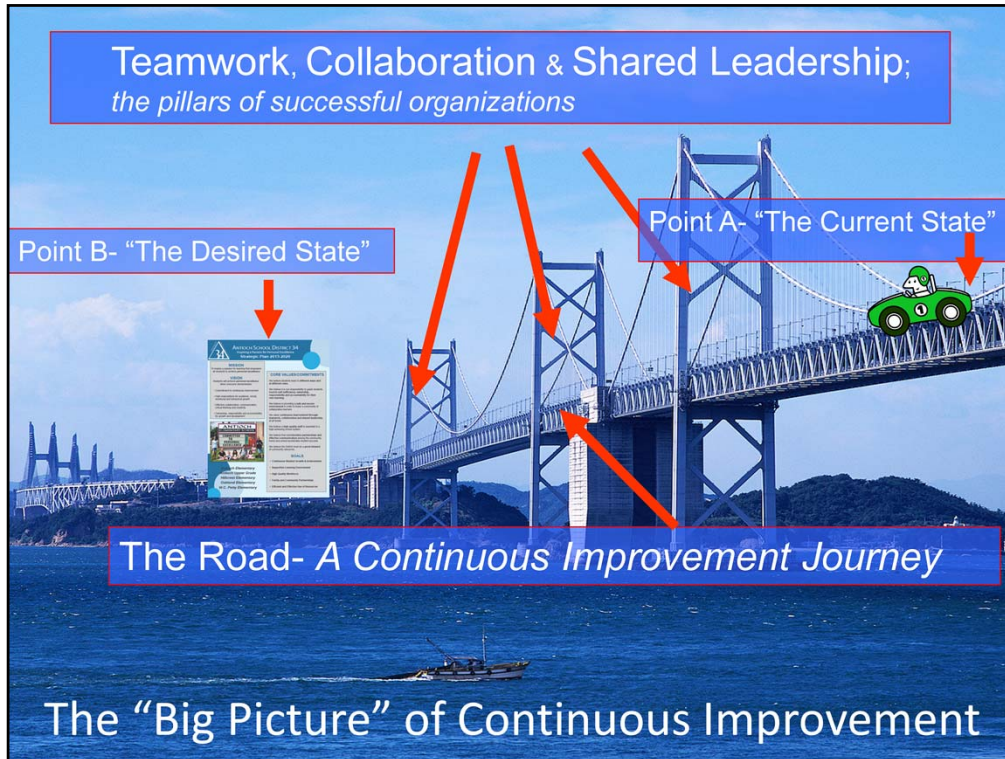


Shared Leadership Teams in D34

A demonstration of teamwork, collaboration and shared leadership!



(Jay) Good evening. Tonight, we are pleased to present District 34's Shared Leadership Team model. We have representatives from 3 of our leadership teams with us this evening. The Building Leadership Team from AES, the Operational Leadership Team from our Food Services Department, and the District Leadership team. As each team presents, you will be introduced to their team members. I'd like to introduce a few of the members of the District Leadership Team- Tiffany Capel (former 4th grade teacher at Oakland), Carol Xandegar (Special Education Aide at Oakland), Jason Feldman (Human Resources Manager) and Jim McKay (Superintendent of D117). I would also like to note that Mary Kay and Tamara served on the District Leadership Team representing the Board of Education.



(Jay) To put the shared leadership team model into context, I want to use the metaphor of a bridge.

Antioch School District 34...

On a continuous improvement journey!

ANTIOCH SCHOOL DISTRICT 34
Inspiring a Passion for Personal Excellence
Strategic Plan 2015-2020

MISSION
To inspire a passion for learning that empowers all students to achieve *personal excellence*

VISION
Students will achieve *personal excellence* when everyone demonstrates:

- Commitment to continuous improvement
- High expectations for academic, social, emotional and behavioral growth
- Effective collaboration, communication, critical thinking and creativity
- Ownership, responsibility and accountability for growth and development

CORE VALUES/COMMITMENTS

We believe students learn in **different ways and at different rates.**

We believe it is our responsibility to guide students towards **self-sufficiency, ownership, responsibility and accountability** for their own learning.

