

Our Road Map Journal

Todd Elementary - Beloit School District

June 2022

[Tracking your progress in relation to mileposts](#)

[Cohort 9 Resource Folder](#)



Milepost #1

Identify and report two or more success indicators from Year 1 in SAIL.

[Cohort 9 Celebrations](#)

Milepost #2

Revisit Team commitments with tools to move them to trust accelerator level of impact

Revisit team commitments through the lens of *TRUST ACCELERATORS* and determine if any informed action steps for the 2022-23 school year. What's one commitment that's critical to impact but lacks clarity or accountability? Dig deeply into a specific trust accelerator...

- **Team Commitment #1-** To build trust within our teams (SAIL and BLT) and hold each other accountable for high expectations for students and staff.
 - Process Observer protocol (rotations)
 - High rigor
 - High expectations
 - Regular community building (rotations)
 - Equity of Voice (dialogue protocols)
 - Discussion on being present and engaged for the allotted time
- **Team Commitment #2** - Explicitly communicate decisions, requests, action items, and work to be done to all staff. (If there is something you are unclear on, seek clarity)
 - Delegation was helpful from this commitment on who was communicating what and who was doing what
 - Consistent and calibrate the communication

Milepost # 3

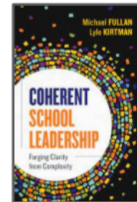
Identify leadership fundamentals and leading questions which facilitate shifts critical to transformational change.

- Builds trust through clear communication and expectations
 - Equity of voices represented at the table through the SAIL team
- Creates a commonly owned plan for success
 - Transition in members being on the team, and onboarding new staff to the process and learning from year I of the SAIL process to move into year II
- Focuses on team over self
 - Equity of voices represented at the table through the SAIL team
 - Transition in members being on the team, and onboarding new staff to the process and learning from year I of the SAIL process to move into year II

Coherent School Leadership:

7 Competencies for Highly Effective Leaders in Action

1. *Challenges the status quo*
2. *Builds trust through clear communication and expectations*
3. *Creates a commonly owned plan for success*
4. *Focuses on team over self*
5. *Has a high sense of urgency for improving student achievement*
6. *Has a commitment to continuous improvement and organization*
7. *Builds external networks and partnerships*



Milepost #4

Find consensus on your current state through foundational knowledge of deep organizational coherence and impact.

[Your Transformation Journey... Where are you?](#)

REPRISE: Note catcher on SCHOOL CULTURE


Milepost #5

Assess progress along the coherence progression continuum and begin to prioritize which elements guide action steps for the next 100-day plan.

[Coherence Progression](#)

Coherence Component F = Focusing Direction D = Deepening Learning	Emerging	Accelerating	Mastering
F.1. Shared purpose drives action.		X	
F.2. A small number of goals tied to student learning drives decisions.		X	
F.3. A clear strategy for achieving the goals is known by all.		X	
F. 4. Change knowledge is used to move the district forward.	X	21-22	
C. 1. A growth mindset underlies the culture.		X	
C. 2. Leaders model learning themselves and shape a culture of learning.	X	21-22	
C.3. Collective capacity building is fostered above individual development.	X		
C.4. Structures and processes support intentional collaborative work.		X	
D.1. Learning goals are clear to everyone and drive instruction.		X	
D.2. A set of effective pedagogical practices is known and used by all educators.	X		
D.3. Robust processes, such as collaborative inquiry and examining student work, are used regularly to improve practice.	X		
S.1. Educators take responsibility for continuously improving results. (Made strides)	X		
S.2. Underperformance is an opportunity for growth, not blame.		X	
S.3. External accountability is used transparently to benchmark progress.		X	

Now, go back to your year one journey planner to review root causes and initial goals to see if adjustments need to be made.

 Todd Theory of Action June 2021

 Todd Theory of Action June 2022

Our Organization's 3-6 Biggest Current Problems/Needs as Identified by Our Best Current Data on Hand in Terms of Both Student Learning and/or Organizational Culture

- 2-3 of Our Biggest Student Learning Problems

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-
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- 2-3 of Our Biggest Performance Culture Problems

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-
-

Potential Root Causes for Our Biggest Current Organizational Problems/Needs
(Seeking to prioritize those root causes which are common across multiple problems).

- Potential Root Cause #1
- Potential Root Cause #2, etc.

Our Prioritized Strategy(ies)

Goal 1	Goal 2
Strategies	Strategies

High Performing Cultures

PLUS/DELTA

- ☰ Todd Plus/Delta
- ☰ Adult Professional Culture

Milepost #6

Reflect on student data to confirm or adjust improvement goals and identify practices data used to secure accountability that should continue or should be deepened in year 2.

How do you know? SITUATE - ANALYZE - ACT

Literacy goal - district goal was 42% at or above grade level our average was 42.3%

Math goal - k-2 all met our goal that was adjusted

SEB goal - 10% or less of students receiving multiple referrals (5 or more - chronic)
We are at 2% office managed referrals

- ☰ Todd 2021 - 2022 Continuous Improvement Plan

Milepost #7

Evaluate your theory of action through the lens of managing complex change. Then identify where the team focus areas are in phases of change and implications for the next 100 days.

If... and... and... and... then

[Phases of Change - Where are you?](#)

[Leadership Teams: Managing Complex Change](#)

[Template A or Template B.](#)

[Theory of Action: Examples](#)

[☰ Todd Phases of Change... Where are You](#)

Milepost #8

Develop/refine an adult learning framework in an area of instructional focus as identified in your Theory of Action.

