



KCS D96

To: Members, Board of Education

From: Kathryn E. Sheridan, Superintendent

Date: August 16, 2022

Re: Proposed 2022-2023 Goals and Implementation Plan

Proposed D96 Goals Overview

Goal 1: All schools will increase student academic and social-emotional growth by strengthening students' sense of well-being and belonging within the schoolwide environment.	
Objective A	By the end of the 22-23 school year, utilizing student/staff leadership and student/staff feedback loops, each school will increase students'/staff members' sense of belonging in our schools through school-wide acculturation practices.
Objective B	By the end of the 22-23 school year, enhance research- and evidence-based practices universal (Tier 1) to increase student learning opportunities focused on social emotional skills and behavior regulation including a planned response for students that need additional learning opportunities (Tier 2 and Tier 3).
Objective C	By the end of the 22-23 school year, refine system-wide, consistent discipline practices that include data monitoring and response as necessary to increase instructional time by minimizing disruptive in-class and in-school behavior.

Goal 2: Through the implementation of a robust transition and support plan for administrative and staff position changes across the district, each school will meet its school improvement goals by the end of the 22-23 school year.

Objective A	By the end of the 22-23 school year, increase staff collaboration, engagement, and learning by refining existing collaborative structures such as administrative job-alike and administrative council to include intentional learning and support to strengthen the knowledge and skill set of administrators.
Objective B	By the end of the 22-23 school year increase the effectiveness and capacity of new administrators or administrators in new positions by implementing 1:1 and group mentoring structures for administrators in new positions.
Objective C	By the end of the 22-23 school year increase the effectiveness of the instructional coaching program by implementing a process for monitoring and supporting coaches in all roles to strengthen the knowledge and skill set of all instructional coaches.
Objective D	By the end of the 22-23 school year, increase the impact of the leadership team in each school through ongoing development of team leaders.

D96 Goal Implementation Plan

Goal 1: All schools will increase student academic and social-emotional growth by strengthening students' sense of well-being and belonging within the schoolwide environment.

Objective A: By the end of the 22-23 school year, utilizing student/staff leadership and student/staff feedback loops, each school will increase students'/staff members' sense of belonging in our schools through school-wide acculturation practices.		
G1.A1. Define an acculturation experience in our schools. (expectations, dispositions, relationship building, resources...)		Completion
	Define school acculturation with staff, students, and administration	<input type="checkbox"/>
	Finalize definition of acculturation and share with stakeholders	<input type="checkbox"/>
	Collect and document examples of acculturation in D96 schools and share with stakeholders	<input type="checkbox"/>
G1.A2. Audit current reality of student and staff sense of belonging, student leadership and feedback loops within school.		Completion
	Determine/develop the tool to be used at EC-K, 1-2, , 3-5, 6-8, and with staff for data collection on current sense of belonging, leadership, and feedback loops	<input type="checkbox"/>
	Analyze initial data with stakeholder groups to determine to what degree our acculturation practices create a sense of belonging for students and staff to create a plan for action.	<input type="checkbox"/>
	Identify action steps for improving student and staff sense of belonging separate from or through leadership/feedback avenues (including developing new vehicles and sharing what is already working well)	<input type="checkbox"/>

G1.A3. Continuously evaluate student and staff sense of belonging, leadership/feedback opportunities throughout the year to increase overall academic achievement		Completion
	Use the identified tool to collect updated data on student and belonging, leadership, and feedback (Winter & Spring)	<input type="checkbox"/>
	Facilitate opportunities* for administration, staff, and students to reflect on the impact of student/staff leadership and student/staff feedback opportunities on student/staff belonging *Opportunities: Leadership, Team Meetings, Staff Meetings, JAL, Ad Council, student opportunities, etc.	<input type="checkbox"/>
	Compare updated data on student and staff belonging, leadership, and feedback with updated academic data (Winter & Spring)	<input type="checkbox"/>

Objective B: By the end of the 22-23 school year, enhance research- and evidence-based practices universal (Tier 1) to increase student learning opportunities focused on social emotional skills and behavior regulation including a planned response for students that need additional learning opportunities (Tier 2 and Tier 3).

