

ACTION ITEM

Date: October 28, 2013
To: Members, Board of Education
From: Raymond E. Lechner, Ph.D.
Subject: Superintendent/District Goals 2013-2014

PROPOSED ACTION BY BOARD OF EDUCATION

Approve the 2013-14 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. In June the Board 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 are generated.

In August the Superintendent reviews the annual CRC Report with Board members identifying how the District might implement selected CRC recommendations. In September, after soliciting Board input, the Superintendent recommends District goals for the coming school year. Once District goals are approved, administrators draft their individual professional goals aligned with stated District goals. Before October first, individual meetings are held with administrators and goals are finalized. These individual administrator goals are then embedded in the Superintendent goals. 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 the goals should be clear.

SUPERINTENDENT/DISTRICT PERFORMANCE GOALS 2013-2014

The Superintendent will develop, support, and/or implement plans that promote educational quality in Wilmette Public Schools District 39 in the following categories:

- Core Curriculum
- Characteristics of Successful Learners/Social Emotional Learning (SEL)
- District Initiatives
- Facilities Development

GOAL 1: PROVIDE DIRECTION FOR CORE CURRICULUM DEVELOPMENT, IMPLEMENTATION, AND EVALUATION.

I. MATH

Deliverables:

- A. Support the advancement of the curriculum review cycle for math to the 2013 – 2014 school year:
 - a. Provide professional development for instructional delivery during transition to the Common Core State Standards.
 - b. Support the infusion of CCSS priority standards as a transitional measure during the 2013-14 school year.
 - c. Revise math curriculum/materials/resources to align with Common Core Standards in preparation for PARCC Assessment in 2015-16.
- B. Support the identification of students without IEPs who did not meet ISAT standards for math last spring as 3rd, 4th, and 5th graders.
 - a. Facilitate training opportunities for teachers in using the suggested learning objectives feature in the Performance Series Suite for earlier intervention with targeted instruction.
 - b. Ensure allocation of C&I resources to support professional development for teachers and instructional materials for students.

Measures:

- A. Using the new cut scores for ISAT, each grade level cohort will maintain 2013 scores in Math M/E on the 2014 ISAT:
 - Class of 2018 Math 91%
 - Class of 2017 Math 88%
 - Class of 2016 Math 89%
 - Class of 2015 Math 86%
 - Class of 2014 Math 90%
- B. 50% of the students in the identified group in deliverable B above who did not meet standards in math on the 2013 ISAT will make expected growth based on Performance Series bands (deciles) from fall 2013 to spring 2014 during their 4th, 5th, and 6th grade years.

II. ENGLISH LANGUAGE ARTS (ELA)

Deliverables:

- A. Support the 1st year of the two-year curriculum review for ELA (2013-2015) as part of our the transition to the Common Core State Standards and the anticipated PARCC Assessment in 2015-16:
 - a. Provide professional development for instructional delivery during transition to the Common Core State Standards.
- B. Direct District 39 resources toward professional development, materials, and intervention strategies aimed to address the needs of Romona 4th grade students not meeting standards on the 2013 ISAT when they were 3rd graders.

Measures:

- A. Using the new cut scores for ISAT, each grade level cohort will maintain 2013 scores in Reading for M/E on the 2014 ISAT:
 - Class of 2018 Reading 92%
 - Class of 2017 Reading 89%
 - Class of 2016 Reading 93%
 - Class of 2015 Reading 89%
 - Class of 2014 Reading 91%
- B. 50% of Romona 4th graders who did not meet standards as third graders on the 2013 ISAT will make expected growth on Performance Series from fall 2013 to spring 2014.

III. SCIENCE

Deliverables:

- A. Support implementation of new science curriculum in Grades 7-8 through professional development for effective instruction and assessment practices.
- B. Continue to gather local assessment data to establish trend data regarding the impact of the new science curriculum in grades K-8.

Measure:

- A. 4th and 7th graders will average a minimum score of 12.7/15 items correct on the scientific inquiry portion of the 2014 Science ISAT Test.

IV. CURRICULUM REVIEWS

Deliverables:

- A. Support the rigorous schedule of curriculum reviews that are currently in progress:
 - Social Studies (Material Selections, Common Assessments, and Final Curriculum Map Elements)
 - Mandarin (Grade 8 Curriculum Map, Common Assessments and Material Selection)
 - Music (Common Assessments)
 - Fine Arts (Common Assessments)
 - Math (Accelerated Schedule)
 - ELA (Full Two-year Review)

- B. Support the schedule for the pending curriculum review:
- Physical Education/Health (Summer 2014 pending ISBE approval of the Enhance PE Task Force Recommendations of PE/Health Standards)

GOAL 2: SUPPORT THE DEVELOPMENT IN D39 STUDENTS OF SOCIAL-EMOTIONAL LEARNING (SEL) AND CHARACTERISTICS OF SUCCESSFUL LEARNERS (CSL).

I. SOCIAL EMOTIONAL LEARNING (SEL)

Deliverables:

- A. Support full implementation of Second Step Program to address Social Emotional Learning (SEL) development district-wide:
- a. Full implementation of Second Step Program to address the development of SEL at all elementary schools and Highcrest Middle School.
 - b. Implement first year of Second Step at Wilmette Junior High School, with integration into their Student Accountability System.

