



## Gower School District 62

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### Superintendent's Report

#### Board of Education Meeting – September 24, 2013 – 7:00 p.m.

**Ambitious Instruction** – *Classes are academically demanding and engage students by emphasizing the application of knowledge.*

- Our 2013-14 school year opened with an emphasis on Social and Emotional Learning Standards as well as 21<sup>st</sup> Century Learning Skills through the Capturing Kids' Hearts process (Appendix A)
- Common Core State Standard (CCSS) implementation at both campuses continues and will be assessed through classroom observations and student performance on classroom and district assessments
- "Civic Weekend" is scheduled for Nov. 1-2 at Northwestern University for selected 7<sup>th</sup>/8<sup>th</sup> graders
- Sample items from the PARCC Assessment (Partnership for Assessment of Readiness for College and Career) were released on August 15, 2013 and are beginning to be used by teachers and administrators as part of an ongoing Common Core Standards alignment effort

**Supportive Environment** – *The school environment is safe, clean and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.*

- Our first week attendance rate for the 854 students enrolled in the district was 98.2% with 38 absences at Gower West and 20.5 absences at Gower Middle (Certified Staff attendance in Week 1 = 97.6%).
- The Capturing Kids' Hearts (CKH) process has been implemented across the district and unsolicited feedback has been overwhelmingly positive (more detailed survey information will be collected)
- Construction Project Updates: The East Hallway and Gym at Gower Middle School are 5 weeks from completion. As of 8/31/13, 95% of the budgeted \$8.4 million has been spent on the project.

**Involved Families** – *The entire staff builds strong relationships across the community to support learning.*

- Curriculum Night was held on Sept. 12, 2013 at Gower Middle and on Sept. 19, 2013 at Gower West. Both events were well attended and provided an overview of curriculum changes for the school year
- Common Core Parent Night is scheduled for October 24, 2013 at 7:00 p.m. at Gower Middle School
- A Community Open House will be held on October 25, 2013 to showcase the results of the 2012 referendum for new construction and renovation at Gower Middle School (details forthcoming)

**Collaborative Teachers and Staff** – *The staff is committed to the school, receives strong professional development, and works together to improve the school.*

- The Opening Professional Development sessions for teachers received positive feedback from participants as measured quantitatively and qualitatively and included sizeable donations from our external partners at Frederick Quinn Corporation and Green Associates (pending Board approval)
- Grade Level Team meetings have been taking place at both campuses and Teacher Committee work has begun (Appendix B)
- Teacher Professional Development on October 11<sup>th</sup> and 15<sup>th</sup> will focus on Curriculum Mapping and INNOVATE 62 pilot opportunities for teachers to continue to enhance our curriculum

**Effective Leaders** – *School leaders work with staff to implement a clear and strategic vision for school success.*

- Work continues to examine current practices across all domains of the school district including: Curriculum and Instruction (e.g. Academically Talented Program, Technology Integration); District Communications and Partnerships (e.g. Website, e-blasts, PTO, Foundation, External Partners); Finance and Human Resources (e.g. Contracts, Expenditures, Investments); and Operations (e.g. Transportation and Facilities) in preparation for a mid-year analysis and subsequent plan for improvement
- District Administrators have met with representatives from Defined STEM, e-Spark, Think CERCA, and STRIDE Academy to develop curriculum/instruction enhancements (recommendation forthcoming)
- The Principal Evaluation Model for 2013-2014 has been initiated and is based on 50% Professional Practice and 50% Student Growth (Appendix C)

# Gower District #62 Superintendent's Report Appendix A

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**Date:** September 24, 2013