G1.B1. Define the purpose of three tiers of student learning opportunities and audit the current reality of each.		Completion
	Finalize the definition of Tier 1, Tier 2, Tier 3 student learning opportunities for social emotional skills and behavior regulation and share definitions with stakeholders	<input type="checkbox"/>
	Provide current examples of instruction at each tier through sharing current reality at each school.	<input type="checkbox"/>
	Evaluate the work related to SEL and behavior regulation that has already been completed to determine what needs to continue moving forward.	<input type="checkbox"/>
	Evaluate current and existing time periods within the elementary and middle school schedules that can be used to successfully implement learning opportunities across tiers.	<input type="checkbox"/>

G1.B2. Select, pilot, and implement universal (Tier 1) student learning opportunities regarding social emotional skills and behavior regulation including a planned response for students that need additional learning opportunities (Tier 2 and Tier 3).		Completion
	Review resources (such as SEL Curricular Audit) and review what other districts are currently implementing successfully	<input type="checkbox"/>
	Identify a pilot group(s) with the input of the administrative team.	<input type="checkbox"/>
	Choose resources to review more closely with a pilot group(s) and select a resource(s) to pilot.	<input type="checkbox"/>
	Proactively plan differentiated professional learning opportunities for administration, staff, and parents prior to implementation based on pilot feedback.	<input type="checkbox"/>
	Generate action steps for the 23-24 school year based on learning during the 22-23 school year.	<input type="checkbox"/>

Objective C: By the end of the 22-23 school year, refine system-wide, consistent discipline practices that includes data monitoring and response as necessary to increase instructional time by minimizing disruptive in-class and in-school behavior.		
G1.C1. Collectively agree on D96 discipline philosophy and commonly used language/practices & share with stakeholders.		Completion
	Review and refine discipline philosophy and commonly used language/practices with the administrative team and develop consistent interpretation.	<input type="checkbox"/>
	Review the D96 discipline philosophy and commonly used language/practices with all staff and stakeholders.	<input type="checkbox"/>
G1.C2. Develop consistent documentation, referral and response protocols & provide professional learning on HOW it should be used by staff and administrators.		Completion
	Develop a uniform discipline process to be used by all staff for referrals, documentation, and notification of appropriate individuals of discipline items.	<input type="checkbox"/>
	Provide professional development on the criteria for the submission of a discipline referral and documentation protocols.	<input type="checkbox"/>

G1.C3. Continuously evaluate and calibrate discipline scenarios to ensure district-wide consistency.		Completion
	Routinely (i.e. monthly) share, review, and reflect on discipline data trends (district & school) from each building to analyze and support a consistent implementation with uniform practices and responses as needed.	<input type="checkbox"/>
	Routinely engage in calibration activities by responding to hypothetical situations as an administrative team to increase consistency.	<input type="checkbox"/>
	Generate action steps for the 23-24 school year based on practice implementation and feedback during the 22-23 school year.	<input type="checkbox"/>

Goal 2: Through the implementation of a robust transition and support plan for administrative and staff position changes across the district, each school will meet its school improvement goals by the end of the 22-23 school year.

Objective A: By the end of the 22-23 school year increase staff collaboration, engagement, and learning by refining existing collaborative structures such as administrative job-alike and administrative council to include intentional learning and support to strengthen the knowledge and skill set of administrators.		
G2.A1. Define purpose for meeting structures		Completion
	Solicit input from the administrative team on purpose, intended outcomes, and structure of meetings.	<input type="checkbox"/>
	Define the purpose of each meeting structure type (JALs, AC).	<input type="checkbox"/>
	Identify and inform attendees for the determined structures.	<input type="checkbox"/>
G2.A2. Identify learning opportunities that are needed for all administrators		Completion
	Identify and outline a scope and sequence of essential learning opportunities for administrators.	<input type="checkbox"/>
	Prioritize learning by determining the most efficient meeting structure that already exists for learning to occur.	<input type="checkbox"/>