We believe in providing a **safe and secure environment** in order to foster a community of collaborative learners.

We value **continuous improvement** through teamwork, collaboration and shared leadership at all levels.

We believe a **high quality staff** is essential to a high-achieving school system.

We believe that **corroborative partnerships and effective communication** among the community, home and school accelerates student success.

We believe the District must be a **good steward** of community resources.

GOALS

- Continuous Student Growth & Achievement
- Supportive Learning Environment
- High Quality Workforce
- Family and Community Partnerships
- Efficient and Effective Use of Resources

ANTIOCH ELEMENTARY SCHOOL
COMMITTED TO PERSONAL EXCELLENCE

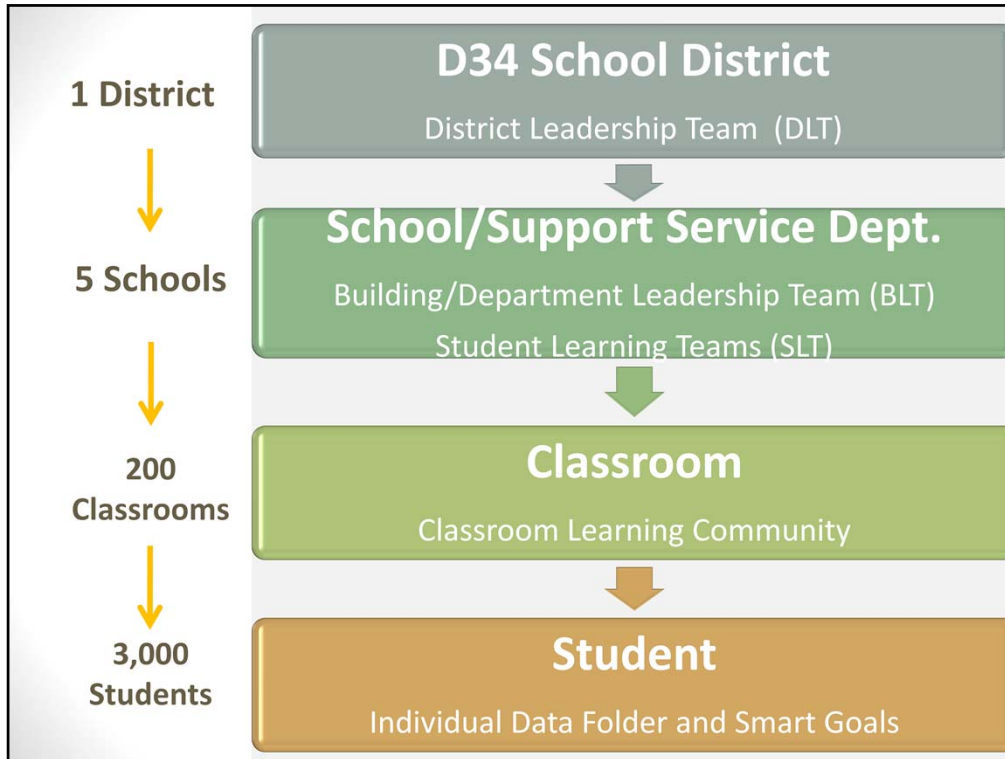
Antioch Elementary
Antioch Upper Grade
Hillcrest Elementary
Oakland Elementary
W.C. Petty Elementary

(Tiffany) Last year, a team of stakeholders including parents, staff, administrators, board of education and community members worked collaboratively to form a strategic plan.

The District’s mission, vision, values and goals serve as the cornerstone for decision making. Our *Plan on a Page* as we call it, serves as our true north and provides focused direction for our work ahead. *Personal Excellence* is the key to accomplishing our vision.

The plan on a page is our “point b” for the next several years. To accomplish the work of the plan, it will require teamwork, collaboration and shared leadership. This evening, we will reflect on the first year of District 34’s shared leadership model.

