

Performed on 6/30/26, 8:36 PM
Performed by Mrs. Cortnei Flucas

Evaluation Details

Professional Growth Plan

1 Target Area: What is the district's singular goal, priority, focus area, or strategic goal from which your annual goal is derived?

Indicator Aligned to Goal

Goal #1: Ensures that the district's identity—its vision, mission, values, and goals—drives decision-making and reflects the community's culture and aspirations.

SMART Goal

By June 30, 2027, I will lead a collaborative, community-informed process to develop and begin implementing a Covington Independent Public Schools Portrait of a Learner and Innovation Pilot framework that reflects the aspirations of students, families, employees, Board members, and community partners. The process will incorporate findings from my first 100 days, engage representative stakeholder groups in the design and refinement of both frameworks, identify a limited number of clearly defined innovation priorities, and establish measurable implementation and monitoring structures. Success will be demonstrated through Board review and affirmation of the Portrait of a Learner and Innovation Pilot framework, documented stakeholder participation and feedback, alignment of Year One innovation priorities to the district's emerging strategic direction, and evidence that the resulting frameworks are beginning to guide district planning, resource decisions, instructional opportunities, and implementation.

Target Area

The district will establish a shared, community-informed definition of the knowledge, skills, dispositions, and experiences every Covington student should develop and use that shared vision to guide the design and implementation of the Covington Innovation Pilot.

This goal is derived from the district's need to create greater coherence among its vision, strategic priorities, instructional practices, innovation efforts, community partnerships, and desired student outcomes. It will also ensure that innovation is not defined solely as the introduction of new programs or practices, but includes identifying, preserving, strengthening, and expanding effective practices already occurring across the district.

Action Plan

1. Gather and synthesize stakeholder feedback

Use the first 100 days to gather input from students, families, employees, Board members, community leaders, and partner organizations regarding:

- The strengths and opportunities currently present within the district
- The experiences stakeholders believe every Covington student should have
- The knowledge, skills, and dispositions students need to thrive after graduation
- Current instructional practices and programs that should be preserved or expanded
- Areas in which stakeholders believe innovation or greater flexibility is needed
- Community expectations for accountability, transparency, and sustainability

Synthesize stakeholder feedback into a set of themes, findings, and implications for the Portrait of a Learner and Innovation Pilot.

2. Develop the Portrait of a Learner

Contribute to a collaborative process to identify the essential competencies, characteristics, and experiences every CIPS graduate should possess.

The Portrait of a Learner will:

- Reflect Covington's community identity, strengths, and aspirations
- Be informed by student, staff, family, and community input
- Build upon the district's existing vision, mission, values, and strategic priorities
- Provide a clear definition of desired student outcomes
- Serve as a guide for instructional planning, program development, partnerships, resource allocation, and innovation

3. Develop the Innovation Pilot framework

Create a detailed framework for the Covington Innovation Pilot that defines:

- The purpose and intended outcomes of the pilot
- The connection between the pilot and the Portrait of a Learner
- Criteria for determining what constitutes meaningful innovation

- Processes for proposing, reviewing, selecting, and supporting innovative practices
- Roles for students, educators, families, administrators, Board members, and community partners
- Expectations for equity, access, quality, accountability, and sustainability
- Methods for evaluating implementation and impact
- Processes for scaling, revising, or discontinuing practices based on evidence

The framework will acknowledge and preserve effective instructional practices and opportunities already occurring within the district while creating pathways to test, strengthen, and expand new approaches.

4. Identify focused Year One priorities

Use stakeholder feedback, district data, existing strategic priorities, and the Portrait of a Learner to identify a limited number of Year One innovation priorities.

Each priority will include:

- A clearly defined student or system need
- Intended outcomes
- Responsible leaders and implementation teams
- Required resources and supports
- Relevant regulatory flexibility or waivers, when applicable
- Short- and long-term implementation milestones
- Measures of progress and impact
- A plan for sustainability beyond the initial pilot period

Present the district's emerging direction, Portrait of a Learner, Innovation Pilot framework, and early implementation progress through a State of the District presentation.

Indicators of Success

Success will be demonstrated when the district has established a clear, community-informed vision for student success and has begun using that vision to guide innovation, planning, resource allocation, and decision-making.

Key indicators will include:

- Broad and representative stakeholder participation in the 100-Day listening and engagement process
- Clearly documented stakeholder themes, aspirations, concerns, and recommendations
- Evidence that stakeholder feedback directly influenced the Portrait of a Learner and Innovation Pilot framework
- Development and engagement of a student advisory board
- Completion of a CIPS Portrait of a Learner
- Completion of a detailed Innovation Pilot framework
- Clear alignment between the Portrait of a Learner, Innovation Pilot, strategic priorities, and Year One initiatives
- Identification of a focused and manageable set of Year One innovation priorities
- Defined measures of implementation, impact, equity, and sustainability
- Evidence that effective existing practices were identified for preservation, strengthening, or expansion
- Regular progress monitoring and reporting to the Board and community
- Evidence that district decisions and resource allocations increasingly reflect the Portrait of a Learner and identified priorities
- Increased stakeholder understanding of the district's direction and the purpose of the Innovation Pilot

Evidence and Artifacts

Evidence and artifacts may include:

- Superintendent's 100-Day Plan
- 100-Day stakeholder engagement schedule and participation records
- Stakeholder survey results, listening-session summaries, and focus-group findings
- 100-Day findings and recommendations report (State of the District)
- Student advisory board membership, agendas, minutes, and recommendations
- Portrait of a Learner development materials
- Final CIPS Portrait of a Learner
- Covington Innovation Pilot grounding document
- Final Innovation Pilot framework
- Cabinet and leadership team planning materials
- Innovation proposal and review criteria
- Budget or resource-allocation documents connected to innovation priorities
- Staff, student, family, and community communication materials
- Year-end reflection and progress report

-no response-