



Community Consolidated School District 62 Superintendent Transition & 100-Day Entry Plan Dr. Michael Amadei

Submitted: November 2022

Following my formal appointment of Superintendent in the fall of 2021 I began transitioning to the role of Superintendent of Schools initially as Associate Superintendent. This process involved a great deal of thought and strategy as I worked with the outgoing Superintendent, began collaborating with staff and engaged with our stakeholders that included our parent and community leaders, all while trying to anticipate the needs and future direction of District 62. These last several months have been nothing short of engaging, extraordinary and intense, and I continue to be humbled to have been chosen to serve as District 62's Superintendent of Schools. I continue to learn and grow as an educator and understand the importance of our roles in public education as we support families today. We are navigating an ever-changing landscape that has resulted in unprecedented and even unpredictable times. Now, more than ever, our students, their families and our staff need our consistency and support.

Page 2 of this document includes a summary of the four goal areas of focus assigned to me as part of my contract with the Board of Education. Page 3 includes the transition plan that was shared with the Board of Education this summer and includes highlights summarizing my 100-Day 3-Phase Entry Plan. Finally, the last section of this document provides the Board of Education with an overview of the work that has been accomplished over the last 100 days within the five goal areas of our strategic plan.

Thank you again for this opportunity. It's been a pleasure serving Community Consolidated School District 62.

Sincerely,

Michael Amadei

Associate Superintendent/Superintendent Contract Goals

Goal 1: The Associate Superintendent/Superintendent will develop and implement, in cooperation with the Board's current Superintendent, a transition plan for the transfer of information and responsibility from the current Superintendent to the Associate Superintendent/Superintendent, to include a strategic goal transition and a plan for the transfer of knowledge and training.

Goal 2: The Associate Superintendent/Superintendent will develop and execute a plan to hire a new Assistant Superintendent for Human Resources.

Goal 3: The Associate Superintendent/Superintendent will provide leadership to improve academic achievement through a commitment to equity and emphasis on student-centered alignment of resources.

Goal 4: The Associate Superintendent/Superintendent will develop and implement strategies to enhance family and community engagement.

D62 New Superintendent Transition & 100-Day Entry Plan

Introduction: The benefit of formulating an internal transition plan allows for a smooth succession of leadership. When done well, succession planning in school districts provides the School Board the opportunity to keep the course and speed of current strategic plan initiatives while at the same time plan with the new superintendent for the future. The purpose of this document is to inform the Board of the transition process between outgoing Superintendent Dr. Paul Hertel and me. This document also includes the first 100 days in my role as the new Superintendent.

The transition activities outlined in this plan ensure continued response to supporting the district through the worldwide pandemic, (which will also lead to a transition out of the pandemic), as well as the day-to-day operations required of the Human Resources office and the associate superintendent duties as they arise.

Given my 24 years of experience in education, and more importantly the past 14 years serving District 62, the plan assumes a deep knowledge and appreciation of the Des Plaines community as a whole, including our student's academic and social emotional needs, operations, staff, financial outlook, culture, wellness and overall resources.

3 PHASE ENTRY PLAN: October 2021 through January 2023

Phase 1: Pre-Entry	October 2021 to June 30, 2022
Phase 2: Entry	July 1, 2022 to December 31, 2022
Phase 3: Strategic Planning	January 2023 to March 2023

Phase one, pre-entry, focuses on the transition plan with Dr. Hertel. The goal of this phase is to collaborate with Dr. Hertel and learn about his role in supporting the district's current strategic plan, as well as day-to-day operations and expectations of the superintendent.

Phase two, entry, is where I will focus on my first 100 days as the new Superintendent.

Phase three, strategic planning, culminates with a report and recommendation to the Board in February 2023, with a focus for the future.

Phase 1: October 2021 to June 30, 2022

Pre-entry 21-22 School Year Superintendent Transition Plan

Collaborate with Superintendent Dr. Hertel on the following transition goals:

- 2018 to 2023 District Strategic Plan Review: The 21-22 school year is technically the 4th year of the District's 5 year strategic plan. Although goals and strategies work has continued, the disruption resulting from the Covid-19 pandemic must be evaluated and shared with the Board. Per the Board's direction, Dr. Hertel's input, and guidance from Dr. Perry Soldwedel, consultant with Catalyst for Educational Change, planning for the future and next steps will be determined.
 1. **Student Growth & Achievement:** Engage all students in learning that leads to academic growth, achievement, and readiness for high school, college, career, and life.
 2. **Learning Environment:** Provide personal support to each student to develop the skills and confidence to be self-sufficient learners.
 3. **Work Environment:** Provide personal support to each staff member to develop the skills and confidence to be innovative, exemplary, and visionary leaders of the district and their profession.
 4. **Family and Community Connections:** Engage families and the community as partners to support student success.
 5. **Resources:** Effectively, efficiently, and equitably manage the district's facilities and financial resources.

