

SUPERINTENDENT/DISTRICT PERFORMANCE GOALS 2014- 2015

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

- **Curriculum and Instruction** (Curricular Reviews & Assessment)
- **District Initiatives** (Teacher Evaluation, Middle School Model, Technology-Related Infrastructure, Communication Venues with Parents)
- **Facilities Development** (Budget Parameters for Long-term Projects, School Safety and Security)

GOAL 1

PROMOTES THE SUCCESS OF ALL STUDENTS BY ADVOCATING, ARTICULATING, AND SUSTAINING A DISTRICT CULTURE AND INSTRUCTIONAL PROGRAM CONDUCIVE TO STUDENT LEARNING AND STAFF PROFESSIONAL GROWTH

I. CURRICULAR REVIEWS

Deliverables:

- A. Reinforces early implementation phases of recently revised/developed curricula (mathematics k-8, social studies k-8, Mandarin 5-7, PE/Health k-8, Second Step, CSLs)
 - a. Professional Development through Summer Training, Institute Days, Collaborations, District Department/Grade Level/Building meetings, administrator trainings
 - b. Parent Math Night and Parent “University” events, podcasts, Board reports, and building and district communications
- B. Promotes curricula reviews in progress (English Language Arts and Mandarin 8)
 - a. Professional Development through Summer Training, Institute Days, Collaborations, District Department/Grade Level/Building meetings, administrator trainings
 - b. Updates to the Board

Measures:

- A. At least 75% of parents responding to surveys following each parent program will indicate that the programming meaningfully increased or significantly increased their understanding of the revised curricula (by May 2015)
- B. 80% of WJHS students will be able to accurately explain the how the application of specific a Mathematical Practice(s) helped them to solve a complex problem (2015-16)
- C. 75% of parents responding to surveys following each parent education program will indicate that the programming increased their understanding of revised curricula (May 2015)

II. ASSESSMENT

Deliverables:

- A. Promotes a culture of high expectation for student achievement, student growth, and social emotional learning in District 39
- B. Supports the development and implementation of Type II and Type III assessments
- C. Endorses the identification of supplementary SEL assessment and universal screening tools to refine identification of students exhibiting internalized behaviors
- D. Facilitates a District 39 Assessment Calendar that ensures the timely assessment of student growth, use of appropriate metrics and multiple data points, and also take into consideration issues such as:
 - a. The State Mandated Testing calendar
 - b. The “testing fatigue” phenomenon
 - c. The impact of assessment on the availability of technology instructional tools
 - d. The time dedicated to assessment and instruction
 - e. The informative nature and usefulness of data collected
- E. Ensures that policies and procedures applying to the new PARCC administration are disseminated to the appropriate personnel and proactively enacted and communicated to all stakeholders in D39 for a successful first administration
- F. Ensures that measures are in place to protect the privacy of student data information

Measures:

- A. Establishes summative baseline date in ELA and Mathematics for grades 3-8 from the combined PARCC Assessments in spring 2015
- B. Establishes baseline data in mathematic, social studies and physical education for each grade level using Type II and Type III assessments (May 2015)
- C. Using 2012-14 baseline data, new Social Emotional Learning (SEL) screening tools for identifying students with internalized behaviors will improve the accuracy of student identification by 10%

GOAL 2

PROMOTES THE SUCCESS OF ALL STUDENTS BY DEVELOPING DISTRICT INITIATIVES WITH POTENTIAL TO IMPROVE TEACHING AND LEARNING IN D39

I. TEACHER EVALUATION (2016-17)

Deliverables:

- A. Implements legal changes to evaluation protocols for principals and teachers
 - a. Implements student growth model (SLOs) as part of the Teacher Evaluation Plan (Phase IV)
 - b. Provides updates to Board on implementation of student growth model

II. MIDDLE SCHOOL MODEL (GRADES 5-8)

Deliverables:

- A. Reviews Middle School Model
 - a. Promotes Middle School Endorsements for all HMS teachers (with priority on math endorsements)
 - b. Restructures 5-8 Schedules in collaboration with District-level administrators, HMS administrators, and WEA leadership to ensure a supportive response to this initiative (by 2017)

Measures:

- A. By 2017, 100% of all 5th grade teachers will hold middle school endorsements, with half of these endorsements being in math

III. TECHNOLOGY-RELATED INFRASTRUCTURE 2014-19

Deliverables:

- A. Visioning and Long-term Planning
 - a. Ensures a multi-year technology planning process
 - i. Phase I (technology visioning 2014-15)
 - ii. Phase II (tech plan with shared responsibility to maximize ownership and accountability 2015-16)
- B. Learning Commons Spaces
 - a. Assists building leaders with considerations for prioritizing capital and capital project needs
 - b. With the FDC, develops a funding strategy, mobilizes community resources, and timelines
 - c. Guides the planning processes among all schools and the development of multi-phased implementation plans
- C. 1:1 Learning Environment
 - a. Ensures ongoing program communications and supports to parents, teachers, and students
 - b. Plans considerations for any program expansion

Measures:

- A. The end-of-year survey (May 2015) will demonstrate 70% of parents are satisfied or very satisfied with their child's experience in the 1:1 Learning Environment
- B. As a result of Professional Development, a May 2015 year survey will reveal that 70% of 6th and 7th grade teachers in the 1:1 Learning Environment increase the frequency with which they are using Schoology for home/school communication purposes with parents

V. COMMUNICATION VENUES WITH PARENTS

Deliverables:

- A. Supports implementation of new communication protocol for appropriate topics and situations
- B. Ensures the Communication Director provides equitable media coverage for all school events and that she provides building administrators

receive advanced notice about relevant topics for upcoming school board meetings for use in parent communications

- C. Seeks parent and administrative feedback regarding the effectiveness of a more proactive communications approach regarding important topics

Measures:

- A. 70% of parents will state that the communication was effective following at least 3 events that used our new communication protocol/tool (by May 2015)

GOAL 3

PROMOTE THE SUCCESS OF ALL STUDENTS BY ENSURING MANAGEMENT OF THE ORGANIZATION, OPERATIONS, AND RESOURCES FOR A SAFE, EFFICIENT, AND EFFECTIVE LEARNING ENVIRONMENT

I. BUDGET PARAMETERS FOR LONG-TERM PROJECTS

Deliverables:

- A. Approves a prioritized large capital projects by year
 - a. Plans for long-term roof and boiler replacement District-wide
 - b. Determines with building administrator annual project priorities
 - c. Continues HVAC large space renovations as O&M funds allow
 - d. Establishes with FDC funding capacity for annual capital projects
 - e. Identifies Early Childhood space needs at Romona School
 - f. Determines the feasibility of projected costs for Learning Commons capital projects through 2020 based on the priorities of items a-e above

II. SCHOOL SAFETY AND SECURITY

Deliverables:

- A. Oversees appropriate Safety Review suggestions in collaboration with Administrative Council, Board of Education, Fire Department, Police Department, and Buildings and Grounds
- B. Ensures final phase of lockset implementation