



EXECUTIVE LEADERSHIP SERIES for Onboarding New Superintendents

2026-2027 Individualized Learning Plan (ILP)

Performance Levels:

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

Exemplary/Expert Performance:	Demonstrates initiative and skill beyond the standard; is considered an expert at local and state level
Accomplished Performance:	Provides evidence of proficient performance in meeting the standard
Developing Progress:	Makes steady and continuous progress toward meeting the standard
Threshold Progress:	Remains at the threshold for beginning progress toward meeting the standard

Directions for the New Superintendent:

HIGHLIGHT the column Indicator (Exemplary/Expert Performance, Accomplished Performance, Developing Progress, or Threshold Progress) that describes your self-assessment of the evidence you uploaded to your e-portfolio for each indicator within all 5 Standards. It is not expected that every aspect of a box will be addressed because you may not have submitted evidence for some indicators.

Note: New superintendents will rarely perform at the Exemplary/Expert level in their first or second year.

Directions for the ILP Team:

Bold and italicize the column indicator (Exemplary/Expert Performance, Accomplished Performance, Developing Progress, or Threshold Progress) that describes the ILP team's assessment of the evidence submitted in the e-portfolio for each indicator in all 5 Standards. It is not expected that every aspect of a box will be addressed because the new superintendent may not have submitted evidence for some indicators. All of your feedback should be in ***bold and italicized letters***, even if the superintendent has not made an entry on that indicator but you have decided to make an entry. On rare occasions, the ILP team may believe the evidence presented is truly beyond competent for a first-year superintendent. This may be entered in the Exemplary/Expert column.

Standard 1: Strategic Leadership:

The superintendent creates the conditions necessary for reimagining and articulating the district's vision, mission, and goals. Through clear communication, strategic planning, and effective leadership, the superintendent ensures alignment with state and local priorities, establishing the foundation for continuous improvement in student achievement and district success. The superintendent also works collaboratively with the Board of Education to define and establish district priorities, ensuring a shared focus on advancing the district's mission and goals.

Operationalizing a shared vision for learning, *the Superintendent...*

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Communicates the district's vision, mission, and goals clearly and consistently to all stakeholders, ensuring understanding and engagement across the community.	Implements innovative processes to regularly communicate, gain feedback, and monitor engagement of all stakeholders regarding the vision, mission, and goals of the district.	Leads a process that monitors consistent communication to all stakeholders about the vision, mission, and goals of the district.	Sends regular communication to stakeholders about the vision, mission, and goals of the district.	Communicates intermittently with stakeholders about the vision, mission, and goals of the district.
B. Ensures that the district's identity—its vision, mission, values, and goals—drives decision-making and reflects the community's culture and aspirations.	Implements multiple measures (surveys, verbal feedback, observations) that determine whether decision-making drives and reflects the vision, mission, values and goals of the district while respecting the community's culture and aspirations.	Continuously monitors whether decision-making drives and reflects the vision, mission, values and goals of the district.	Sporadically monitors whether decision-making drives and reflects the vision, mission, values and goals of the district.	Establishes a vision, mission, set of values and goals for the district.
C. Facilitates the implementation of district strategic priorities informed by data and aligned with the Kentucky Board of Education and local priorities.	Implements district strategic priorities that are informed by data and aligned with both the Kentucky Board of Education and district priorities.	Implements district strategic priorities that are informed by data and aligned with local priorities.	Implements district strategic priorities that are aligned with local priorities.	Implements district priorities
D. Aligns financial resources with strategic goals to advance student learning and district improvement.	Continually assesses and redesigns financial priorities to maximize and augment available resources and aligns them with student learning and district improvement.	Continually assesses and redesigns financial priorities to maximize and augment available resources.	Assesses financial priorities to maximize available resources.	Assesses financial priorities.
E. Advocates for local, state, and national priorities to secure funding and influence policy aligned with the district's vision and mission.	Actively advocates for, explains and interprets federal, state and local priorities at the state and local level, to gain funding and influence policies that impact the district's vision and mission.	Explains and interprets federal, state and local priorities to the Board of Education and local stakeholders, to gain funding and influence policies that impact the district's vision and mission	Explains and interprets federal, state and local priorities to the Board of Education, to gain funding and influence policies.	Explains and interprets federal, state and local priorities if asked.