- Attend local and state professional development and/or meetings such as local superintendent meetings, regional office of education, ISBE and required IASA Superintendent training.
- Meet and collaborate with all local agencies, such as the Des Plaines Police and Fire Departments, the Des Plaines Park District, the Des Plaines Public Library and the Des Plaines History Museum, as well as local community groups, such as Des Plaines Chamber of Commerce, local Kiwanis, Rotary and other clubs.
- Attend staff/community leader meetings including Parent Communications Council, IN This Together Taskforce, Intergovernmental Committee and Superintendent Council.
- Plan and execute transition of duties.

Phase 2: July 1, 2022 through present

Entry 22-23 School Year, 100-Day Plan

- Board of Education/Governance: (January 7, 2022)
 - Meet with the Board President to determine expectations, and communication needs (ongoing)
 - Meet individually with Board of Education members as needed
 - Determine Board's needs regarding their equity professional development
 - Determine next steps with strategic plan that concludes in June of 2023
- Board of Education Development of Equity Stance: (July 18, 2022)
 - The Board will work with IASB trainer, Dee Molinare in order to develop the district's equity stance.
- Cabinet Retreat: (June 28 and 29, 2022)
 - Cabinet team building and goal setting
 - Review general education, special education and English language learner student achievement data
 - Review district operations, human and financial resources
 - Explore development of Diversity, Equity and Inclusion (DE&I) action team
 - Review and refine leadership summit on equity
 - Review district and school improvement plans to determine how to integrate equity practices
 - Superintendent led book study (July to August 2022)
 - Administration evaluations plan review
- Administrative Leadership Team Retreat: (August 5, 2022)
 - Team building and goal setting (School Improvement Plan/Social Emotional Learning/Diversity Equity & Inclusion, Personal/Professional)
 - Equity leadership summit
- Internal/External Community Engagement: (August 2022)
 - Establish relationships with internal community through such avenues as Superintendent Council, listening tours and a continued presence in the district (August 2022)
 - Meet with Key Communicators (local community leaders, dignitaries, politicians)
 - Meet with parent leaders
 - Attend community events (ongoing)
- Evaluate, plan, and continue the transition of healing following global health pandemic: (July 2022)
 - Social emotional support
 - Health and wellness focus

- School Visits & Listening Tour visits: (July @ ICS and August 2022)
 - Site leadership teams and then staff
 - Students
 - Parents, and
 - Strategic social media presence
- Develop DE&I District Stakeholder Action Committee: (August 2022)
 - Develop criteria, process and timeline for committee membership
 - Engage in Superintendent led book study
 - Prioritize and develop key equity action steps into district strategic plan
 - Ensure children's voices are heard
 - Develop policy and contract review process
 - Identify resources
 - Develop report and recommendations to the Board of Education (December 2022)
 - Develop and provide DE&I district professional development (January 2023)
- Develop pandemic crisis response plan: (October and November 2022)
- Initiate Strategic Plan renewal process with Board of Education: (December 2022)

Phase 3: January 1, 2023 to July 2023

Strategic Planning 22-23 School Year

- Initiate Strategic Plan renewal process: (January and February 2023)
 - Partner with Consortium for Educational Change (March 2023)
 - Engage Stakeholders/District Surveys (April 2023)
 - Staff
 - Parents
 - Students
 - Residents
 - Key Communicators
- Next steps: (May 2023 to July 2023)
 - Defining goals and strategies for District 62
 - Determine future of strategic plan

SUMMARY:

Although I will be in constant communication with the Board throughout the entirety of the plan, a report summarizing findings, outcomes and proposed plans will be provided at the end of each of the three phases.

These reports are intended to inform the Board, provide time for feedback, and allow for course correction in order to remain in alignment with the district's goals.

I look forward to our partnership and reaching new heights!

Equity practices: Begin to explore equity practices in surrounding districts, including staffing, website, social media and other communications.