**Title:** 2013-14 Opening and Capturing Kids' Hearts

**Initial**

**Contact:** Victor Simon

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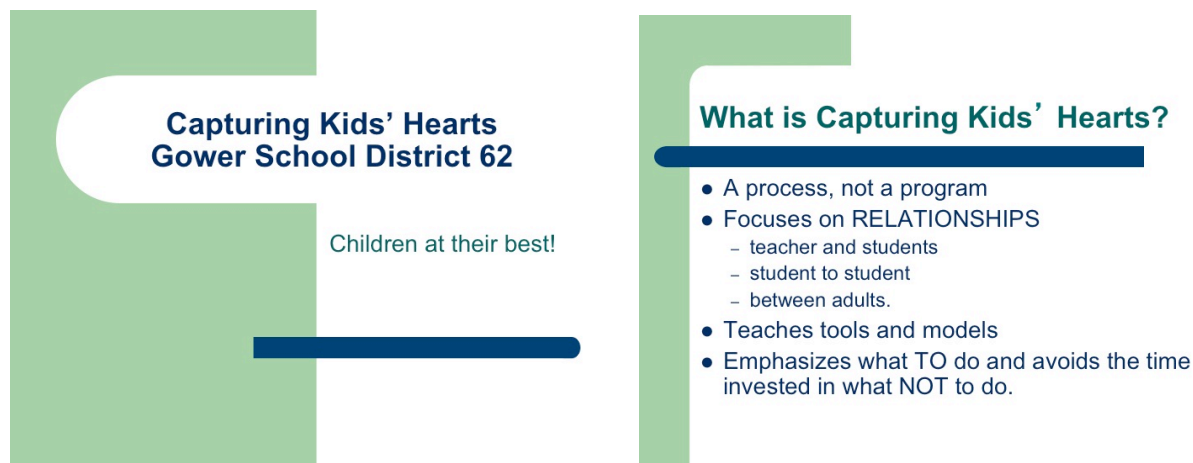
## Background

Capturing Kids' Hearts is a process aimed at building positive relationships within and between classrooms and throughout the school community. Gower School District 62 adopted this framework in March, 2013 and implemented district-wide at the opening of the 2013-2014 school year.

A significant effort was committed to implementing this framework in both campuses along with the necessary resources to train the entire teaching staff along with many of our non-certified staff.

## Current State

Capturing Kids' Hearts has been implemented across classrooms in both schools and the following images are designed to provide additional background information and also provide a strong sense of "what this process might look like" as it is implemented in our classrooms.



## Participants Learn To:

- Create a safe, effective learning environments
- Develop self-managing classrooms
- Build productive relationships with ALL students and colleagues
- Respond and address behavioral and disrespect issues with a common language

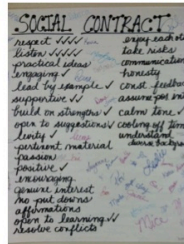
## Capturing Kids' Hearts Teaches

- Professional Behaviors: College and Career Readiness
- 21<sup>st</sup> Century Skills: Teamwork, Collaboration, Leadership, Initiative and Self-Direction,
- Social and Emotional Learning Standards (Self-awareness and management; Social-awareness and development of positive relationships; decision-making skills and responsible behaviors))
- Students and adults how to be at their personal best--GROWTH
  - Improves student and teacher performance



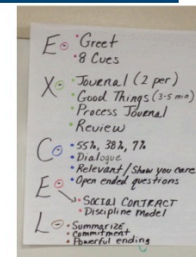
## Social Contract:

- Created by team members, students and answers:
1. How do you want to be treated by me?
  2. How do you want to be treated by each other?
  3. How do you think I (leader/teacher) want to be treated by you?
  4. How do we want to treat each other when there is conflict?



## EXCEL Model:

Engage  
X-plore  
Communicate  
Empower  
Launch



## Discipline Model: 4 questions for Misbehavior

- What are you doing?
- What are you supposed to be doing?
- Are you doing it?
- What are you going to do about it?

## Discipline Model: 4 Questions for Disrespect

- Who are you talking to?
- How are you supposed to talk to me?
- Are you doing it?
- So how are you going to talk to me?