Standard 2: Instructional Leadership

The superintendent develops and sustains a district culture that prioritizes student learning. By fostering high expectations, instructional equity, and coherence, the superintendent ensures that all students receive the support they need to succeed regardless of background. Instructional leadership engages educators, students, and families in the learning process, addressing the whole child's development, preparing them to meet the community's evolving needs, and adapting to the ever-changing landscape of technology to enhance instructional practices.

Putting student learning at the center, *the Superintendent...*

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Establishes a culture of learning by fostering a district-wide commitment to continuous improvement and educational excellence while building a culture for learning by ensuring equitable systems, structures, and resources that support whole-child development.	Works collaboratively to develop and implement a district-wide commitment for continuous instructional improvement & excellence by creating equitable systems/structures and using resources to support whole child development during the process.	Creates a district-wide commitment for continuous instructional improvement & excellence by implementing equitable systems/structures.	Creates district-wide plans to encourage instructional improvement.	Requests each school develop a plan for instructional improvement.
B. Aligns curriculum vertically and horizontally to ensure consistency, equitable access, and smooth student transitions across grade levels, reinforcing the expectation that all students can learn.	Works collaboratively with district-wide committees to align curriculum vertically and horizontally and ensure equitable access while reinforcing the expectation that all students can learn.	Establishes district-wide committees to work collaboratively on aligning the curriculum vertically and horizontally.	Requests principals establish school committees to align the curriculum vertically and horizontally.	Requests each school work on vertical and horizontal alignment in areas needing improvement.
C. Designs instructional programs, including effective virtual education models, which reflect the community's needs and prepare students for success in local and global contexts.	Works collaboratively with district-wide committees to design instructional programs (including virtual education) which reflect the needs of the community and prepare students for the future.	Establishes district-wide committees to design instructional programs which reflect the needs of the community and prepare students for the future.	Requests principals establish school committees to design instructional programs which prepare students for the future.	Requests principals ensure instructional programs are implemented at each grade level.
D. Promotes professional learning, cultivates principals as instructional leaders, and encourages innovative practices, including technology integration, to engage educators, students, and families in continuous improvement.	Creates conditions for the promotion of principals as instructional leaders, the utilization of innovative practices (including technology integration), and the engagement of all stakeholders in continuous improvement.	Creates conditions for the promotion of principals as instructional leaders and the utilization of innovative practices including technology integration.	Supports principals as instructional leaders and encourages the utilization of innovative practices.	Expects principals to be instructional leaders.

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
E. Advocates for policies and funding that enhance instructional programs, particularly those addressing equity and access to advanced learning opportunities.	Champions policies and funding that enhance instructional programs at the local and state level, particularly those addressing equity and access to advanced learning opportunities.	Advocates locally for policies and funding that enhance instructional programs, particularly those that address equity and access to advanced learning opportunities.	Supports policies and funding that enhance instructional programs.	Demonstrates awareness of instructional policies and looks for funding opportunities.

Standard 3: Cultural Leadership

The superintendent embraces the district's culture and traditions to create conditions for exemplary performance. By aligning the work of all stakeholders with the district's mission, the superintendent promotes equity, trust, and shared accountability to ensure that the district culture supports the success of every student. The superintendent ensures that the community has opportunities to provide input on local accountability measures, aligning instructional practices and district priorities with community needs. The superintendent embraces the district's culture and traditions to create conditions for exemplary performance. By aligning the work of all stakeholders with the district's mission, the superintendent promotes equity, trust, and shared accountability to ensure that the district culture supports the success of every student. The superintendent ensures that the community has opportunities to provide input on local accountability measures, aligning instructional practices and district priorities with community needs.

