

## SUPERINTENDENT/DISTRICT PERFORMANCE GOALS 2009-10

**Goal 1. Student Achievement. *The Superintendent will continue to develop and implement an instructional plan that will improve the quality of student writing, use of technology, assure students are reading at grade level or above, and challenge all students in mathematics.***

### A. General Achievement

#### Deliverables:

1. Outside professional development opportunities will be provided for teachers to support effective instructional practices in reading, writing, and mathematics.
2. Principals will hold three data analysis meetings to identify the learning needs of students and plan for appropriate instruction in order to improve student achievement.
3. Academy 39 classes in reading, writing, and mathematics instruction will be offered in order to provide teachers with effective strategies that will increase student achievement.
4. The department of Curriculum and Instruction and the Technology Department will jointly develop an on-line database of exemplary SMART board lessons specifically related to the curriculum maps for reading, writing, and mathematics.
5. The cohort analysis of ISAT scores will continue for the 2009-2010 school year.
6. Beginning this year, cohort analysis of Performance Series results for reading and math will begin.

#### Measures:

1. At least 90% of teachers who teach reading, writing and/or mathematics will attend professional development in their subject area(s).
2. The number of courses in best practice instruction for reading, writing and mathematics offered through Academy 39 will increase over prior years. Four elective courses were offered between Summer 2008 and Summer 2009.
3. For each grade level, three lessons in each subject (reading, writing, and mathematics) will be accessible to teachers through the online database and the curriculum map.
4. On the ISAT, grades 5 and 6 will continue to increase the percentage of students exceeding state standards in mathematics. (Grade 5 to 40%; Grade 6 to 50%).

<u>Math Exceeds</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
5 <sup>th</sup>	26%	28%	37%	26%	32%
6 <sup>th</sup>	Not tested	37%	34%	47%	47%

5. On the ISAT, grade 8 will increase the percentage of students exceeding standards in reading to 35%.

<u>Reading Exceeds</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
8 <sup>th</sup>	35%	28%	48%	29%	30%

6. On the ISAT writing test at grades 3, 5, 6, & 8, the percentage of students who exceed state standards will increase by 5% of students at each grade level tested in writing.

<u>Writing Exceeds</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>Goals for 2010</u>
3 <sup>rd</sup>	N/A	N/A	18%	23%
5 <sup>th</sup>	24%	29%	26%	31%
6 <sup>th</sup>	N/A	24%	25%	30%
8 <sup>th</sup>	9%	19%	18%	23%

### B. Gender

#### Deliverables:

- Individual schools that show gender achievement differences of more than 5 percentage points on the ISAT and/or Performance Series will have a School Improvement Plan goal that addresses how to minimize the discrepancy in scores. See chart below.

**All Students by School/Grade/Gender on 2009 ISAT and Performance Series**

		<b>Reading</b>		<b>Writing</b>	<b>Science</b>
		<b>ISAT % Exceeds</b>	<b>Performance Series NPR</b>	<b>ISAT % Exceeds</b>	<b>ISAT % Exceeds</b>
<b>CENTRAL</b>					
Grade 2	Male	<i>Not tested</i>	70	<i>Not tested</i>	<i>Not tested</i>
	Female		75		
Grade 3	Male	<b>64</b>	86	<b>16</b>	<i>Not tested</i>
	Female	<b>54</b>	82	<b>30</b>	
Grade 4	Male	<b>49</b>	<b>74</b>	<i>Not tested</i>	49
	Female	<b>78</b>	<b>80</b>		44
<b>HARPER</b>					
Grade 2	Male	<i>Not tested</i>	<b>68</b>	<i>Not tested</i>	<i>Not tested</i>
	Female		<b>80</b>		
Grade 3	Male	<b>49</b>	<b>73</b>	<b>7</b>	<i>Not tested</i>
	Female	<b>55</b>	<b>84</b>	<b>21</b>	
Grade 4	Male	50	75	<i>Not tested</i>	<b>45</b>
	Female	54	<b>85</b>		<b>33</b>
<b>MCKENZIE</b>					
Grade 2	Male	<i>Not tested</i>	79	<i>Not tested</i>	<i>Not tested</i>
	Female		78		
Grade 3	Male	<b>57</b>	85	<b>10</b>	<i>Not tested</i>
	Female	<b>64</b>	88	<b>17</b>	
Grade 4	Male	<b>60</b>	<b>75</b>	<i>Not tested</i>	47
	Female	<b>80</b>	<b>84</b>		51
<b>ROMONA</b>					
Grade 2	Male	<i>Not tested</i>	<b>79</b>	<i>Not tested</i>	<i>Not tested</i>
	Female		<b>86</b>		
Grade 3	Male	65	84	<b>13</b>	<i>Not tested</i>
	Female	61	84	<b>30</b>	
Grade 4	Male	70	77	<i>Not tested</i>	<b>56</b>
	Female	74	73		<b>32</b>
Grade 5	Male	<b>51</b>	<b>71</b>	<b>21</b>	<i>Not tested</i>
	Female	<b>61</b>	<b>80</b>	<b>30</b>	
Grade 6	Male	<b>52</b>	<b>68</b>	<b>16</b>	<i>Not tested</i>
	Female	<b>59</b>	<b>76</b>	<b>33</b>	
Grade 7	Male	<b>50</b>	80	<i>Not tested</i>	<b>67</b>
	Female	<b>60</b>	84		<b>55</b>
Grade 8	Male	<b>24</b>	<b>79</b>	<b>11</b>	<i>Not tested</i>
	Female	<b>35</b>	<b>86</b>	<b>26</b>	