- Equity-related Twitter Accounts
 - Teaching Tolerance: @Tolerance_Org
 - Morningside Center for Teaching Social Responsibility: @MorningsideCTR
 - Anti Defamation League: @ADL
 - Mind/Shift: @MindShiftKQED
 - Zinn Education Project: @ZinnEdProject
 - Facing History and Ourselves: @FacingHistory
 - Zaretta Hammond: @Ready4Rigor

Development of District 62 Pandemic Readiness and Response Guide

- Review, evaluate and refine practices and procedures in place from March 2020 to present.
 - Seek input from staff and community
- Develop a document that outlines actions taken during the pandemic to serve as a historical reference for future administration.
 - Document to include an evaluation component that includes lessons learned

Strategic Plan Re-engagement:

- August 23, 2021: (Bova) Request to secure a date for re-engagement retreat.
- October 7, 2021: (Bova) Request to meet and prepare for upcoming retreat.
- October 19, 2021: (Amadei/Bova) Review of District 62 history surrounding strategic plan, discussion of anticipated agenda and next steps.
- October 28, 2021: (Amadei/Bova) planning session to review draft agenda and proposed presentation.
- December 3, 2021: Champions Meeting
 - Re-engagement discussion
 - Review the work that's been done
 - Determine our next steps
 - Develop a timeline
- September/October 2022
 - Board of Education Strategic Plan Update



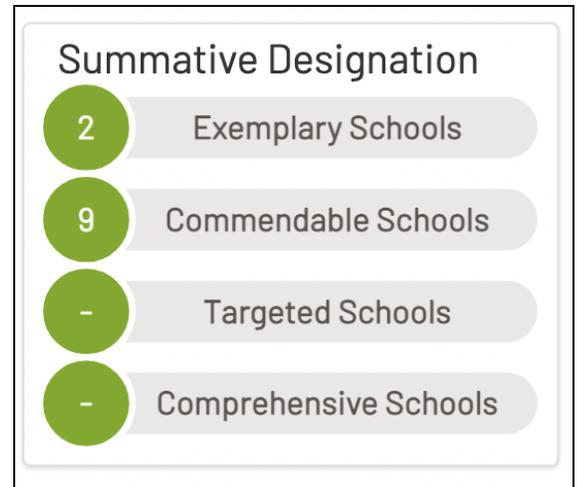
Goal 1: Student Growth and Achievement

Continuing Professional Development: Staff kicked off the school year participating in a variety of professional development activities that include teacher leadership institute, instructional coach professional learning and Kagan cooperative training.

ISBE Schools Summative Designations: ISBE posted the summative designations for our schools in late October with some very positive news.

Two of our schools, Forest and Plainfield were designated as exemplary, with the remaining schools being designated as commendable.

None of our schools were designated as targeted or comprehensive. Of special note is that Algonquin had been on the targeted list and has since moved up to Commendable. More information will be shared in the coming weeks.



Summer Workbooks Student Recognition: Students across the district were recognized for their summer learning practice with their district-provided summer learning workbook.



Goal 2: Learning Environment

Board Equity Development: In August, the Board participated in an IASB equity development workshop.

Middle School Encore Review Committee: Last month, Dr. Julie Fogarty, Ms. Christy Bowman, and Ms. Libby Juskiewicz led their fourth meeting with a group of encore (specials) teachers to develop new options for our middle school students. I was part of the meeting and discussed the importance of the work the team is undertaking, a phased timeline, as well as resources. The team has continued to meet with the intent to share an update with the Board in the future.

Summer Cabinet Development: On June 17th the entire cabinet team participated in a team training titled: *Communication Styles & Cultivating Team Relationships in School District 62*. The training was provided through North Cook Intermediate Service Center. Professional trainer Amy Stewart not only helped us to understand each of our own personality styles, but more importantly she gave strategies to get the best of ourselves and each other.

Supporting our newcomer English Learner families: We are in the early stages of developing a formal plan to support our newcomer English Learner families. Historically the district has seen an increase in immigrant families over the years. A formal plan to support these families has not been developed as this has been a recent trend within our English Learner families. And within these needs, the district has acknowledged that children are coming in with a level of trauma that will require social emotional support as well. We look forward to developing a plan that includes a timeline to engage with families, assessments and ensurement of appropriate supports in order for them to thrive in our district. This plan also aligns with **Goal 4: Family and Community Engagement**.

Student Information System Update: The district is in the process of configuring a new server as we begin moving forward with our new student information system, Infinite Campus. The district technology team will be working closely with a project manager to begin configuring the new server and importing at least 5 years of existing student data.

