

SPECIAL CALLED MEETING

**FLOYD COUNTY BOARD OF EDUCATION
THURSDAY, JUNE 26, 2014 – 6:00 P.M.
MAY VALLEY ELEMENTARY SCHOOL
MARTIN, KENTUCKY**

A G E N D A

- 1. CALL TO ORDER – ROLL CALL – Board Chair**
- 2. DISCUSS SUPERINTENDENT’S EVALUATION.**
- 3. CONSIDER EXTENSION OF SUPERINTENDENT’S CONTRACT.**
- 4. REVIEW CONSIDER SUPERINTENDENT’S EVALUATION PROCESS TO UTILIZE THE “SUPERINTENDENTS PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM” (SPGES) AS THE EVALUATION INSTRUMENT FOR 2015 AND BEYOND.**
- 5. EXECUTIVE SESSION TO DISCUSS (LITIGATION, PROPERTY, PERSONNEL AND EXPULSIONS) KRS 61.810.**
- 6. ADJOURNMENT.**

**Dr. Henry Webb, Superintendent
Floyd County Schools**

The meeting was called to order at 6:00 PM by Mr. Jeff Stumbo, Board Chair. Let the record show that the following board members were present at this meeting: Mr. Jeff Stumbo, Ms. Rhonda Meade, and Dr. Chandra Varia, and Ms. Sherry Robinson. Ms. Linda Gearheart was not present. Also present at his meeting was Dr. Henry Webb, Superintendent. Dr. Webb reviewed the Floyd County Public Schools Annual Report for 2014.

Floyd County Schools

Vision: Building a Better Future for Every Child – Everyday

Mission: Learning for All, Whatever it Takes

Motto: It's All About Kids

Core Beliefs:

Education is a shared responsibility –

Achievement requires the comment and participation of staff, students, family and community

All students can learn – all students have potential that can and will be developed.

Rates of learning vary – the time required for mastery has no bearing on the value of the learner

All students have unique skills and talents – individual abilities must be identified and nurtured.

High self esteem enhances success – People develop best through sincere praise and validation.

Goals:

Top 50 School District

College/Career Readiness Rate of 65% by 2015

Each School meets or exceeds KPREP goals

Remain fiscally solvent and efficient

ACT 18.3

KPREP 71.9 (Distinguished District)

ORDER NO. 18253 Superintendent's Contract (Item 3)

Mr. Stumbo made the motion and Ms. Meade seconded the motion to approve extending the Superintendent's contract.

There was an affirmative vote by all board members present to approve the motion. The motion carried.

ORDER NO. 18254 Superintendent's Evaluation Process (Item 4)

Ms. Meade made the motion and Ms. Robinson seconded the motion to approve the Superintendent's Evaluation process to utilize the Superintendent's Professional Growth and Effectiveness System" (SPGES) as the evaluation instrument for 2015 and beyond.

There was an affirmative vote by all board members present to approve the motion. The motion carried.

KRS 162.90 General Powers and Duties of the Board. The state has developed an evaluation system entitled (SPGES) and it is required that all boards adopt this model or develop their own that is based on a rubric outlined by the state and must be approved by the state. Dr. Webb participated in the development of this model and believes it is now workable with additional flexibility and a good process for growth.

Superintendent Professional Growth and Effectiveness System (SPGES)
Example Process

1. Using the Superintendent Leadership Plan (SLP) – Superintendent conducts self-assessment and reflects on standards and indicators versus own performance levels.
2. Individual board members use SLP to reflect on superintendent progress on standards and indicators versus performance levels – also consider previous areas of emphasis on earlier evaluation with experienced superintendents.
3. Entire board and superintendent meet to discuss individual reflection/assessment results – (some boards may prefer that results

are compiled by board chair or board attorney and then discussed with superintendent).

4. Identify commonalities and differences during formative discussion i.e. work session.
5. Board and superintendent collectively develop area(s) of emphasis for Professional Growth Plan (PGP).
6. Superintendent undertakes PGP and begins to collect and retain evidence toward area(s) of emphasis (standards) identified in PGP.
7. Superintendent shares collected evidences with board throughout year to demonstrate efforts toward increased competencies in areas of emphasis.
8. According an existing district timeline for superintendent evaluations, board considers and incorporates submitted superintendent evidences into superintendent annual performance evaluation using SPGES summative document.
9. Board collectively determines superintendent performance levels in established areas of emphasis for annual evaluation.

Performance Levels:

The following designations will be used to indicate the progress of a superintendent toward the *seven standards* and their *indicators*:

Exemplary – exceeds the standard

Accomplished – meets the standard

Developing – makes growth toward meeting the standard

Growth required – area(s) required to be addressed in the Professional Growth Plan

Superintendent Summative Evaluation 2014-2015

1. Strategic Leadership

The Superintendent creates conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.

2. 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 every student graduates from high school is college and career ready.

3. Cultural Leadership

The Superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. Understands 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, the superintendent must be able to improve the district culture, if needed to align the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose.

4. Human Resource Leadership

The Superintendent ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.

5. Managerial Leadership

The superintendent ensures that 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 decision about resources so as to meet the 21st century needs of the district.

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 an 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.

7. Influential Leadership

The Superintendent promotes the success of learning and teaching by understanding, responding to and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.

ORDER NO. 18255 Adjournment (Item 6)

Ms. Meade made the motion and Ms. Robinson seconded the motion to adjourn the meeting.

There was an affirmative vote by all board members present to approve the motion. The motion carried. The time being 6:35 PM.

CHAIR

SECRETARY