Understanding and influencing the district's environment, *the Superintendent...*

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Communicates and exemplifies the district's core beliefs about teaching and learning, holding themselves to the highest standards as a visible model for stakeholders.	Models and exemplifies the district's core beliefs about teaching and learning for all stakeholders on all occasions.	Verbalizes the district's core beliefs about teaching and learning for all stakeholders on all occasions.	Verbalizes the district's core beliefs about teaching and learning within the district.	Establishes the district's core beliefs about teaching and learning.
B. Establishes a purpose with all stakeholders and equips all employees with the tools, resources, and clarity needed to positively influence student outcomes.	Establishes a collective and unified purpose with all stakeholders and equips all employees with the tools, resources, and clarity needed to positively influence student outcomes	Establishes a purpose with all stakeholders and equips all employees with tools, resources, and clarity to positively influence student outcomes.	Establishes a purpose with all stakeholders to influence student outcomes.	Requests that each principal establish a purpose with teachers regarding instruction.
C. Develops trust through collaboration and transparency, fostering a culture of shared accountability.	Makes decisions collaboratively, is transparent about decisions, and exhibits actions that reflect shared responsibility and accountability across all areas of leadership.	Makes decisions collaboratively, is transparent about decisions, and fosters a culture of shared accountability	Makes decisions collaboratively when possible.	Makes most decisions unilaterally to expedite efficiency.
D. Recognizes and celebrates district successes while addressing areas for growth, ensuring stakeholders feel valued and engaged in continuous improvement.	Recognizes and celebrates district successes while addressing areas for growth, ensuring stakeholders feel valued and engaged in continuous improvement.	Recognizes district successes while addressing areas for growth, ensuring stakeholders feel valued and engaged in continuous improvement.	Recognizes district successes while addressing areas for growth.	Addresses areas for growth to drive continuous improvement.

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
E. Develops and maintains a regular cadence of communication to ensure consistent messaging about district priorities, finances, values, and achievements across all stakeholders.	Collaboratively develops and maintains a communication plan to ensure consistent messaging about district priorities, finances, values, and achievements within the district and across all stakeholders.	Develops and maintains a communication plan to ensure consistent messaging about district priorities, finances, values, and achievements within the school system.	Develops a communication plan.	Notifies employees about the occurrence of significant events.
F. Creates opportunities for dialogue, shared decision-making, and conflict resolution with stakeholders through advisory councils, SBDM councils, forums, and community events.	Creates and models opportunities for dialogue, shared decision-making, and conflict resolution with stakeholders through advisory councils, SBDM councils, forums, and community events.	Uses dialogue, shared decision-making, and conflict resolution with stakeholders through advisory councils, SBDM councils, forums, and community events.	Uses dialogue and conflict resolution with employees through SBDM councils, and individual dialogue within the school system.	Unilaterally manages decision-making and conflict resolution with stakeholders.

Standard 4: Human Resource Leadership

The superintendent ensures the district is a professional learning community with effective systems for recruiting, developing, and retaining high-quality staff. Through distributed leadership and fair evaluation practices, the superintendent establishes a supportive environment that prioritizes professional growth and accountability. The superintendent also ensures compliance with all federal and state employment laws through ongoing review and monitoring of district processes.