## Future State

A Capturing Kids' Hearts Committee is in the early stages of development. Along with School and District Administrators, the CKH Committee will help collect information regarding the effectiveness of our implementation of the program as well as program outcomes. Capturing Kids' Hearts will be embedded in our professional culture and linked to our standards and expectations around professional practice. The CKH Committee will help identify and further develop "best practice" strategies to share between teachers to ensure continuous improvement in this area. Furthermore, the 2013-14 Principal Evaluation Model includes a component (10%) linked to the effective implementation of CKH and the impact it has on student learning.

**Gower District #62  
Superintendent's Report  
Appendix B**

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**Date:** September 24, 2013

**Title:** Curriculum Committees

**Initial**

**Contact:** Rebecca Laratta

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**Background**

Curriculum Committees have been an important part of the success in Gower School District 62 for many years. Teachers and Administrators are able to work together and share their expertise with other educators, external partners, parents, and community members to determine the steps to take for ongoing improvement in a particular area or topic.

Not every area or topic results in the formation of a “committee”. However, each year the variety of existing committees are reviewed in the context of our current needs and progress toward district goals. Subsequently, an administrative determination is made to recharge and continue the existing committee, add a new committee, or eliminate a particular committee altogether in an effort to better align our resources.

**Current State**

The following committees are planned for 2013-2014 and included anticipated timeframe for their recommendation(s).

- K-8 Academically Talented: Program Evaluation (Rubric, Assessments, Process): Committee Recommendation expected Spring 2014
- K-8 English Language Arts: Year 2 of Curriculum Review Cycle: Committee Recommendation expected Spring 2014
- K-8 Social Studies: Year 1 of Curriculum Review Cycle: Committee Recommendation expected Spring 2015
- K-8 Art: Year 1 of Curriculum Review Cycle: Committee Recommendation expected Spring 2015
- K-8 Science: New NGSS due to be adopted by ISBE Fall/Winter 2013/14: Bring committee back together Winter 2014: status update Spring, or possibly Summer 2014
- MS Math--Implementation Year--status checks this year
- Spanish-- Implementation Year--status checks this year
- 7th grade ELA Block--Implementation Year--status checks this year, 6th and 8th implements next year
- New Teacher Mentoring, ELL, Technology, and Professional Development (e.g. Common Core, Curriculum Mapping) are ongoing or standing work committees

## **Future State**

As the work of the Superintendent and Administrative Team continues to focus on an analysis of “current state” practices and developing a plan for improvement, the following committees are expected to generate additional outcomes in the form of recommendations for improvement:

- **INNOVATE 62** – An existing committee, INNOVATE 62 is designed to be the springboard for new ideas across areas of the curriculum and to allow “best practices” to be identified and highlighted for sharing and further development (e.g. STEM, grant writing, research and development, curriculum/instruction/assessment pilots and rollouts)
- **Technology** – An existing committee, our Technology Team has changed significantly in the sense that we have not hired a full time “Technology Coordinator” for the district, but have built a support system around online tools and a part-time consultant who has provided direct, on-site support three days per week. The re-design of the Technology Team has resulted in the first of a series of meetings in which our technology needs, wants, and limits are discussed with our Learning Engagement Specialists, Technology Consultant, and School/District Administrators. These meetings began on Sept. 20 and are expected to occur throughout the school year. A recommendation is expected mid-year as part of the Superintendent’s “State of the District” Report and associated findings and direction to be presented to the Board of Education. Topics will include procurement strategies for our inventory, management and inventory, device selection and integration, related professional development and implementation, transition strategies between campuses, online vs. server-based management, school website and communication, etc.
- **Capturing Kids’ Hearts (Process Champions)** – This committee is in the early stages of development and is expected to refine best practices associated with the Capturing Kids’ Hearts framework as it is being implemented in the Gower School District. This committee will be expected to maintain a focus on implementation fidelity across campuses and a commitment to professional development (i.e. identifying and sharing best practice)

**Gower District #62  
Superintendent's Report  
Appendix C**

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**Date:** September 24, 2013

**Title:** Principal Evaluation Model 2013-2014

**Initial**

**Contact:** Victor Simon

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### **Background**

Sources: Performance Evaluation Reform Act of 2010 (096-0861)  
Part 50 EVALUATION OF CERTIFIED EMPLOYEES UNDER ARTICLE 24A  
OF THE SCHOOL CODE (Rules and Regulations)

The information below outlines the 2013-2014 principal evaluation cycle. It is intended that this information will lead to high-quality professional discussions and reflection regarding the leadership of our principals in Gower School District 62, Willowbrook, IL.