Having been a participant in the strategic plan process and then being able to see the follow through in the buildings during our BLT meetings confirmed to me that this was not just another plan for the shelves. I saw the transfer and the direction continuing. Adding to that, the District Leadership Team process has further demonstrated this. We are gathering momentum to cross the bridge that Dr. Marino has shared since day 1. It is an exciting process and one that I hope to continue to be a part of in the future.



(Jim) District 34 has established a shared leadership structure from the District level to the individual student. In this model, at each level of the organization, shared leadership structures are in place. Starting at the District level, with the District Leadership Team, down to the schools and departments where Building Leadership Teams and Operational Leadership Teams function, to each teacher participating in Student Leadership Teams (a model to be rolled out next year) and finally to Classroom Learning Community, where every student is connected to a team and has ownership of their own learning. Student ownership, responsibility and accountability will be the foundation of the Classroom Learning Community implemented in the 2017-18 school year. Shared leadership structures at all levels are a key strategy to moving from good to great in District 34.

The Team! (27 Members)

- Administrators
- Teachers from each school
- Antioch Elementary Education Association leadership
- Support Staff
- Parents from each school
- Community members (Village & D117)
- School Board members

(Carol) The District Leadership Team is comprised of administrators, teachers from each school, support staff, AEEA leadership, parents from each school, community members, and school board members. Each school and department identified people to represent them on the District Leadership Team. In most cases, staff serving on the DLT are also members of the Building Leadership Team or the Operational Leadership Team. This ensures effective two-way communication between the schools and departments and the District. It is important that shared leadership teams at all levels involve members that represent multiple perspectives to ensure that all voices are heard in the decision making process.

Key Tasks This Year

- Ensure transparency and accountability of the strategic plan through teamwork, collaboration and shared leadership
- Provide stakeholder input and serve as “a voice of the customer”
 - Input on the Balanced Scorecard
 - Input on stakeholder satisfaction surveys
 - Input into planning for next year’s District Leadership Team

(Jason) Key tasks of the DLT were to Ensure transparency and accountability of the strategic plan through teamwork, collaboration and shared leadership. In addition, providing stakeholder input and serving as “a voice of the customer”. This year, feedback was obtained in:

Input on the Balanced Scorecard

Input on stakeholder satisfaction surveys

Input into planning for next year’s District Leadership Team

In the future, the District Leadership Team will also be involved in the master facility planning process and other key initiatives aligned to the strategic plan.

Typical Meeting Agenda (12-8-15)

- Registration/Social/Evening Refreshments
- Welcome, Introductions, Agenda
- Key Goal Areas 2016-17
- Balanced Scorecard Review
- Stakeholder Satisfaction Surveys
- Meeting Evaluation
- Next Steps

(Tiffany) The District Leadership Team met 4 times during the school year. Meetings were typically 90 minutes and included an interactive agenda. After introductions and a brief opening activity, our attention quickly focused on the strategic plan. Throughout the course of the year, the District Leadership Team provided input on a variety of issues. Topics included: participation in the selection of stakeholders satisfaction surveys, a review of key district initiatives, and input on the District Balanced Scorecard. Meetings were interactive and included a variety of activities to seek input from the team which would drive future decision making.

Communication!


ANTIOCH SCHOOL DISTRICT 34
Inspiring a Passion for Personal Excellence



[Home](#) | [Schools](#) | [Parents](#) | [Departments](#) | [District](#) | [Community](#) | [Board of Education](#) | [Strategic Plan](#)

District

District » District Leadership Team

District Leadership Team

D34 District Leadership Team

The purpose of the District Leadership Team is to provide oversight and the "voice of the customer" during the implementation of the 3-5 year District Strategic Plan.

Key tasks of this team include:

- Review District action plans that are aligned to key goals and strategies of the strategic plan
- Review the District Balanced Score Card and monitor progress of the strategic plan
- Provide feedback and input on strategic planning initiatives
- Ensure transparency and accountability of the strategic plan through teamwork, collaboration and shared leadership

Members of this team include representation from the following stakeholders: Administrators, Teachers from each school, Antioch Elementary Education Association leadership, Support Staff, Parents from each school, Students, Community members, School Board members.

