

**APPENDIX A
SUPERINTENDENT’S PERFORMANCE GOALS AND INDICATORS
(2019-2020)**

BUILDING ACADEMIC ACHIEVEMENT

Goal: Ensure that the District’s curriculum and instruction support the academic growth of students as compared to student achievement in other high-performing schools.

Indicators:

- Students in Pleasantdale SD 107 in grade 3-8 will show 5% growth in reading and math as measured by the PARCC Assessment.
- Students in grades K-8 will make average academic gains as outlined in the NWEA MAP national norms.

Grade	Reading		Math	
	Cohort %ile Rank	Target RIT Growth	Cohort %ile Rank	Target RIT Growth
1	81	17.02	76	18.29
2	94	13.81	95	15.11
3	91	9.84	93	13.25
4	87	7.53	92	12.27
5	94	5.84	93	10.86
6	85	4.60	79	8.15
7	88	3.57	90	6.53
8	97	2.42	98	5.38

- STRETCH GOAL: Pleasantdale SD 107 will improve its township ranking as measured by PARCC from fourth to third.
- Additional Goals
 - Superintendent will ensure information on the district website is kept up to date and accurate including, but not limited to: employee lists, calendars, and photographs.
 - Superintendent will ensure the Board has all information discussed at a Board meeting well in advance of the meeting.

The Superintendent will report annually to the Board on the academic achievement of Pleasantdale students as measured against other high-performing school districts.

BUILDING LEARNING CAPACITY

Goal: Develop opportunities for Pleasantdale leaders and learners to cultivate advancement of global competency and cultural awareness through innovative learnings experiences.

Indicators:

Building Learning Capacity (Action Steps)
Complete and publish aligned units of study in all fundamental learning areas that embeds technology, inquiry, and global competencies. All units of study must meet the needs of all learners (special education, gifted, EL, on level, etc.).
As curriculum and units of study are designed, align and analyze assessments to support differentiated instruction. As units of study are designed provide the opportunity for all departments to be included (e.g. special education, EL, gifted, content area departments, etc.).
Support parents as we implement changes to the curriculum and instructional practices. Implement a special education parent group that will focus on communicating district processes and how services are delivered to district 107 parents and the broader community.
Adopt a workshop model of instruction that supports individualized student learning through differentiation (special education, EL, gifted, on level, etc.) and timely/targeted feedback.
Investigate Implement opportunities for students to have increased choice and voice through learning pathways that allow students to pursue their interests and passions.
Continue to support the Pleasantdale staff in year two Three of adopting a growth mindset.
Implement a framework for technology integration into teaching and learning.

The Superintendent will report annually to the Board on his progress in building learning capacity in the District. The Superintendent will report annually to the Board on actions taken and activities held to support the Board-approved action steps for building learning capacity.

BUILDING LEARNING ENVIRONMENTS

Goal: Develop flexible learning environments in the District’s schools that promote purposeful collaboration and a balanced educational approach to create inspired 21st century learners.

Indicators:

Building Learning Environments (Action Steps)
Implement a district safety task force that will bring recommendations to the Board to ensure that we continue to provide a safe and secure school environment. Implement year two of the district safety task force recommendations.
Form an Continue the work of the SEL stakeholder committee at each building to examine the feasibility and options to best meet the needs of students at each building and implement the work of the committee (Create Pre K - 8 lessons for Goals 1A & 3B, roll out district vision and plan to staff, evaluate implementation of Goals 1A & 3B, continue to build expertise in the 5 core competencies that provide the SEL framework (self-awareness, self-management, relationship skills, social awareness, responsible decision making))

Provide staff with resources to ~~pilot use of~~ **implement** learning spaces that support the competencies outlined in our Portrait of a Graduate and our belief statements.

~~Seek Community input and develop a plan for constructing modern library space at both schools that will support our mission.~~

~~Develop an articulation process for grade-to-grade transitions.~~

The Superintendent will report annually to the Board on his progress in developing flexible learning environments in the schools. The Superintendent will report annually to the Board on actions taken to support the Board-approved action steps for building flexible learning environments.

BUILDING HUMAN CAPITAL

Goal: Ensure that the District is recruiting, hiring, and retaining high-level professionals who engage in collaborative professional development and are committed to learning and implementing innovative strategies focused on improved student learning.

