

SUPERINTENDENT/DISTRICT PERFORMANCE GOALS 2011-2012

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. SCIENCE

Deliverables:

- A. Support implementation of new science curriculum K-4 through professional development for effective instruction and assessment practices.
- B. Gather information on the effectiveness of the new science curriculum in grades K-4 with baseline data on science assessments.

Measure:

- A. Increase by 5% the scores on the scientific inquiry portion of the 2012 4th grade ISAT (consider implementation dip).

2. WRITING

Deliverables:

- A. Support effective assessment practices, including inter-rater reliability, through professional development for grades K-8 writing teachers.
 - a. Use teacher feedback to identify revision areas in the new Common Writing Assessment (CWA) and related rubric.
 - b. Collect student baseline data from all writing teachers using the new district rubric for the Common Writing Assessment (CWA).
 - c. Provide at least one Academy 39 class on 6+1 Traits of Writing.
 - d. Provide training on research-based writing assessment strategies and use of the CWA at the August, October, and February Institute Days.
 - e. Identify required yearly training that indoctrinates new teachers in the effective use of the CWA, and that also includes periodic reviews of inter-rater reliability for all teachers using the CWA.
- B. Support the work of the New Trier Township Writing Committee:
 - a. Participate in the development of a township mission statement for writing instruction that balances each district's autonomy, Common Core State Standards, and a common township philosophy.
 - b. Host the New Trier English Department Chairperson for classroom observations (grades 5-8) for the purpose of increased collaboration and communication.
 - c. Seek opportunities for 100% of 8th grade Language Arts teachers to observe writing instruction at New Trier.

- d. Seek observation opportunities for 7th grade Language Arts teachers at New Trier.
 - e. Explore a township-wide partnership for biennial institute days for common writing training.
3. SOCIAL STUDIES
- Deliverables:
- A. Convene a two-year Social Studies Curriculum Review Committee,
 - a. Research 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
4. READING
- Deliverables:
- A. Address the learning needs of the district-wide sub group that did not make Adequate Yearly Progress (AYP) on ISAT.
 - a. Identify students in the subgroup that did not meet ISAT Reading standards.
 - b. Analyze and compare their ISAT scores with data from Performance Series and CBMs to determine areas of strength and weakness.
 - c. Review IEP reading service to determine whether levels of support should be increased.
 - d. Meet with the instructional team (including parent) for each identified student to develop an intervention plan with appropriate goals.
 - e. Progress monitor each student and adjust plans as needed.
- Measure:
- A. 25% of students in the district-wide subgroup who did not meet ISAT reading standards in 2011 will meet the standards on the Spring 2012 ISAT.

Goal 2: CONNECTED TEACHING AND LEARNING

1. SOCIAL RESPONSIBILITY
- Deliverables:
- A. Provide professional development to facilitate instruction of social responsibility at August, October, and February Institute Days.
 - B. Ensure that all schools include a school improvement goal for social responsibility.
2. CHARACTERISTICS OF SUCCESSFUL LEARNERS/SOCIAL-EMOTIONAL LEARNING (SEL)
- Deliverables:
- A. Facilitate the implementation of the “Second Step Social Skills Program” in Grades K-6

- a. Harper and McKenzie: Full implementation in K-4 classrooms
- b. Romona and Central: One pilot classroom per grade level
- c. HMS grade 5: Ten pilot classrooms
- d. HMS grade 6: Eight pilot classroom
- B. Provide professional development to facilitate implementation at Institute Days.

Measure:

- A. 80% of Harper and McKenzie 4th graders will successfully apply the Second Step decision-making strategies on an assessment of these skills.

3. CURRICULUM MAPPING

Deliverables:

- A. Continue review of curriculum maps by teachers to identify CONNECTED elements—including Social Responsibility—for specified areas (see District's CONNECTED Strategic Plan).

Measure:

- A. By June 2012, 60% of curriculum maps will cite CONNECTED elements

4. PROFESSIONAL GROWTH NETWORKS (PGNs)

Deliverables:

- A. Establish Professional Growth Networks (PGNs) as the new paradigm for professional development:
 - a. Develop philosophy and structure for Professional Growth Networks.
 - b. Communicate the philosophy and structure of a Professional Growth Network to all staff.
 - c. Create a PGN selection process for all staff (Spring 2012).

5. COMMUNICATION

Deliverables:

- A. Provide quarterly communications to the community about CONNECTED initiatives and purposes occurring throughout the district.
- B. Establish and administer a feedback mechanism to determine parent awareness of CONNECTED initiatives and purposes (Spring 2012).

Measure:

- A. By Spring 2012, 40% of parents surveyed can cite specific CONNECTED initiatives and their purposes in D39 schools on a district survey.

Goal 3: EXPLORE NEW INITIATIVES

1. KINDERGARTEN ENRICHMENT PROGRAM

Deliverables:

- A. Establish a feasibility committee composed of administrators and staff to:
 - a. Determine whether each elementary facility is able to support a dedicated space for a Kindergarten Enrichment class.
 - b. Identify all costs associated with programming implementation.
 - c. Run a cost comparison for programs in neighboring school districts/private providers that offer enrichment options.

- d. Present to the Board a cost-neutral proposal for a tuition-based Kindergarten Enrichment in D39.
- B. If approved by the Board, convene a Kindergarten Enrichment committee to explore pilot program option for the 2013-2014 school year:
 - a. Develop Kindergarten Enrichment philosophy, goals, and recommended materials.
 - b. Develop community communication plan for publicizing the Kindergarten Enrichment option.
 - c. Create lottery process for student admission to Kindergarten Enrichment Program.
 - d. Submit pilot proposal for Board approval by January 2013.

2. MANDARIN CHINESE IN GRADES 5-8

Deliverables:

- A. Establish a feasibility committee composed of administrators and staff to:
 - a. Determine whether the Highcrest Middle School and Wilmette Junior High School facilities are able to support a dedicated space for Mandarin Chinese classrooms.
 - b. Survey parents to determine the number of families that would consider a Mandarin Chinese option.
 - c. Identify all costs associated with programming implementation.
 - d. Present to the Board a cost-neutral proposal for a Mandarin Chinese language option in D39.
- B. If approved by the Board, convene a Mandarin Chinese committee to explore a pilot program option for the 2013-2014 school year:
 - a. Develop Mandarin Chinese philosophy, goals, curriculum scope and sequence, and recommended materials.
 - b. Develop community communication plan for publicizing the Mandarin Language option.
 - c. Coordinate initiative with NTHS and sender districts.
 - d. Submit pilot proposal for Board approval by January 2013.