District Leadership Team Meeting Resources

<p>General Information</p> <p>Introductory Letter to Participants DLT Membership Contact Information 1 Page Overview of the DLT Model</p>	<p>Meeting Resources</p> <p>October 22nd, 2015: 6:30 – 8:00pm December 8th, 2015: 6:30 – 8:00pm February 8th, 2016: 6:30 – 8:00pm May 5th, 2016: 6:30 – 8:00pm</p>
--	---

SEARCH:

[DISTRICT HOME](#) | [CONTACT](#) | [SITE MAP](#)

ANTIOCH SCHOOL DISTRICT 34

(Carol) In the spirit of transparency, a District Leadership Team website was created. All meeting agendas and materials were publicly posted to this site. This allowed the team to have access to information that would be addressed at the meetings, while also providing information to others who were interested in the work of the team. After each meeting, staff who were serving on the team would report back to their school or department to ensure two way communication between the District and the school or department.

Lessons Learned This Year

Plus

- Hearing first hand information
- Seeing the strategic plan come alive
- Interaction with other stakeholders
- Having a voice
- Collaboration

Delta

- More time for in-depth conversations
- Enhance communication efforts
- Meet more frequently
- More “action focus”

(Jim) District 34 successfully launched its shared leadership team model this year. As with any initiative, there are always things that went well and opportunities for improvement. As a team, we reflected on the year and sought input on next steps, in the spirit of continuous improvement. (Read slide content)



Commentary

Reflections of participating on the District Leadership Team

My name is Carol Xandegar. I am a Special Education Aide at Oakland, and area resident and a former D34 student parent. My participation in the District Leadership Team has been a wonderful experience. The team is well organized with members across all levels within the district and community. Everyone has a voice and everyone is heard. Meetings are well run and efficient with all members encouraged to interact with each and every member. We have identified opportunities for improvement within DLT and I am confident that we will continue as an effective team.



Building Leadership Teams

AES Building Leadership Team!



(JUDY)

We asked for at least one teacher from each grade level and department to be on the Building Leadership Team. Teams talked among themselves and got a volunteer to represent their team. We identified 1, 2, and 3 year “term” representatives.

I’d like to introduce our BLT members:

Front row: Renee Risch, ELL, representing “specials” department, Lee Anne Rioux, interventionist; Amy Henning, teacher of gifted students, representing our “specials” department; Corrine Kasper, 4th grade

Back row: Meg Marienthal, 3rd grade; Becky Ingram, 5th grade; Leslie Guglielmi, interventionist; Judy Hamilton, principal; Laura Larsen, special education teacher; and Tiffany Jones, 2nd grade.

Key Tasks This Year

- Reviewed, analyzed and presented spring 2015 PARCC data for staff meeting
- BLT representatives shared their grade level SMART goals and action plans
- Effectively communicated with all staff members to ensure needs are met
- Planned building professional development
 - Opening Day
 - Wednesday PD Meetings

(Judy)

We had a very busy year and full agendas for our meetings. However, the key tasks our BLT for this school year was:

The BLT reviewed and analyzed our Spring 2015 PARCC data; we presented the data to the entire staff. We used this data as a starting point for instructional implications.

After Fall 2015 MAP data was analyzed by grade level teachers and SMART goals and action plans were developed, the BLT grade level representatives shared their team's SMART goals and action plans with the Building Leadership Team. The team ensured that every special area, certified staff member, and paraprofessional had input.

The BLT planned Building Professional Development: at the beginning of the year, BLT members read articles, watched Carol Dweck videos, and listened to a NPR podcast to learn about Growth Mindset. Then we planned a presentation for staff on opening day which included some of the same training. Teachers then taught students what it means to have a "growth mindset" vs. "fixed mindset". We also shared a brief video at Curriculum Night with parents. All staff members used growth mindset "language" throughout the school year so students would persevere through challenges. This created a positive culture throughout the year.