Managing systems and operations for staff, *the Superintendent...*

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Oversees and monitors processes for hiring, inducting, and mentoring staff while fostering a positive work environment that supports retention and reflects staff feedback to improve the employee experience.	A. Oversees and monitors processes for hiring, inducting, and mentoring staff while fostering a positive work environment that supports retention, shows continuous improvement on culture surveys and reflects staff feedback to improve the employee experience.	A. Oversees and monitors processes for hiring, inducting, and mentoring staff while fostering a positive work environment that supports retention	A. Oversees and monitors processes for hiring, inducting, and mentoring staff.	A. Monitors processes for hiring and inducting staff.
B. Implements and monitors systems for fair and effective staff evaluations to improve performance.	Collaboratively reviews, implements and monitors the staff evaluation systems to ensure fair and effective practices that will improve performance.	Reviews, implements and monitors the staff evaluation systems to ensure fair and effective practices that will improve performance.	Implements and monitors the staff evaluation systems as designed by the Certified Evaluation Planning Committee.	Changes evaluation practices and documents as the need arises.

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
C. Plans for leadership succession to ensure continuity and alignment with district priorities while fostering a culture where succession planning cascades to all levels, including developing teacher leaders to support classroom and school-level stability.	Plans for and implements programs and systems that support leadership succession aligned to district priorities while fostering a culture where succession planning cascades to all levels, including developing teacher leaders to support classroom and school-level stability.	Plans for leadership succession while fostering a culture where succession planning cascades to all levels, including developing teacher leaders.	Plans for leadership succession.	Considers leadership succession after vacancies occur.
D. The district regularly reviews and updates its employment processes to ensure compliance with all federal and state laws related to employment practices.	Collaboratively completes a regular review and update of employment processes which ensure compliance with all federal and state laws.	Reviews and updates employment processes which ensure compliance with all federal and state laws.	Updates employment processes which ensure compliance with all federal and state laws.	Updates of employment processes when issues occur.

Standard 5: Operational Leadership

The superintendent ensures the district's operations and resources are efficiently organized to support instructional priorities and student safety. By aligning systems for budgeting, facilities, and communication, the superintendent provides the operational stability required for the district's success. The superintendent also ensures ongoing communication with the Board about the district's financial stability and resource alignment with strategic priorities

Managing District operations effectively and efficiently, *the Superintendent...*

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Develops and implements comprehensive safety and emergency preparedness plans.	Works collaboratively with local agencies and stakeholders to develop and implement comprehensive safety and emergency preparedness plans and models the implementation of innovative safety practices.	Works collaboratively with local agencies and internal stakeholders to develop and implement comprehensive safety and emergency preparedness plans.	Develops and implements comprehensive safety and emergency preparedness plans.	Develops and implements safety and emergency preparedness procedures after incidents occur.
B. Develops and oversees budgets that align resources with district goals and student needs.	Collaboratively develops and oversees budgets that align resources with district goals and student needs.	Develops budgets that align resources with district goals and student needs.	Develops budgets that utilize resources.	Requests the finance officer to develop and oversee budgets.

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
C. Ensures capital planning and facilities management reflect the priorities of student learning and safety.	Collaborates with stakeholders and outside professionals to ensure capital planning and facilities management reflect the priorities of student learning and safety.	Ensures capital planning and facilities management reflect the priorities of student learning and safety.	Oversees capital planning and facilities management.	Requests that a central office administrator oversee capital planning and facilities management.
D. Establishes effective two-way communication systems that promote transparency, timely information sharing, and engagement with board members, employees, parents/guardians/families, and the community.	Collaboratively develops and models the implementation of effective two-way communication systems that promote transparency, timely information sharing, and engagement with board members, employees, parents/guardians/families, and the community.	Establishes effective two-way communication systems that promote transparency, timely information sharing, and engagement with board members, employees, and parents/guardians/families.	Establishes some two-way communication systems that promote information sharing, and occasional engagement with employees.	Establishes communication systems that promote information sharing with the employees.
E. Advocates for operational policies and funding to enhance district infrastructure and safety.	Advocates for and facilitates the development of operational policies and funding to enhance district infrastructure and safety.	Advocates for operational policies and funding to enhance district infrastructure and safety.	Advocates for operational policies and funding.	Requests that a central office administrator take responsibility for advocating for operational policies and funding.