

**ACTION ITEM**

October 22, 2012

To: Members, Board of Education

From: Raymond E. Lechner, Ph.D.

Subject: Superintendent/District Goals 2012-2013

**PROPOSED ACTION BY BOARD OF EDUCATION**

Approval of the 2012-2013 superintendent/district goals.

**BACKGROUND**

The Superintendent goal development process begins in May when the Board of Education receives the annual Community Review Committee (CRC) report. The work of the CRC is often the foundation of the District and Superintendent Goals. Then in June, the Board of Education receives an update on attainment of the previous years District goals. At the end of June the entire administration meets and reviews together the annual CRC report and the attainment of the District goals for that year. At this point the first draft of District goals is generated.

In early August, the entire administration reviews again the CRC report and finalizes goals in preparation for the annual response to the CRC. In late August, the Superintendent provides the annual response to the CRC with the Board of Education, identifying how the District might implement selected CRC recommendations.

In September, the Superintendent recommends District goals for the coming school year. Once District goals are approved, administrators align their individual goals accordingly. Before October first, individual meetings are held with administrators and goals are finalized. Select administrator goals are then embedded in the Superintendent plan. What you have for approval is the summation of this process. All of the goals for the District and administration are aligned with the Superintendent goals. Next month the Board will begin receiving School Improvement Plans. Once again, the strategic alignment of all goals should be apparent.

## **SUPERINTENDENT/DISTRICT PERFORMANCE GOALS 2012-2013**

The Superintendent will continue to develop and implement instructional plans to improve the quality of:

- Core curriculum instruction and assessment
- Application of CONNECTED teaching and learning
- Development of new district initiatives.

### **Goal 1: CORE CURRICULUM**

#### 1. MATH

##### Deliverables:

- A. Address the learning needs of the district-wide sub group that did not make Adequate Yearly Progress (AYP) on the Reading ISAT in grades 5-8.
- B. Review performance data of students not meeting AYP in math in grades 5-8.
- C. Create learner profile for each target student (Performance Series, ISAT, MCAP, IEP goals).
- D. Review progress on IEP goals.
- E. Provide refresher training in programs for staff that teach instructional math classes (Trans Math, V-Math, etc.).

##### Measures:

- A. For this baseline year using the new principal evaluation tool, pilot these measures to support the HMS/WJHS principal and assistant principals in meeting their student growth targets:
  - a. The average scaled score (Performance Series) of the target group (students with IEPs that did not meet or exceed standards on 2012 ISAT testing) from fall 2012 is:
    - 5th – 2258
    - 6th – 2328
    - 7th – 2369
    - 8th – 2472From fall 2012 to spring 2013: Students in the target group will gain an average of:
    - 5th - 139 points
    - 6th - 116 points
    - 7th - 93 points
    - 8th - 81 points
  - b. Currently, 0% of the targeted students met expectations on the 2012 ISAT test. In spring 2013, 50% of the students from this target group will meet standards on the ISAT.

## 2. READING

### Deliverables:

- A. Support elementary administrators and Department of Curriculum and Instruction in identification and address of learning needs of students falling below the 25<sup>th</sup> percentile locally using AIMSWeb and Performance Series:
  - a. Identify areas of instructional concern.
  - b. Assist with development of IPF plans to increase the scores of D39 3<sup>rd</sup> and 4<sup>th</sup> graders falling below the 25<sup>th</sup> percentile locally.
  - c. Support “Jump Start” reading pilot for earlier delivery of reading services in the fall.
  - d. Enlist expertise of District Reading Teachers for reading strategy training for 3<sup>rd</sup> and 4<sup>th</sup> grade teachers at District grade level meetings. Training will include modeling of appropriate reading strategies to meet common learning objectives using existing resources.
  - e. Emphasize best instructional reading practices for middle grade students through the D39 Common Core State Standards ELA training.
  - f. Assist administrators with identification of instructional resources.

### Measure:

- A. For this baseline year using the new administrative evaluation tool, pilot these measures to support elementary administrators in meeting their student growth targets for reading:
  - a. The 4<sup>th</sup> grade Performance Series fall District cut score for reading is 2596. The average scaled score for all District 4<sup>th</sup> grade students falling below the 25<sup>th</sup> percentile is currently 2416. The average scaled scores for this targeted group of 4<sup>th</sup> graders will increase to 2499 by the winter testing window and to 2582 by the spring testing window.
  - b. 80% of 4<sup>th</sup> graders scoring below the local 25<sup>th</sup> percentile on the Reading CBM fluency during the fall benchmarking period will gain at least by 15.6 words by the winter benchmarking period (ROIP= 1.3 words/week).

## 3. SCIENCE

### Deliverables:

- A. Support implementation of new science curriculum in Grades 5-6 through professional development for effective instruction and assessment practices.
- B. Gather information on the effectiveness of the new science curriculum in grades K-6 with baseline data on science assessments.

### Measure:

- A. Referencing the 2012 score for 4<sup>th</sup> grade students meeting or exceeding standards for ISAT scientific inquiry, 4<sup>th</sup> grade ISAT scores in scientific inquiry will be maintained or increased.

## 4. SOCIAL STUDIES

### Deliverables:

- A. Convene the second year of the Social Studies Curriculum Review Committee:
  - a. Complete research on current best practices on Social Studies instruction and assessment in light of the Common Core State

Standards and CONNECTED priorities to revise current D39 Social Studies Curriculum.

- b. Communicate with grade level and/or department members about progress of the committee.

## 5. ART

### Deliverables:

- A. Convene a fall 2012 Art Curriculum Review Committee to complete Art Curriculum Review initiated as part of Summer Writing 2012:
  - a. Research current best practices on Art instruction and assessment, including CONNECTED priorities, to revise current D39 Music Curriculum.