Data was used to plan professional development and BLT members elicited feedback from their teams on specific topics they wanted to learn more about or more time to explore during Wednesday professional development meetings. Some of these topics included extension of district PD: Achieve3000, ST Math, Khan Academy, and Promethean Board training. We also had collaboration time regarding standards based report cards, collaboration with specials at the end of trimesters for report card comments and vertical articulation between grade levels regarding strategies for guided math and guided reading.

What Did a Typical Agenda Include?

- Review BLT group norms
- Analyze/discuss data
- Review of feedback through informal discussions and/or survey data
- Plan for professional development

(Tiffany)

At the start of each BLT meeting, the team reviewed group norms. Some of these norms include: staying focused, consider other's perspectives and suggestions, be flexible, and be bridge builders.

The team analyzed MAP winter math and reading data brainstorming possible causes for areas of weaknesses and strengths and the implications for instruction. Just a couple weeks ago we met and analyzed fall to spring MAP data and will make a presentation to the staff in the fall.

The BLT informally and formally collected feedback from staff regarding the Wednesday PD sessions. This information was used for future professional development planning.

Communication

BLT members:

- Act as a liaison between BLT and their grade level/department team
- Present at staff meetings
- Communicate with staff members and each other through Google Docs
- Create brief surveys to get staff feedback

(Renee)

Because we ensured we had a representative from each grade level and department, the BLT representatives acted as a liaison with their team. We communicated agendas, shared minutes, results of surveys, and kept an updated building PD calendar through the use of Google Docs. BLT members communicated during their team times and through Google Docs, ensuring a consistent flow of information.

Lessons Learned This Year

- What worked well?
 - Efficient BLT meetings; honoring our group norms
 - Communication
 - Reflective as a team
- What will we do differently next year?
 - Look at ways to differentiate building-wide professional development for all staff members
 - Facilitate building SMART goals to mirror district goals

(Leslie)

Our BLT meetings were productive and focused. We honored our group norms.

Communication was key—we utilized a PD calendar in Google Docs, gave input through Google Docs and surveys.

We were reflective in order to make improvements and sound decisions.

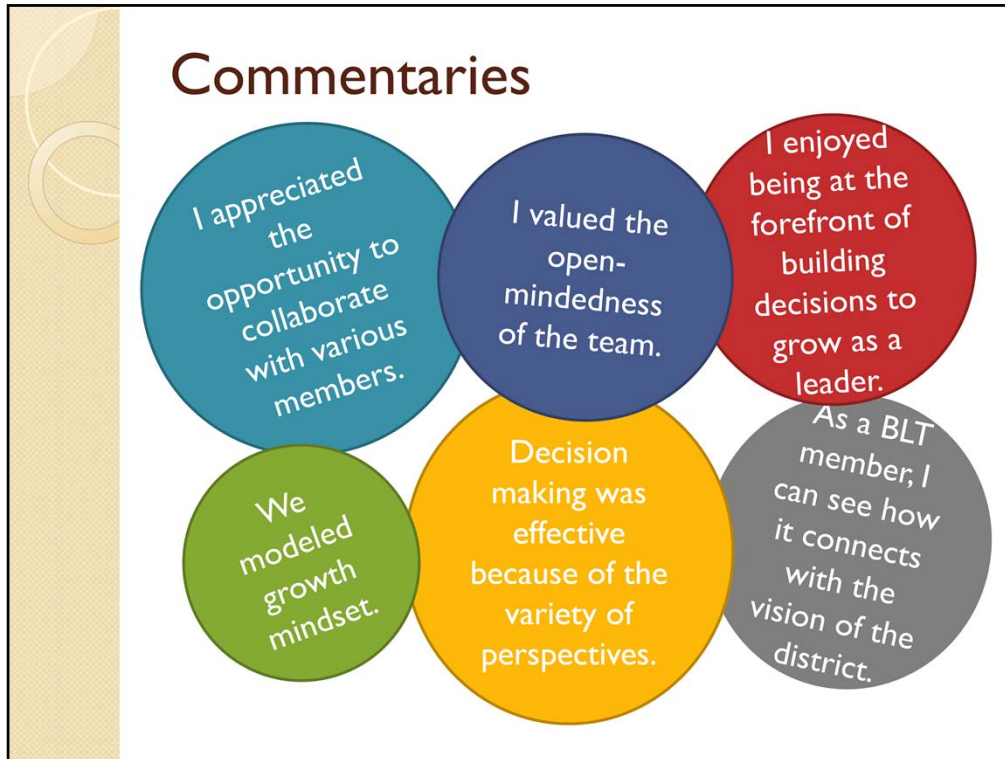
We want to look at ways to be able to differentiate building-wide professional development for all staff members next year. We also want to analyze school-wide data to create building goals that mirror district goals.