Student engagement via Kagan structures alive in every school: Our schools continue to focus on Kagan this year. This fall, each school chose a schoolwide focus of one Kagan structure. This focus will support all teachers to implement these engagement structures into their daily practice with students. Increased student engagement and voice will result, positively impacting student academic learning and student social emotional well being.

Technology resources: This school year, we shared a communication with families earlier this month regarding our [technology filter](#) used in the district. Adam and his team have also added additional resources for families on the [technology website](#) that can be found on the bottom of that website.



Goal 3: Work Environment

Around the district in 62 days: One of my primary goals as I began my Superintendency was to meet with staff at all sites to seek their feedback and get a better understanding of what their vision was for the district as we look to the

future and support the work of our strategic plan. I was very pleased to hear staff say they are thankful to be part of such a wonderful community that they described as being part of a family. They were appreciative of the time spent together.

- August 30: Forest
- September 1: Cumberland
- September 6: South
- September 7: ELC
- September 14: Terrace
- September 19: Chippewa
- September 20: North
- September 27: Algonquin
- October 5: Orchard Place
- October 6: Iroquois Community School
- October 11: Plainfield
- October 24: Central
- October 25: Maintenance

Key findings

- In favor of Full Day Kindergarten
- Concerns regarding shortage of staff in the schools
 - Shortage of substitutes
 - Shortage of para-educators
 - Shortage of staff to supervise students during lunch hour and recess
 - More mental health support needed for students
 - Need for more registered nurses
 - Problems with traveling teachers
 - Could students have senior citizen mentors like in the past?
- Concerns regarding district bus driver shortage
 - Drop off and pick up is a safety concern as a result
- Desire for an increased focus on the arts in the schools
 - Instruments are old
 - Drama teacher should be separate from the music teacher
- Updated playground equipment needed, handicap accessible equipment needed
- Instructional Services materials - should be current and not outdated
- Updates requested for specific schools
 - New copiers
 - Phones in classrooms
 - Updated staff IDs
 - Working urinals
 - Working drinking fountains
 - Replace chalkboards with whiteboards

- Gates for parking lots

INSPRA Communications Contest: District 62 was among the districts honored at the Illinois Chapter/National School Public Relations Association (INSPRA) Communications Contest.

The district was recognized for the following projects:

- Pablo Sands, Dan Chianelli, Dr. Laura Sangroula and Christina Bowman, Differentiating During Workplaces - 5th Grade: **Award of Merit**
- Pablo Sands, Dan Chianelli, Dr. Laura Sangroula and Christina Bowman, Differentiating During Work Places - 2nd Grade: **Award of Merit**
- Pablo Sands, Dan Chianelli, Laura Sangroula, Christina Bowman, Student Discourse and Engagement: 6th Grade: **Award of Excellence**
- Jennifer Tempest Bova, 2021 Annual Report: **Award of Merit**
- Jennifer Tempest Bova, District 62 Community Relations Report: **Award of Merit**

Mentor Support: The district continues to partner with North Cook Intermediate Service Center to provide [mentoring](#) and [coaching](#) to our newer experienced administrators.

Principal Social Emotional Learning Meeting: The Student Services District Administrative Team has been meeting with principals to support the current social emotional learning district initiatives and review Social Emotional Learning (SEL) data trends. These meetings are intended to provide principals with legal, procedural, and practical updates and serve as a problem solving meeting in order to best support our students within the SEL domain.

Social Emotional Professional Learning: Cumberland para-educators engaged in an individualized, two part Ukeru training after school hours. Ukeru is rooted in trauma responsive approaches during times of dysregulation. This training enabled tier 3 teams to navigate school crises without the use of isolation, restraint, or time-out methodologies.

Superintendent Council: Hosted quarterly meetings with staff to foster trust and provide support.

Substitute pay increase: The Board voted to increase our substitute rates in October which will allow us to expand our efforts to recruit and hire substitute staff. The increase and the bonus structure has been well received.



Goal 4: Family and Community Engagement

Asylum Seekers: Provided immediate support to Venezuelan asylum seekers seeking refuge and support in Des Plaines after being relocated by Texas Governor Abbott. These families migrated to the United States fleeing an ongoing humanitarian crisis that continues to worsen. The district determined resources and supports needed for these families including services from the Kenneth Young Center.

