



GOAL AREA	STAFF
STRATEGY	Enhance and expand staff/administrator growth through opportunities such as professional development, leadership learning, mentoring, and coaching
RATIONALE	In alignment with the D95 Instructional Model, enhancing and expanding staff and 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	<u>Instructional Empowerment Partnership</u> ● Provide professional learning to teacher champions, learning support coaches, and building administrators around standards-based student evidence, organizing students to achieve the standard, and monitoring to take action within a lesson ● Partner with building administrators during onsite and online professional learning and side-by-side coaching and calibration around RigorWalk <u>Sequenced Professional Learning for Staff</u> ● Ethical uses of Artificial Intelligence ● Rigorous instruction within the D95 Instructional Model ● Content-specific sessions during Teacher Institute Day <u>Artificial Intelligence (AI) Continued Implementation</u> ● Create AI Champion building level leaders who identify learning opportunities to provide professional development through a variety of ways (lunch and learns, PLS, after school, etc.) ● Design AI Teacher Literacy Checklist to promote staff competency ● Embed AI ethical lessons into the learning progressions ● Identify and provide lessons in the current curriculum at each grade level where AI can enhance student experience ● Contribute to curriculum writing by providing dedicated time for 6th grade Transition Class to reimagine curriculum to embed AI and Computer Literacy lessons (<i>see Expanding Career Exploration and Student Pathways action plan</i>) ● Survey staff at the end of the year to identify staff confidence using AI tools <u>K-12 Math Enhancement Plan Implementation (Year 2)</u> ● Provide targeted K–8 professional learning to strengthen fluency, automaticity, and conceptual understanding, with an emphasis on helping students build flexible

	strategies, explain their thinking, and develop a strong foundation for future mathematics • Provide targeted high school professional learning to support instructional shifts that promote authentic student experiences, dynamic learning environments, mathematical reasoning, and real-world application • Provide professional development on digital assessment tools to help teachers better understand student learning data, identify student needs, and make timely instructional adjustments that support continued growth • Facilitate curriculum writing and alignment sessions by providing dedicated time for K–12 math teams to continue aligning curriculum maps, embedding the Standards for Mathematical Practice, and developing common assessments and scoring guides <u>Administrator Professional Learning</u> • LeadEd Administrator training planned to enhance Principal PLC’s (designed to support the updated School Improvement Plan process) • All administrators will participate in an Administrator Academy at the conclusion of the school year, with a focus on developing skills that will allow administrators to best support the newest generation of educators • Consideration of affinity groups in partnership with Lake County <u>Administrative Coaching</u> • All administrators will participate in leadership coaching with choice of team and/or individual formats • Consideration of future mutual mentoring opportunities (generational focus) ○ Identify informal or formal opportunities to encourage generational leadership mentorship by allowing younger staff to share modern tech skills, fresh perspectives, and cultural insights
TIMELINE	The anticipated date of completion for this action plan is Spring 2027.
PROGRESS MONITORING STEPS	<u>Professional Learning</u> • Maintain a record of all professional learning meetings (Instructional Empowerment, on-going professional learning, and artificial intelligence), including agendas, participant attendance, participation feedback surveys, and coaching assignments (team/individual) <u>K-12 Math Enhancement Plan (Year 2)</u> • Review participation, teacher feedback, coaching notes, and classroom observation data tied to K–8 and high school priorities • Review student work for evidence of flexible strategies, explanation, reasoning, application, and engagement in meaningful tasks • Monitor digital assessment training, teacher feedback, data artifacts, and evidence of instructional adjustments • Track curriculum map updates, common assessments, scoring guides, and teacher feedback on clarity and usability

INDICATORS OF SUCCESS

Instructional Empowerment Partnership

- Staff feedback data indicates increased understanding of standards-based student evidence, organizing students to achieve the standard, and monitoring learning within a lesson
- RigorWalk and calibration data show increased consistency among administrators, coaches, and teacher champions when identifying evidence of rigorous instruction
- Classroom observation data shows increased use of instructional moves that respond to student evidence during the lesson

Professional Learning

- Professional learning feedback data indicates increased staff understanding of ethical AI use, rigorous instruction within the D95 Instructional Model, and content-specific instructional strategies
- Teacher Institute Day feedback data shows staff found content-specific learning relevant, applicable, and aligned to classroom practice
- Classroom observation or implementation data shows increased application of professional learning in instructional planning and classroom practice

Artificial Intelligence

- Completed, board-approved curriculum (Transitions Course)

K-12 Math Enhancement Plan (Year 2)

- Teacher feedback indicates increased ability to apply instructional practices that support fluency, conceptual understanding, reasoning, discourse, application, and authentic engagement
- Teacher feedback and classroom visit data show increased clarity and implementation of K–8 and high school instructional priorities
- Teacher feedback data indicates the digital assessment tool supports teachers in identifying student needs and making timely instructional adjustments
- Updated curriculum maps, common assessments, and scoring guides show stronger K–12 alignment and Standards for Mathematical Practices (SMP) integration

Stakeholder Outcome Metrics:

- 100% of participating teacher champions and building administrators complete their scheduled onboarding and baseline activities
- 75% or higher of staff exit data following professional development sessions indicate increased understanding of content presented/knowledge of established learning objectives (i.e., AI sessions, math sessions)
- 100% of participating administrators demonstrate a documented positive shift on pre- and post-coaching reflection metrics regarding their personal leadership improvement goals

POTENTIAL RESOURCES

- Teacher release time
- Vendor and university partnerships
- C&I Leadership Team (Including TOSAs and Instructional Coaches)
- Building Principals
- Superintendent

POTENTIAL COSTS

The projected costs for all facets of this action plan are outlined below. Costs are accounted for within the upcoming school year budget. Instructional Empowerment is also Board approved.

Instructional Empowerment Partnership

- One-year partnership with Instructional Empowerment \$97,809.50

Artificial Intelligence

- SchoolAI subscription (districtwide license): Approximately \$25,000/year

K-12 Math Enhancement Plan (Year 2)

- One-year partnership with Loyola University: Approximately \$20,000/year
- Edcite subscription: Approximately \$32,000/year for licenses and professional development

Administrative Professional Learning & Coaching

- One-year partnership with DuPage County ROE: Approximately \$25,000/year (DuPage County ROE provided grant dollars to reduce our costs to \$25,000)
- Administrator assessment necessary in continuation of the CEC model for leadership coaching: Approximately \$5,000/current year and includes data analysis