G2.A3. Create and implement check-in systems to evaluate the collaborative structures that facilitate professional learning and how they are supporting professional growth of administrators.		Completion
	Designate dates for check-ins on the meeting structures to reflect on professional learning and support	<input type="checkbox"/>
	Adjust/re-prioritize learning and support based on updated feedback	<input type="checkbox"/>

Objective B: By the end of the 22-23 school year increase the effectiveness and capacity of new administrators or administrators in new positions by implementing 1:1 and group mentoring structures for administrators in new positions.

G2.B1. Define clear outcomes for mentoring groups.		Completion
	Develop scope and sequence for the Assistant Principal mentoring and determine dates for specific learning opportunities/professional learning experiences.	<input type="checkbox"/>
	Develop scope and sequence (or monthly timeline/topics) for principal professional learning and assign 1:1 mentors to incoming principals.	<input type="checkbox"/>
G2.B2. Create and implement check-in systems to evaluate the degree that mentorship is meeting the needs of individual members.		Completion
	Provide opportunities for groups (i.e. Assistant Principals, Principals, District Office) to provide input on what is working well with mentoring and what professional learning opportunities are missing from the current scope/sequence for each group to be adjusted as needed.	<input type="checkbox"/>
	Set 1:1 meetings with the supervisors to provide ongoing feedback for administrators.	<input type="checkbox"/>

Objective C: By the end of the 22-23 school year increase the effectiveness of the instructional coaching program by implementing a process for monitoring and supporting coaches in all roles to strengthen the knowledge and skill set of all instructional coaches.

G2.C1. Define the purpose of coaching collaboration opportunities		Completion
	Solicit input from the administrative team on purpose, intended outcomes of coaching meetings (academy, school level, coaching communities), and the collective expectations of all instructional coaches.	<input type="checkbox"/>
	Define the purpose for coaching meetings to determine alignment to the identified purpose and inform stakeholders.	<input type="checkbox"/>
G2.C2. Continually refine the experiences and growth of coaches in new roles.		Completion
	Provide opportunities for various teams/groups to engage in feedback loops to support cycles of improvement (i.e. building level teacher and coach teams, role alike teams, administrative meetings).	<input type="checkbox"/>
	Analyze feedback to inform scope and sequence as well as refinement of professional learning opportunities.	<input type="checkbox"/>
	Prioritize the needs of instructional coaches to plan a cohesive scope and sequence for coaching academy.	<input type="checkbox"/>
G2.C3. Provide opportunities for coaches to reflect and calibrate with others in similar roles.		Completion
	Review the responsibilities of various roles in the current coaching program to support consistent understanding (e.g. to include updates to role responsibilities, etc.)	<input type="checkbox"/>
	Identify opportunities for coaches to calibrate and continually clarify role responsibilities in alike groups	<input type="checkbox"/>

Objective D: By the end of the 22-23 school year, increase the impact of the leadership team in each school through ongoing development of team leaders.

G2.D1. Define the purpose of Leadership Meetings and collective expectations of team leaders.		Completion
	Solicit input from administrative team and team leaders on the purpose and intended outcomes of leadership meetings and the collective expectations of team leaders.	<input type="checkbox"/>
	Finalize the purpose for the leadership meeting and expectations for individuals in the team leader role and inform administration/team leaders.	<input type="checkbox"/>
G2.D2. Coherently plan professional learning for team leaders		Completion
	Solicit input from stakeholders (including administrators, team leaders, and staff) to identify professional learning topics for team leaders.	<input type="checkbox"/>
	Prioritize differentiated professional learning needs of team leaders within the system.	<input type="checkbox"/>
	Utilize administrative meeting structures to collaboratively plan differentiated professional learning opportunities and determine mode for professional learning to be implemented.	<input type="checkbox"/>