



Gower School District 62  
7700 Clarendon Hills Rd., Willowbrook, IL 60527  
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## Superintendent's Report

### Board of Education Meeting – June 17, 2014 – 7:00 p.m.

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

- Our End of Year (EOY) student performance data on NWEA/MAP indicates exceptional achievement and growth. Our K-8 national percentile rankings increased in most tested areas from last year (Appendix A)
- Our variety of Summer School offerings currently have 116 students from K-7 registered for participation
- K-7 students, as well as our most recent 8<sup>th</sup> grade graduates, will have access to STRIDE Academy throughout the summer and are encouraged to continue strengthening their academic skills
- The Academically Talented (AT) Committee has reviewed current practice and has submitted a recommendation for improvement to the Board of Education (Appendix B)

**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.*

- Year to Date attendance rate is 95.5% for the 860 students enrolled in the District and 95.0% for the 135.5 staff employed by the District. Student Attendance Goal = 96%+; District Staff Goal = 97.0%+
- 4<sup>th</sup> Qtr. Discipline Reports show an increase in student referrals for misconduct at GM & GW from last quarter. Misconduct rates are higher at GM and lower at GW compared to last year (Appendix C)
- We encourage the Graduating Class of 2014 to continue to meet the high expectations of Gower School District as they make the transition to high school and beyond. We are all very proud of your efforts.
- Facilities Update: Screening of mechanical equipment at GM is scheduled to begin in June. Summer capital outlay projects include the installation of safety rails on rooftop units, interior painting, and campus security

**Involved Families and Community** – *Strong relationships are built across the community to support learning.*

- Our 2014-2015 Parent/Student Handbook is being prepared for posting on the district website and includes the direct input from a committee of parents, teachers and administrators
- Gower School District was directly involved in the process used by the Commission on Accreditation for Law Enforcement Agencies (CALEA) for re-accreditation of the Willowbrook Police Department
- The Park Districts of Willowbrook and Burr Ridge, in partnership with Gower School District, are hosting the 2<sup>nd</sup> Annual Back to School Bash at Borse Park on Thursday, Aug. 21 from 4:30-7:30 p.m. – Joins us! ☺
- i<sup>3</sup> Learning Initiative “Parent Orientations” are planned for Aug. 18<sup>th</sup> and 20<sup>th</sup> with invitations sent to 6<sup>th</sup> and 7<sup>th</sup> grade parents. Invitations for our Gower West parents are forthcoming

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

- Staff training for our student information system, grade book system, parent portal ([Illuminate](#)) has begun and will continue throughout the summer in preparation for implementation in the fall
- Staff training for the use of new copiers/printers being installed this summer as part of a Board-approved plan aimed at increased efficiency and alignment of resources is scheduled for August 21<sup>st</sup>
- The Professional Development Committee and INNOVATE 62 have prepared a menu of i<sup>3</sup> Learning opportunities for staff throughout the summer in an effort to strengthen program coherence (Appendix D)
- Professional Development for the new English Language Arts (ELA) curricular materials is planned for Aug. 14<sup>th</sup> to allow new teachers to participate as part of their New Teacher Induction experience
- Our Annual Service Awards and Retirement Reception was held on May 22<sup>nd</sup> and well attended by staff as well as members of the Board of Education. Best wishes to all of our retirees!

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

- Our new take-home registration process has been met with positive feedback from parents and staff. More than 60% of parents have initiated or already completed the Registration Process for next year
- District/School budget and staffing plans for 2014-15 will continue throughout the summer (Appendix E)
- School/District Admin presented a Year in Review to staff and the (Appendix F)

*Children at their best!*

**Gower School District #62**  
**Superintendent's Report**  
**Appendix A**

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**Date:** June 17, 2014

**Title:** End-of-Year Student Performance Data

**Initial**

**Contact:** Victor Simon – [vsimon@gower62.com](mailto:vsimon@gower62.com)

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**Background**

Students in grades K-8 are tested in Reading and Math at the Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) on the Measurement of Academic Progress (MAP) test created by the Northwest Evaluation Association (NWEA). The MAP test is “adaptive” in nature and becomes more difficult as students continue to answer questions correctly. This type of assessment design has strong value for our teachers as the results can be used to better design “Just Right Learning” for each of their students. Gower School District has used MAP for nearly 10 years and is currently using the latest version of MAP that is aligned to the Common Core State Standards. As the Illinois State Board of Education implements the PARCC (Partnership for Assessment for Readiness of College and Careers) beginning next school year, Gower School District will continue to use NWEA/MAP and revisit our overall assessment strategy at the end of the 2014-15 school year to ensure that student performance and growth continues to be measured appropriately. The following website offers more information about NWEA and MAP for those interested in learning more about this assessment series <http://www.nwea.org/>

This fall, students obtained a BOY score in Reading and Math. This score, referred to as a RIT score, is also aligned to a National Percentile Ranking as millions of students also take this exam across the country and establish a “benchmark” or typical score range by grade level. Depending on a student’s BOY score and grade level, each student is also given an EOY “target score”. This target score represents the typical growth that can be expected given the BOY score recorded. Typical growth scores are usually set to maintain a student’s National Percentile Ranking. In other words, the MAP test gets a bit more difficult at MOY and EOY as students are expected to learn new grade-level material throughout a given academic year.