Measures:

- A. Using Second Step decision-making strategies, a survey administered to all students at WJHS will indicate that 80% of students can provide examples of how they would apply these strategies to making and to establishing and maintaining positive relationships (Spring 2014).
- B. Establish a baseline by June 2014 for student merits using data from the Student Accountability System. This baseline will be used to set growth targets for HMS and WJHS for June 2015.

II. CHARACTERISTICS OF SUCCESSFUL LEARNERS (CSLs)

Deliverables:

- A. Support instruction and assessment of the CSLs
- a. Promote revisions of the 6th grade report card using CSL indicators at HMS.
 - b. Promote the development of scenario-based CSL assessments for exit grades (4th, 6th, and 8th)
 - c. Promote student use of CSL self-advocacy skills for Parent Teacher conferences:
 - Use of CSL indicator tags for work samples by K-4 students
 - HMS goal setting/self-reflection tools

GOAL 3: DEVELOP DISTRICT INITIATIVES WITH POTENTIAL TO IMPROVE TEACHING AND LEARNING IN D39.

I. ENDORSEMENTS FOR 5TH GRADE TEACHERS

Deliverables:

- A. Promote development of a timeline for all 5th grade teachers to obtain middle school endorsements.

- B. Prioritize math instructional competencies through goal of increasing percentage of HMS middle school math endorsements to 50% of 5th grade teachers:
- a. Incentivize this advanced endorsement by developing a university partnership to provide on site coursework opportunities.
 - b. Collaborate with District-level administrators, HMS administrators, and WEA leadership to ensure a supportive response to this initiative.

Measures:

- A. By 2017, 100% of all 5th grade teachers will hold middle school endorsements.
- B. By 2017, 50% of all 5th grade teachers will hold middle school math endorsements.

II. LEARNING COMMONS SPACES

Deliverables:

- A. Support building-based exploratory teams (including student input) to investigate learning commons practices, with goal of each team drafting building-specific recommendations for their next steps.
- B. Support the “deeper dive” of the 2013-14 CRC study into the Learning Commons/Small Labs research.

III. 1:1 LEARNING ENVIRONMENT

Deliverables:

- A. Advise the piloting process of the 1:1 initiative at HMS in one 6th grade house (4 classrooms) to:
 - a. Ensure ongoing program communications and supports to parents, teachers, and students, including a classroom management system, walk-in support center, and other resources.
 - b. Conduct a feasibility study to determine the scope of future 1:1 learning environment program expansion.
 - c. Plan considerations for professional development, curricular alignment, and district infrastructure to accommodate any program expansion.
 - d. Develop a cost and fee structure that aligns with the district budgeting philosophy.
 - e. Conduct parent, teacher, and student survey/focus groups to determine impact of 1:1 learning program on indicators such as:
 - Student engagement/ownership of learning
 - Increased project completion & less reliance on homework assistance structures
 - Improved/expanded tools for organizational skills
 - Observation of purposeful use of the device for academic endeavors
 - Increased collaboration with teachers and students
 - Increased content creation and easier access to information
 - Improved abilities for providing feedback to students
 - Expansion of instructional repertoires through technology integration

Measures:

- A. By June 2014, 80% of 6th grade students participating in the 1:1 Learning Environment initiative will report a desire to continue in a 1:1 Learning Environment.
- B. By June 2014, 80% of parents whose student participated in the 1:1 Learning Environment initiative will report a desire to have their child continue in a 1:1 Learning Environment.
- C. By June 2014, all piloting teachers in the 1:1 Learning Environment initiative will report a desire to continue teaching in a 1:1 Learning Environment.

IV. NEW PRINCIPAL AND TEACHER EVALUATION PROTOCOLS

Deliverables:

- A. Implement legal changes to evaluation protocols for principals and teachers
 - a. Implement new rating system for principals and teachers.
 - b. Implement student growth model for principal evaluation.
 - c. Provide updates to Board on implementation of student growth model.

V. COMMUNICATION VENUES WITH PARENTS

Deliverables:

- A. Pilot multiple messaging methods with goal of increasing parents viewing school communications.
- B. Improve the use of existing communication venues with goal of eliminating redundancies, identifying critical communiqués, and increasing awareness of our available sources of information.

Measures:

- A. By June 2014 increase “open rates” of communication from District-to-home by 10%.
- B. By June 2014 increase “open rates” of communication from Building-to-home by 10%.

GOAL 4: IMPLEMENT IMPROVEMENTS TO FACILITIES FOR SCHOOL SAFETY AND SECURITY, AND CUSTOMER SERVICE.

I. SCHOOL SAFETY AND SECURITY

Deliverables:

- A. Continue to review, consider, and implement appropriate school safety and security renovations to school facilities.

II. CUSTOMER SERVICE

Deliverables:

- A. Support Business office in addressing customer service matters
 - a. Address cost effectiveness and customer service issues related to transportation.
 - b. Support the business office in addressing custodial issues that impact the buildings.