[Adult Learning Framework Examples](#)

[☰ Todd Adult Learning Framework \(ALF\)](#)

Milepost #9

Identify strategies to evaluate professional learning for the purpose of ensuring impact on teaching on learning.

[Evaluating Professional Learning](#)

Notes after analyzing potential tools/questions. These can be translated into action in the 100 day plan:

Milepost #10

Develop 100-day action plans as inquiry cycles, where monitoring milestone analysis and other data inform the next action/inquiry cycle(s).

Our 100-Day Plan	
Team _____	
Winter 2020-21 (Through March 3, 2021)	
Goal 1:	
Goal 2:	
Action Step or Monitoring Step	Lead
A1(a)	
A1(b)	
A1(c)	
M1	
Measure/Evidence 1:	
A2(a)	
A2(b)	
A2(c)	
M2	
Measure/Evidence 2:	
A3(a)	
A3(b)	
A3(c)	
M3	
Measure/Evidence 3:	
A4(a)	
A4(b)	
A4(c)	
M4	
Measure/Evidence 4:	

Three Foundational Questions

1) How do you want to be a better school/district in the next 100 days?

2) What targeted action do you plan on taking to make that transformation occur?

3) What measures/evidence will you use to assess whether you achieved your intended impact?




Culture and Collective Efficacy

- When something is not working in our school, the faculty and staff predict and prevent rather than react and repair.
- School members are interdependent and value each other.
- Members of our school community seek alternatives to problems/issues rather than repeating what we have always done.
- Members of our school community seek to define the problem/issue rather than blame others.
- The school staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.
- People work here because they enjoy and choose to be here.

The School Leader's Tool for Assessing and Improving School Culture; Wagner,

C.

Possible survey questions about trust

 Todd 100-Day Plan Template Summer 2022

[100 day plan template](#)

Our 100-Day Plan (Through November 2022)

Goal 1 : We will continually build trust to yield high student outcomes

Goal 2: We will constantly use data to drive planning and instruction

Action Step (A) or Monitoring Step (M)	Coherence Component Prioritized	Lead	Date Due	Status
A1(a) Principal will meet with each staff member in order to build a relationship and look, listen and learn from each other	F4 - change knowledge is used to move the district forward	Sam Karns	9/30/22	80%
A1(b) Survey staff on trust (see slide 251 - screenshot of slide above)	F4	Admin	9/30/22	85%
M1- Analyze staff survey results and plan activities based on results (share themes from survey with BLT)	F4	Admin	10/14/22	

A2(a) Develop a well coordinated coaching plan	D3 - Robust processes such as collaborative inquiry and examining student work are used regularly to improve practice	Coaches	11/1/22	
A2(b) Strengthen the PLC process through PD and use of forms (Van Den Langenberg, Anyanwu, Spencer, Milchman- October 14 session) PLC+ modules: norming at October 5th	D3	BLT	10/30/22 Continuous	
M2 Professional development completed, exit slips, and creation and use of <u>PLC forms</u> (see evaluating professional learning- possible questions) Slide 244-246	D3	BLT	10/30/22	
A3(a) Professional development on writing rigorous learning goals Add to next BLT Agenda- 10/3 <ul style="list-style-type: none"> Potentially added to know it all on Trainings PLC's 	D1-Learning goals are clear to everyone and drive instruction	BLT	10/14/22	
A3(b) Artifacts representing rigorous learning goals are analyzed and shared at meetings Add to next BLT agenda 10/3 <ul style="list-style-type: none"> Look at agenda for having a dedicated place for this 	D1	BLT	Ongoing	
M3- Staff have brought back and discussed artifacts for setting rigorous learning goals and whole school next steps are determined Add to next BLT agenda 10/3 <ul style="list-style-type: none"> Look at agenda for having a dedicated place for this 	D1	BLT	11/1/22	
A4(a) Examine Student work in PLC and other teams to have collaborative conversations to ensure consistent practices to drive instruction.	S1-Educators take responsibility for continuously improving	PLC Leads	ongoing	

	results			
A4(b) BLT members will read Teaching Black Boys in the Elementary Grades by Alfred W. Tatum (look for books- adjust for next possible 100 days) Check on where these are at?	S1	BLT	Add to next 100 days	
M4 PLC forms to log instructional moves in relation to student work (artifacts) and student outcomes.	S1	BLT	ongoing	
A5 Flush out the ALFs (Adult Learning Framework)		BLT	Ongoing/next 100 days	

Checking Your Work

Developing a 100-day plan that meets 80% or more of the following quality indicators from your Road Map Journal

X	Quality Indicators	A/M
x	A. Plan goals focus on improving student learning or on factors/results that impact it (rather than primarily focusing on adult-centered strategies). (Milepost #6)	
x	B. One or more action/monitoring step aimed at building/sustaining commitments to a high-trust/high impact culture. (Milepost #2 & 7)	
	C. One or more action/monitoring steps is focused on intentional effort to celebrate early/short-term wins . (Milepost #1)	
	D. An action/monitoring step designed to develop/refine an adult learning framework aligned with your theory of action (Milepost #7)	
	G. Multiple action/monitoring steps are aligned to growing prioritized components within the Coherence Progression . (Milepost #5)	
	H. One or more action/monitoring steps is focused on intentionally embedding the SAIL process into the regular workflow and systems of the organization back home. (Milepost #9)	
	J. Action/monitoring steps deadlines are distributed across the 100-day calendar , rather than bunching up at either end of the cycle.	