The principal practice evaluation framework is aligned with the:

- Performance Evaluation Reform Act (PERA) of 2010 (096-0861),
- New Illinois Professional School Leaders Standards (IPSLs),
- DuPage ROE Adapted Illinois Standards for Principal/Assistant Principal Evaluation,
- 2008 Interstate School Leaders Licensure Consortium Standards (ISLLCS), and
- A description of the job characteristics and responsibilities of the principal in the school district.
- Non-Regulatory Guidance on the Principal Reform Act.

### **General Requirements:**

1. The evaluation shall consider the principal's duties and responsibilities (see attached job description), effectiveness as a building manager and overall competence as an educational leader. [50.300 a) 1)]
2. The summative evaluation shall include a list of the principal's strengths and weaknesses with supporting reasons for both. [50.300 a) 2)]
3. Performance goals will be developed and considered in the final summative rating. [50.300 a) 3)]
4. The district superintendent or designee shall evaluate all building principals and assistant principals. [50.300 b)]

5. (DuPage Model) The principal's professional practice will constitute 60% of the final summative rating. The principal's self-assessment will constitute 10% of the final summative rating. Measurements of student growth will constitute 30% of the final summative rating. (Student growth shall represent at least 25% of the performance evaluation – in 2013-2014, and at least 30% thereafter.) [50.310, 50.310 a)].
6. The evaluation process shall be completed each school year by March 1<sup>st</sup>. [50.300 c)]

The principal will contribute to the evaluation process by engaging in reflective practice as part of completing a self-assessment that is aligned to the rubric that is to be used to evaluate professional practice no later than February 1 of each year. The self-assessment shall be used as one input in determining a principal's or assistant principal's practice rating. [50.320 b)]

Principal participation will also include:

- Development of a portfolio that will contribute as supportive information to the recordings of the self-assessment.
- Completion of a narrative that details areas of strength and opportunities for targeted Professional Practice/Standards and Other Student Growth Indicators and/or the self-assessment.

### **Goal Setting**

The goal setting conference will take place on or before October 1<sup>st</sup> of each year.

### **Observations**

A minimum of two formal [50.320 c) 1)], on-site observations will be take place as part of the assessment of professional standards.

### **Professional Practice (50%: Self-Assessment is one component of this category)**

The rating selected demonstrates an overall perception of the principal's performance. A review meeting will be held prior to March 1 annually to review observations and ratings of Professional Practice Standards and to review achievement of student growth goals. [50.300 c)] The Professional Practice Standards will include indicators aligned to each standard and the rubric that measures each indicator and standard. [50.320 a), 50.320 a) 1)]

The Professional Practice Standards are as follows:

- STANDARD I – Living a Mission and Vision Focused on Results
- STANDARD II – Leading and Managing Systems Change
- STANDARD III – Improving Teaching and Learning
- STANDARD IV – Building and Maintaining Collaborative Relationships
- STANDARD V – Leading with Integrity and Professionalism
- STANDARD VI – Creating and Sustaining a Culture of High Expectations

The following ratings will apply to Professional Practice Summative and Self-Assessment, as well as the Final Summative Rating of the principal's performance. Each rating category will have a numeric value for the purpose of computing an overall professional practice rating, self-assessment rating, and the summative rating.