Next Steps- Our Work Ahead

- Review and analyze fall to spring 2015-2016 school-wide MAP data; review trend data
- Create AES *Plan-on-a-Page*
- Identify building SMART goals based on greatest areas of need
- Identify key measures and indicators
- Create action steps to guide the work
- Evaluate action plan mid-year

(Leslie)

We will consistently share with staff.



(Judy)

These are a few personal reactions and commentary regarding their involvement on the BLT.



Operations Leadership Teams

Foodservice Leadership Team



Introduce team members

Share the process for identifying team members. What process did you use?

Left to Right: Julie Byczek (Foodservice Manager), Jill Applegren (Head Cook Hillcrest Elementary), Deb Gernady (Head Cook Oakland Elementary)

Jari LaRocco (Head Cook Antioch Upper Grade), Sherri Brannstrom (Head Cook WC Petty Elementary), Jane Mundt (Head Cook Antioch Elementary, not pictured)

Having the Head Cook from each school as part of the Foodservice Leadership Team seemed the natural choice. We get together every month to discuss menu, changes in the lunch program, and to share ideas on what works or doesn't work in each school.

Key Tasks This Year

- This year our team focused on Foodservice goals.
- We determined what our main areas of improvement needed to be.
- Our goals will be increasing lunch participation, student satisfaction, and reducing plate waste.

What Did a Typical Agenda Include?

- At the beginning of each meeting we would welcome each other and review group norms.
- We would discuss ideas for improving our foodservice department.
- We would talk about what works best in each school and how to implement those changes across the District.

- Group Norms: respect each other, listen to each other, communicate with each other, being open minded to suggestions, and being on time to meetings.

Communication

- Communication was sent to each Head Cook about when a meeting would be scheduled.
- Head Cooks would talk with their kitchen staff and ask for feedback to bring to our meeting to discuss.
- After the meeting, it is the responsibility of each Head Cook to discuss with their kitchen staff what was talked about.
- The Director of Food Service would go to different schools each week to see how everything is going and ask questions.

Lessons Learned This Year

- This year we have made several changes in our Foodservice Department.
- Nutrition Bars were added to AUGS and AES.
- A Nutrition Board & Fruit and Vegetable of the Month Board were put up in each school as well as at ASC.
- We started doing monthly taste testing to introduce new menu items to students.
- Next year we want to get student feedback through a survey and improve our website.

Nutrition Boards have the menu, monthly newsletters, and colorful information cards that show staff and students facts on healthy eating and exercise.

The Fruit & Vegetable of the Month features 1 fruit and 1 vegetable with fun facts and recipes to share.

Student Satisfaction Survey to get feedback on what students like and dislike in Foodservice.

Add more nutrition information to our website, CN Labeling for nutrition & allergy information for parents to view.

Next Steps- Our Work Ahead

- Next year we want to collect data for our foodservice goals and create a plan on a page which will include the department mission statement and SMART goals.

Send out a survey for student/parent feedback. What changes need to be made to improve our lunch program?

Print student lunch participation reports in Nutrikids for the last 5 years and see if lunch has increased/decreased/stayed the same.

How to reduce waste? Menu items that students like, make sure staff prep food properly and only cook what is needed (the kitchens need an accurate lunch count from teachers).

Mission Statement: What is our foodservice department here to do each day?



Commentaries From The Team!



Questions or Comments?