2. The K-8 Science Committee, as a part of learning about best practice and current research, will review literature and resources related to gender learning differences in science education.
3. Language Arts professional development will be offered with a focus on how to address gender differences that impact student learning.

Measures:

1. Principals who have a gender goal will show growth as indicated in their individual School Improvement Plan.
2. 90% of Language Arts teachers will participate in professional development on instruction that addresses gender learning differences.

**Goal 2. Progress Reporting and Conferencing.** *To fulfill a key component of the Long Range Strategic Plan, the Superintendent will complete the implementation resulting in a consistent, understandable progress reporting system and provide increased opportunities for parents to conference with teachers.*

Deliverables:

1. In May of 2010, a parent satisfaction survey will be conducted to gain feedback on the progress reporting system.
2. In May of 2010, a teacher satisfaction survey will be conducted to gain feedback on the progress reporting system.

Measures:

1. The parent satisfaction survey will show significant improvement in satisfaction with progress reporting and conferencing over the 2005-2006 survey.
2. The teacher satisfaction survey will show significant improvement in satisfaction with progress reporting and conferencing over the 2005-2006 survey.

**Goal 3. Long Range Plan.** *By Fall 2011 present a new District 39 Long Range Plan. The new plan will be easy to read and understand, maintain the established District vision, include a statement about the District's inclusive philosophy, yet limit a multi-year plan to no more than five goals.*

Deliverables

1. Solicit participation for the CRC
2. Establish a committee including parents, teachers, support staff and administrators, representing each school
3. Educate staff on the 2009 CRC Report on 21<sup>st</sup> Century Learning
4. Solicit feedback from staff on the priorities in a new strategic plan
5. Write the new plan in an understandable and easy to read format.
6. Present a draft plan to District 39 Board of Education by June 2010
7. Develop and implement a communication plan for the new long-range plan

**Goal 4. Green Schools. *The Superintendent will develop District 39 Green Schools action plans, with short and long-term objectives to consider energy efficiency/consumption, waste reduction/reuse/recycling, landscaping/gardens, and school facilities, thereby reducing the overall carbon footprint on the environment.***

Deliverables

1. Establish a District-level committee:
  - a. Review the CRC report during the fall of 2009
  - b. Review current district wide practices
  - c. Develop an action plan with specific deliverables and measurables
  - d. Establish baseline data to measure improvement
  - e. Present the action plan to the Board of Education, April 2010
  - f. Develop and recommend a “green schools” Board resolution, May 2010
  
2. Establish School Based Action Plans in preparation for a “Biggest Loser Contest.”
  - a. Principals will agree upon “standard” measures and identify baseline data from the 2008-09 school year.
  - b. Each school team will review the CRC report during the fall of 2009.
  - c. Teams will document individual school data forming their 2008-09 baseline.
  - d. Each school will review their internal school wide practices.
  - e. Teams will develop an action plan including specific deliverables and measurables.
  - f. Teams will identify ways to include students (e.g. student council or PTA/O club).
  - g. The action plan becomes part of the School Improvement Plan for 2010-11
  - h. Biggest Loser contest will be held for 2010-11. The school with the greatest percentage decrease from 2008-09 base-line data will win the contest.
  
3. Curriculum and Instruction will create guidelines for reviewing and formally embedding “green and environmental awareness themes” into standard curricula. These guidelines will be used during the typical curriculum review cycle. The first curriculum for formal review is Science, which is slated to be in the fall of 2010.