Indicators:

Building Human Capital (Action Steps)
Establish Implement building and district schedules allowing staff the time to have the greatest impact on teaching and learning.
Pilot a co-teaching model of instruction in ELA and Math at both schools.
Implementation of the paraprofessional evaluation tool and the use of a research based rubric for teacher evaluation.
Establish a professional development pathways program that allows teachers to engage in PD that is individualized.
Implement a comprehensive mentoring program for all staff and in induction program for ESPs.
Implement a Refine and further develop the staff wellness program that will build a culture of health for all staff.
In collaboration with TAP, investigate various models Implement a collaborative method of collective bargaining.

The Superintendent will report annually to the Board on his progress in building human capital in the District. The Superintendent will report annually to the Board on actions taken to support the Board-approved action steps for building human capital.

Below are the district's ongoing measures of success.

Measurement Tool	Goal Statement	Specific Measures	
Academic Measures of Progress			
NWEA-MAP Test	Thorough improved teaching practices, improve student outcomes as measured by MAP.	From the Fall assessment period to the Spring assessment period, students will meet their target RIT growth in both reading and math.	
PARCC Exam	Improve attainment scores in reading and math as measured by the PARCC Exam.	Improve district composite scores in reading and math by 3%.	
Culture/Climate Measures of Progress			
School Perceptions Community Survey	Improve our overall teacher, parents, and student satisfaction with district services	2016 ¹ Parent: 97.1% Student: 81% Teacher: 93.3%	2018 Parent: 93.3% Student: 78.2% Teacher: 89.3%
Illinois 5Essentials Survey of Learning Conditions	Improve culture/climate of schools as measured by the 5Essentials survey.	2017 More Implementation ²	2019 TBD
Freshman Preparedness Survey	Improve how well students report they are prepared for high school based on the Lyons Township Freshman Preparedness Survey.	2017 91.7%	2018 91%
Financial Measures of Progress			
Annual Financial Report	Individual fund expenditure containment	Expenditures in each major fund will be contained to the below increases: Educational Fund: 4% Operations and Maintenance: 3.5% Transportation: 4% Capital Projects 4%	
Annual Financial Report	Overall budget expenditure containment	Overall budget expenditures will be contained to no more than a 3.5% increase.	

¹ Parent Question: Overall how satisfied are you with district services?
Student Question: My teacher explains things in a way that makes sense to me.
Teachers: The district is a good place to work.

² More Implementation is the second highest designation on the rating scale and means that our schools score between .5 and 1.5 standard deviations above the benchmark.

Historical Cohort Test Data

Grade	Reading			
	Spring 2019 Cohort %ile Rank	Fall 2019 Cohort %ile Rank	Spring 2019 Observed RIT Growth	Spring 2019 Met Goal Y/N
1	87		17.9	Y
2	87	94	13.4	N
3	80	91	9.0	N
4	89	87	5.2	N
5	81	94	4.2	N
6	74	85	3.3	N
7	95	88	3.1	N
8	91	91	2.0	N

Grade	Math			
	Spring 2019 Cohort %ile Rank	Fall 2019 Cohort %ile Rank	Spring 2019 Observed RIT Growth	Spring 2019 Met Goal Y/N
1	93		22.0	Y
2	89	95	15.0	N
3	87	93	15.4	Y
4	94	92	15.7	Y
5	86	93	11.3	Y
6	77	79	9.6	Y
7	96	90	7.2	Y
8	94	95	5.6	N

District 107 2015-2019 IAR Results										
Percentage of Meets/Exceeds										
Grade	ELA				2019 ³	Math				2019 ⁴
	2015	2016	2017	2018		2015	2016	2017	2018	
Composite (by area)	55	61	56	60	61	56	59	59	60	59
Third	46	47	56	60	48	65	74	71	70	79
Fourth	58	61	56	67	69	49	61	56	69	70
Fifth	59	61	53	50	61	58	53	55	51	59
Sixth	59	67	58	67	52	62	63	59	67	38
Seventh	55	69	61	61	77	52	49	52	51	57
Eighth	53	60	51	57	56	50	54	58	54	52
Composite	2015		2016			2017		2018	2019	
	55		60			57		60	60	

³ Results for 2019 are tentative

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