- Unsatisfactory      *Knowledge and performance are not acceptable. The principal needs to take immediate steps to improve his or her knowledge and/or performance. (1.00)*
- Needs Improvement      *Knowledge and performance are developing; however, performance is sporadic, intermittent, or otherwise not entirely successful. Performance at this level is characteristic of someone new to the position and in need of professional support to improve practice. (2.00)*
- Proficient (3.00)      *Knowledge and performance are above average. This level of performance represents successful, accomplished, and effective practice where the Principal has mastered the work of the position while continually improving the craft and science of her/his work.*
- Excellent (4.00)      *Knowledge and performance are recognized by others as exemplary and the expertise of the Principal is sought out by others. Principals performing at this level make a contribution to the field, both in and out of the school district.*

***All Overall Standards Ratings must be “Needs Improvement” or better or the Professional Practice Rating of the evaluation will be listed as “Unsatisfactory”.***

**Student (Academic) Growth - (30% - Based on the use of at least two Type I or Type II assessments)**

The school district will provide for the use in the performance evaluation plan of data and indicators on student growth as a significant factor in rating the principal's (and assistant principal's as applicable) performance. [50.310] The following ratings will apply to the student growth component. The results from the most recent administration of a selected assessment shall be used as the ending point at which the level of student growth is calculated. [50.310 b) 3)] Results will be taken from two distinct points in time on a comparable assessment [50.310 b) 2)]. Each rating category will have a numeric value for the purpose of combining with the Professional Practice Standards rating and to then compute the overall summative rating of the evaluation.



- No Growth or Impact (1.00) *Does not meet any student growth targets; demonstrates negative growth on one or more measures.*
- Minimal Growth (2.00) *Meets only 1 or 2 student growth targets; has no more than one measure with negative growth results.*
- Meets Goal (3.00) *Meets or exceeds the target for a majority of the student growth measures; does not have negative growth on any measures.*
- Exceeds Goal (4.00) *Reaches or exceeds the target for a majority of the student growth measures; meets all baseline targets.*

**Other Student Growth Indicators – (20% - Including additional Professional Growth Goals and available Learning Conditions data)**

Other Student Growth Indicators are measured by the analysis of available learning conditions data, targeted professional growth goals, school climate indicators and student social/emotional growth). The same ratings from the “student growth” component of the evaluation will apply to the “other student growth indicators” component.

**Summative Rating**

The final summative rating will be determined based on ratings for each component of the Professional Practice Standards (Unsatisfactory, Needs Improvement, Proficient, Excellent), an overall rating of the Professional Practice Standards, a Self-Assessment rating, and a rating for student growth (No Growth or Negative Growth, Minimal Growth, Meets Goals, Exceeds Goals). Other input includes informal observations and the obtainment of professional growth goals.

**Summative Rating Calculation**

The final summative rating of the Principal (Assistant Principal) will be calculated at 50% on the Principal Practice Standards rating and 50% on the Student Growth rating (The Student Growth category is further separated into 30% for student growth as measured by academic assessments and 20% for the analysis of available learning conditions data, targeted professional growth goals, school climate indicators and student social/emotional growth).

A final summative rating will be assigned as calculated by the weighting as illustrated above.

- Unsatisfactory 0.00 – 1.99
- Needs Improvement 2.00 – 2.74
- Proficient 2.75 – 3.24
- Excellent 3.25 – 4.00