## 6. MUSIC

### Deliverables:

- A. Convene a 2013 Music Curriculum Review Committee to complete Music Curriculum Review:
  - a. Research current best practices on Music instruction and assessment, including CONNECTED priorities, to revise current D39 Art Curriculum.

## 7. MANDARIN CHINESE

### Deliverables:

- A. Support development of Mandarin Chinese curriculum in Grades 6-8:
  - a. Develop Mandarin Chinese goals, curriculum scope and sequence, and recommended materials.
  - b. Continue coordination of initiative with NTHS.

## 8. SOCIAL EMOTIONAL LEARNING (SEL)

### Deliverables:

- A. Implement Second Step Program through building School Improvement Plan (SIP) to address Social Emotional Learning (SEL) development district-wide:
  - a. Full implementation of Second Step Program to address the development of Social Emotional Learning at McKenzie, Harper, Central, Romona, and Highcrest Middle School.
  - b. Implement Second Step pilot plan for WJHS in one 7<sup>th</sup> grade team and one 8<sup>th</sup> grade team.

### Measure:

- A. Using the Second Step decision-making strategies, a survey administered to fourth graders at Romona and Central and to all students at HMS will indicate that 80% of students can provide examples of how they would apply these strategies to decision making and to establishing and maintaining positive relationships (Spring 2013).

## **Goal 2: CONNECTED TEACHING AND LEARNING**

### **1. CHARACTERISTICS OF SUCCESSFUL LEARNERS (CSL) AND SOCIAL-EMOTIONAL LEARNING (SEL)**

#### Deliverables:

- A. Support development and implementation of a new report card using CSL indicators for 5<sup>th</sup> and 6<sup>th</sup> grade.
- B. Support development of scenario-based CSL assessments for exit grades (4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup>).
- C. Expand full implementation of Second Step Program at Central, Romona, and Highcrest Middle School (in addition to Harper and McKenzie).
- D. Implement Second Step pilot plan for WJHS in one 7<sup>th</sup> grade team and one 8<sup>th</sup> grade team.

#### Measure:

- A. 80% of 5<sup>th</sup> grade teachers will indicate on a survey that the new report card format allows them to more accurately communicate students' strengths and areas of growth for CSL (Spring 2013).
- B. 80% of Central and Romona 4<sup>th</sup> graders, and HMS 5<sup>th</sup> and 6<sup>th</sup> graders, will successfully apply the Second Step decision-making strategies on an assessment of these skills (Spring 2013).
- C. 25% of students with IEPs will participate in student-led or student-involved IEP meetings (Spring 2013).
- D. The results of the CONNECTED Assessment will be disaggregated for 2012 hires. Scores on the assessment will be maintained or exceed the 10% increase achieved in 2011 (as compared to the 2010 scores for new hires).

### **2. PROFESSIONAL GROWTH NETWORKS (PGNs)**

#### Deliverables:

- A. Support full implementation of two-year Professional Growth Networks (PGNs) as the new paradigm for professional development of D39 staff.

### **3. COMMUNICATION**

#### Deliverables:

- A. Provide quarterly communications to the community about CONNECTED initiatives and purposes occurring throughout the district.
- B. Re-administer a feedback mechanism to determine parent awareness of CONNECTED initiatives and purposes (Spring 2013).
- C. Create a tool to assess parent familiarity with Characteristics of Successful Learners (CSL).

#### Measure:

- A. By Spring 2013, increase by 10% from the 2012 baseline the percentage of parents who can cite specific CONNECTED initiatives and their purposes in D39 schools on a district survey.
- B. By Spring 2013, 40% of parents can cite at least one example of a CSL demonstrated by his/her child.

### **Goal 3: EXPLORE NEW INITIATIVES**

#### **1. COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA) AND MATH**

##### Deliverables:

- A. Support Department of Curriculum and Instruction in developing in-house training for CCSS ELA and CCSS Math for all appropriate D39 staff.

##### Measure:

- A. By May 2013, evaluations of D39 training for CCSS ELA and Math will indicate 80% of teachers strongly agree or agree that their knowledge of the requirements of CCSS has increased.

#### **2. TEACHER EVALUATION**

##### Deliverables:

- A. Manage the Teacher Evaluation and Reduction-In-Force (RIF) processes to ensure implementation with integrity and alignment to state-mandated changes
  - a. Implement the revised Teacher Evaluation Plan
  - b. Negotiate a revised RIF procedure that complies with legal changes
  - c. Provide ongoing communication, training and support for both teachers and administrators
  - d. Solicit feedback from the Teacher Evaluation Ratings committee in the spring on the implementation

##### Measures:

- A. Given a 5-question survey, 80% of administrators will indicate satisfaction with the new Teacher Evaluation Plan including the communication, training and support during implementation.

#### **3. TECHNOLOGY**

##### Deliverables:

- A. Determine areas for adaptation of emerging technology and learning environment programs researched by CRC such as: Flipped Classroom, eBooks, curriculum writing with iBook Author, iTunes University, Podcasts, and 1:1 technology.
  - a. Form a technology PGN to develop a plan for a small-scale 1:1 iPad Pilot Program for the 2013-2014 School year.
  - b. Participate in township meetings to learn about procedures, guidelines, management strategies, resources, and communications for successful 1:1 initiatives.
  - c. Identify tools (Apps, electronic work flow systems, eBooks) for implementing the Common Core Standards on iPads including the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas in digital media forms.
  - d. Develop necessary implementation strategies such as staff development, pilot programs, and communications.
  - e. Identify necessary funding resources.
  - f. Using feedback gathered from pilot classrooms in year one, develop a plan for possible expansion of a 1:1 program for the 2014-2015 school year.