

Appendix A

SUPERINTENDENT'S PERFORMANCE GOALS AND INDICATORS

The Board and Superintendent agree that this multi-year contract is a performance-based contract which includes performance goals related to student performance and academic improvement attributable to the Superintendent's responsibilities and duties as provided in Section 5/10-23.8 of *The School Code*. These goals are as follows:

Goal 1. The Superintendent shall direct the efforts of the administration and staff in enhancing student performance and academic improvement, as measured by the following indicators:

- a. Coordinate the District Strategic Planning process to promote student performance and academic improvement, and provide ongoing progress reporting to the school community.
- b. Consistently implement processes to ensure ongoing District compliance with the Performance Evaluation Reform Act and the Educational Reform (SB 7) law including the student growth component of the teacher evaluation instrument.
- c. Consistently implement processes to ensure District compliance with the Every Student Succeeds Act (ESSA) and all related elements.

Evidence of satisfactory completion – delivery of programs/reports for Board review and approval

Goal 2. The Superintendent shall direct the efforts of the administration and staff to improve the District academically, as measured by the following indicators:

- a. Continue to implement processes to further align District curriculum and instruction with the Illinois State Learning Standards and performance assessments.
- b. Report to the Board on the progress and impact of new curriculum implementation.
- c. Report to the Board on the results of standardized and/or other required summative assessments.

Evidence of satisfactory completion – delivery of programs/reports for Board review and approval

Goal 3. The Superintendent shall direct the efforts of the administration and staff to address issues of equity and inclusivity, as measured by the following indicators:

- a. Pursue the implementation of instructional models and strategies that have predictive success for narrowing the opportunity gap and promoting student performance and academic improvement.

- b. Implement professional development activities and experiences focused on identifying implicit bias and improving cultural sensitivity across all employee groups in order to promote the success of every student.
- c. Continue to implement the District recruiting practices intended to solicit an increased number of diverse candidates for employment in District 90 and thereby increase the understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.

Evidence of satisfactory completion – delivery of programs/reports for Board review and approval