Summary of Enrollment Totals

- Birth to 3: **14**
- PreK 3-5: **15**
- **Kindergarten to 8th: 66**
 - **K to 5: 44 students**
 - K: 12 students
 - 1st: 9 students
 - 2nd: 5 students
 - 3rd: 7 students
 - 4th: 5 students
 - 5th: 6 students
 - **6th to 8th: 22**
 - 6th: 7 students
 - 7th: 6 students
 - 8th: 9 students
- **Total students enrolled: 95**

Bilingual Parent Advisory Council (BPAC): Our BPAC group has continued in full force under the leadership of our new Director of Second Language Programs Elizabeth Juskiwicz. The BPAC group meets regularly and hears from the district on such topics as our student information system, My School Bucks and assessment data.

Community Engagement:

- Parent Communication Council: I continue to meet with our parent leaders on a quarterly basis to discuss issues in the district, answer questions and empower our parent leader says ambassadors are learning community.
- Intergovernmental Committee: This committee was formed several years ago but we continue to meet with our community leaders on a quarterly basis. We have included principals now so that our schools can connect directly with our local agencies and organizations.

Celebrate 62: Introduced a new student recognition program to honor those pieces of artwork on display at the Administration Center that were selected by our art teachers.

Des Plaines Youth Commission Community Appreciation Night: Supported the Des Plaines Youth Commission by partnering with them to have District 62 presence at their Community Appreciation Night.

Des Plaines Police Department Safety Day: Partnered with the Des Plaines Police Department to host a safety day for the community at Algonquin Middle School in late September.

Parent University Update (Forest/ELC): The Parent University program ran this summer from June 13th through June 24th with approximately 30 parents and their children participating. Parents participated in informational sessions each evening (Monday through Thursday) which included connecting parents to the Des Plaines Police Department, the Kenneth Young Center, as well as providing some technology support and an introduction to Kagan structures. On each of the Fridays, families were able to enjoy field trip opportunities together that supported our theme of nature and mental health wellness. The Peggy Notebaert Nature Museum visited the group on site and then traveled to the Chicago Botanic Gardens. Positive feedback from both parents and students was encouraging and appreciated.

SHIELD Testing: As we continue to transition out of the pandemic, we provided our staff and families with the opportunity to receive SHIELD tests beginning in early October. Approximately 460 staff and families have opted-in for these tests.

Vaccine Clinics: Partnered with Jewel-Osco to host two COVID-19 vaccine and flu clinics in October of 2022.

- October 5: 52 flu shots/96 Pfizer bivalent boosters
- October 19: 26 flu shots/36 Moderna bivalent boosters

Website: The district is in the process of developing a timeline that includes staff and stakeholder feedback for the purpose of introducing a new website platform to the district.

Winter Card Contest: This year, we benefited from our partnership with the Frisbie Senior Center and hosted our judging for the winter card contest at their facility in an effort to expand the opportunity to our elder community. We had a record turnout of judges.



Goal 5: Resources

District Safety Committee: A smaller safety committee met this fall that included school principals, representatives from the Des Plaines Police Department, Cabinet and Student Services to begin some preliminary discussions centering around our focus for the school year to enhance our safety measures throughout the district. We will be meeting as a larger team in the future.

Police Training: We continued to focus on our partnership with the Des Plaines Police Department this year, opening our schools to training this year. We will continue to do what we can to support our law enforcement so that they in turn, can support our schools and help to keep students and staff safe.

Raptor Visitor Management System: Installed a new Raptor visitor management system in an effort to enhance safety measures at schools.

School Resource Officer: In August, the district hired a new School Resource Officer Matthew Stonequist to begin collaborating on district safety, security protocols and procedures.

School Safety: The safety and security of our schools has been a priority this school year. We are fortunate to have a strong and solid partnership with the Des Plaines Police Department. Our focus this school year has centered around enhancing our security measures in order to be as prepared as possible. With the support of our Des Plaines Police Department, we have begun the process of installing cameras on all school exteriors, beginning this fall. Each classroom will be installed with a phone which will allow staff to contact first responders. New clocks and public address (PA) systems will be installed in our schools. Our middle schools have been our first priority as part of this focus, with Algonquin beginning installation in November. This process will take approximately two years for completion. In addition, the district safety committee met at the start of the school year to begin some preliminary discussions centering around our focus for the school year to enhance our safety measures throughout the district. The committee includes school principals, representatives from the Des Plaines Police Department, Cabinet and Student Services. We will be meeting as a larger team in the future.

Student Information System Update: Following Tyler SISK12's announcement of its discontinuation, the district's technology team worked diligently to investigate a replacement student information system. This product selection and implementation required an expedited time frame. The team has chosen to work with Infinite Campus. Moving to a new system will require ongoing training and support and Infinite Campus is best positioned to partner with us in this transition.