



GOAL AREA	STAFF
STRATEGY	Enhance and expand staff/administrator growth through opportunities such as professional development, leadership learning, mentoring, and coaching
RATIONALE	Enhancing and expanding staff/administrator growth through professional development, leadership learning, mentoring, and coaching opportunities cultivates a highly skilled and motivated workforce, fosters continuous improvement, and promotes effective educational leadership
ACTION PLAN TITLE	Staff/Administrator Growth & Learning
ACTION PLAN STEPS	<ul style="list-style-type: none"> ● Assess the professional development needs of staff/administration through surveys, focus groups, and data analysis to identify areas for growth <ul style="list-style-type: none"> ○ Training provided to all District 95 cabinet members to support administration districtwide, which includes a partnership with the Center for Executive Coaching (CEC) ○ Coaching support for the superintendent (potentially through AASA) ● Design a comprehensive professional development plan that includes a variety of options such as workshops, webinars, coaching, and online courses, tailored to meet the diverse needs and preferences of staff/administrative members ● Increase the capacity of staff to understand and effectively utilize artificial intelligence (AI) in classrooms through professional development opportunities ● Evaluate and adjust the current mentoring and coaching framework based on stakeholder feedback as warranted ● Foster collaboration among staff members by facilitating opportunities for sharing best practices, engaging in peer observation and feedback, and participating in professional learning communities to encourage continuous learning and improvement
TIMELINE	The anticipated date of completion will be Spring 2024; however, after that date, this work will become part of the District 95 culture of coaching and improvement

PROGRESS MONITORING STEPS	<ul style="list-style-type: none"> ● Collect and analyze stakeholder data to identify common themes, areas of growth, and specific needs ● Design a variety of professional development options based on the identified needs, ensuring a mix of workshops, webinars, coaching sessions, and online courses ● Collect feedback from mentors and mentees on the effectiveness of the mentoring relationships and adjust the program as needed ● Conduct surveys and interviews to assess the effectiveness of collaboration efforts in sharing best practices and improving instructional strategies and leadership practices
INDICATORS OF SUCCESS	<ul style="list-style-type: none"> ● Feedback from participants on the relevance, quality, and effectiveness of professional development offerings and coaching experiences ● Adjustments or improvements made to the mentoring and coaching program based on stakeholder feedback ● Frequency and depth of opportunities for staff to collaborate, engage in professional learning communities, and participate in peer observation
POTENTIAL RESOURCES	<ul style="list-style-type: none"> ● Substitute teachers for the release of staff ● CEC partnership ● All cabinet leaders provided continuous learning related to the CEC coaching model ● New communication related tool/system to support data collection (for example, exit ticket data)
POTENTIAL COSTS	<ul style="list-style-type: none"> ● Substitute teachers (\$67.50/ half day): <ul style="list-style-type: none"> ○ Targeted learning walks for staff based on SIP goals. TBD by building-level leadership with consultation by the Department of Curriculum and Instruction ○ Approximately 150 elementary staff at \$67.50 per sub for half day. ○ Estimated cost= \$10,125 ● CEC Partnership for the 2023-24 school year (\$27,000 approximately) ● AASA Superintendent Coaching (if accepted into the National Superintendent Certification program- cost of \$6,000 plus room/board as indicated within the program)