## PERA Timeline for Principal Evaluation

Date	Action	Focus
No later than: 1st day of school.	Written Notice of Evaluation: To each Principal and Assistant Principal	<b>Written Notice must include:</b> <ul style="list-style-type: none"> <li>• Student Growth Rubric</li> <li>• Professional Growth Rubric</li> <li>• Summary of the manner in which student and professional growth measures will be used in determining a summative performance rating</li> <li>• Identification of the mandatory four rating levels that will be used.</li> </ul>
No later than: October 1 <sup>st</sup>	Goal-setting Conference between the evaluator and principal/assistant principal being evaluated.	<b>Conference must:</b> <ul style="list-style-type: none"> <li>• Determine assessments to be used and plan for implementation</li> <li>• Determine measurement model</li> <li>• Establish targets</li> <li>• Determine professional growth goals (based on prior year performance evaluation)</li> </ul>
Throughout the year	Formal and Informal Observations	<b>Observation requirements:</b> <ul style="list-style-type: none"> <li>• Minimum of two formal observations</li> <li>• Formal observations must be followed by written feedback within 10 days</li> <li>• As many informal observations as deemed necessary by the evaluator</li> <li>• Any evidence collected during an informal observation must be documented and written notice must be provided to the principal/assistant principal in writing.</li> </ul>
No later than: February 1 (or June 1 for Chicago Public Schools)	Completion of Principal/Assistant Principal Self-Assessment	<b>Self-Assessment requirements:</b> <ul style="list-style-type: none"> <li>• The self-assessment shall be used as one input in determining the professional practice rating</li> <li>• Self-assessment tool must be aligned to the performance evaluation rubric</li> </ul>
No later than: March 1 (or July 1 for Chicago Public Schools)	Principal/Assistant Principal Summative Evaluation must be completed, including a final rating determination conference	<b>Summative Evaluation Requirements:</b> <ul style="list-style-type: none"> <li>• Review of the Principal/Assistant Principal Self-Assessment</li> <li>• Review student growth data, professional growth data, learning condition data, targets and goals</li> <li>• Review IL Professional Standards for School Leaders, including indicators and rubric</li> <li>• Gather and review other necessary and pertinent information</li> <li>• Rank evidence accumulated during the performance evaluation cycle using the indicators and rubric to determine a summative rating</li> <li>• Conduct a final performance evaluation conference to discuss evidence, rating and plan for continuous improvement.</li> </ul>

## ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS

Standard	Indicator	Standard	Indicator
I. Living a Mission and Vision Focused on Results	<p>a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners</p> <p>b. Ensures that the school's identity, vision, and mission drive school decisions</p> <p>c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results</p>	IV. Building and Maintaining Collaborative Relationships	<p>a. Creates, develops and sustains relationships that result in active student engagement in the learning process</p> <p>b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and policies</p> <p>c. Proactively engages families and communities in supporting their child's learning and the school's learning goals</p> <p>d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively</p>
<p>The principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results</p>	<p>a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement</p> <p>b. Creates a safe, clean and orderly learning environment</p> <p>c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the school improvement plan targets</p> <p>d. Employs current technologies</p>	V. Leading with Integrity and Professionalism	<p>a. Treats all people fairly, equitably, and with dignity and respect</p> <p>b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff</p> <p>c. Creates and supports a climate that values, accepts and understands diversity in culture and point of view</p>
<p>The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities</p>	<p>a. Works with staff to develop a consistent framework for effective teaching and learning that includes a rigorous and relevant standards-based curriculum, research-based instructional practices, and high expectations for student performance</p> <p>b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes</p> <p>c. Implements student interventions that differentiate instruction based on student needs</p> <p>d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning</p> <p>e. Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction as part of the district teacher appraisal system</p> <p>f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance</p> <p>g. Develops systems and structures for staff professional development and sharing of effective practices including providing and protecting time allotted for development</p> <p>h. Advances Instructional Technology within the learning environment</p>	VI. Creating and Sustaining a Culture of High Expectations	<p>a. Builds a culture of high aspirations and achievement and for every student</p> <p>b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission</p> <p>c. Leads a school culture and environment that successfully develops the full range of students' learning capacities—academic, creative, social-emotional, behavioral and physical</p>
<p>The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students</p>		<p>The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning</p>	

## **Current State**

### **2013-2014 Principal Practice Evaluation Framework**

*Sent/Received Electronically on August 29, 2013*

Our 2013-14 Principal Evaluation System meets the Illinois State Board of Education guidelines and the associated timeline. Gower School District 62 did NOT follow the DuPage Model which includes 60% Professional Practice, 10% Self-Assessment, and 30% Academic Student Growth. The Gower Model (13-14) includes 50% for Professional Practice and 50% for Student Growth (30% Academic Student Growth and 20% Other Student Growth Measures [5 Essentials Survey Data and Capturing Kids Hearts Survey Data and Impact]).

## **Future State**

The 2013-14 Principal Evaluation Model will be carried out according to plan.