all families. - Partner with local municipal entities to maximize attendance at flagship events (e.g., Newport Night Out). - Review attendance data mid-year with the cabinet to deploy targeted outreach to underrepresented student populations.	Participation Data: A final, disaggregated district attendance report showing 80% unique household turnout and equity gap analysis. Feedback Surveys: Post-event and end-of-year perception data from families and staff. Leadership Artifacts: The uniform tracking dashboard, partner agreements, and mid-year review meeting agendas.	- May 2027 - May 2027 - January 2027
Goal Statement: Achieve a minimum of 80% unique student household participation across designated district and school-level events during the 2026-27 school year.			

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Standard 3: Collaborative Leadership

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

- Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools Vision/High Expectations
- Ensures 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
- Implements 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
- Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school Stakeholder Involvement

Standard and Goal	Action Plan	Indicators of Success - Evidence/Artifacts	Dates Initiated/Completed
Standard 3: 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. Goal Statement: <i>Increase Spring 2027 i-Ready on-grade-level proficiency to meet the following targets:</i>	- Hold monthly instructional meetings with principals to review school data and maintain accountability. - Optimize district-wide PLCs focused on data-driven instruction and Tier-1 strategies. - Conduct regular building walkthroughs to monitor the fidelity and use of High-	Achievement Data: Comparative school-by-school Spring 2027 i-Ready growth and subgroup proficiency reports. Implementation Artifacts: Monthly principal meeting agendas, PLC feedback loops, and HQIM walkthrough data logs.	- May 2027 - January 2027 and May 2027

• Reading: Primary: 70% Intermediate: 38% High School: 30% • Math: Primary: 65% Intermediate: 35% High School: 25%	Quality Instructional Materials (HQIM). • Facilitate tri-annual diagnostic data reviews (Fall, Winter, Spring) to adjust instructional resources. • Engagement community and key stakeholders in developing our district's Portrait of a Learner	• Course-Correction Documentation: Summary memos or slide decks from the three annual diagnostic analysis sessions. • Minutes, agendas, POL community flyer, and completed Portrait of a Learner	• May 2027 • May 2027
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Standard 3: Instructional Leadership

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

- 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)