As reported in Appendix B (Annual Fall Data Presentation) of the Superintendent’s Report presented to the Board of Education on Oct. 15, 2013, a shift in the way NWEA/MAP data was being used in our district had occurred. This shift resulted in an increased focus on student performance categories as defined by the National Percentile Rankings associated with MAP RIT scores. Middle-of-Year (MOY) performance goals were set and reported as part of the Mid-Year Student Performance Data Report submitted as Appendix A of the Feb. 18, 2014 Superintendent’s Report

End-of-Year (EOY) goals were also set at the beginning of the year and restated again after MOY testing. End-of-Year performance goals were discussed as follows:

- At least 85% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected mid-year growth target in Reading
- At least 85% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected mid-year growth target in Math
- At least a 30% decrease by mid-year in the number of students at or below the 35<sup>th</sup> percentile at BOY in Reading
- At least a 30% decrease by mid-year in the number of students at or below the 35<sup>th</sup> percentile at BOY in Math
- At least a 30% increase by mid-year in the number of students at or above the 90<sup>th</sup> percentile at BOY in Reading
- At least a 30% increase by mid-year in the number of students at or above the 90<sup>th</sup> percentile at BOY in Math
- At least 65% of students tested in BOY to meet or exceed their EOY target in Reading.
- At least 65% of students tested in BOY to meet or exceed their EOY target in Math.
- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Reading.
- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Math.

#### **Current State**

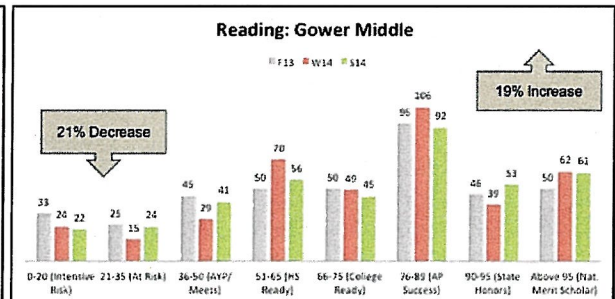
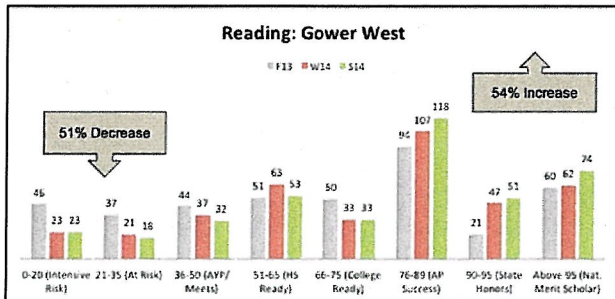
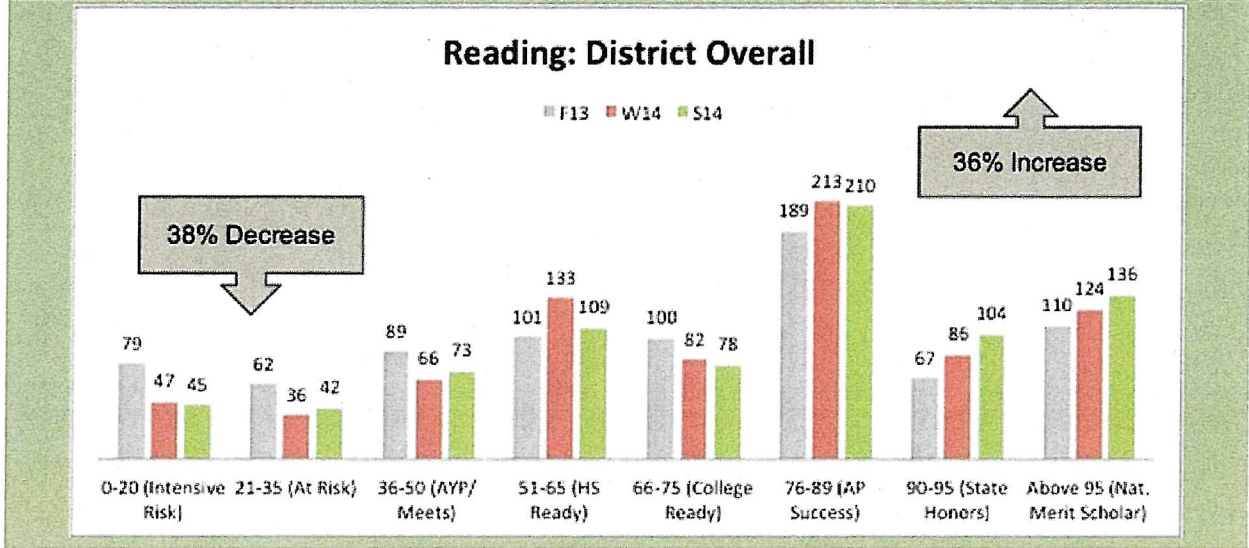
The following images were selected from end-of-year reports generated for both Gower West and Gower Middle School. They are designed to illustrate the level of “growth” that our student performance data indicates after End of Year (EOY) MAP testing. The full presentation was delivered to the Board of Education as part of the regular meeting on June 17, 2014. To request a digital copy of the full presentation, please email Ms. Hilda Martinez, Executive Assistant to the Superintendent at [hmartinez@gower62.com](mailto:hmartinez@gower62.com)

# **Gower District 62 - End of Year NWEA/MAP Data Presentation**

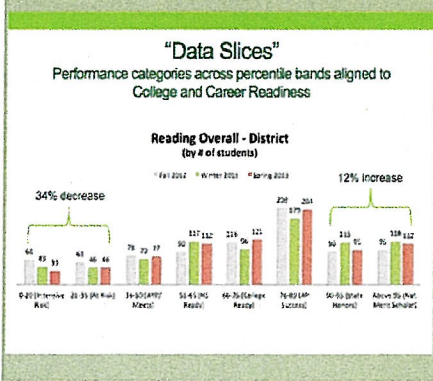
**June 17, 2014**

# Reading (EOY)\*

## 2013-2014 NWEA-MAP CCR Growth

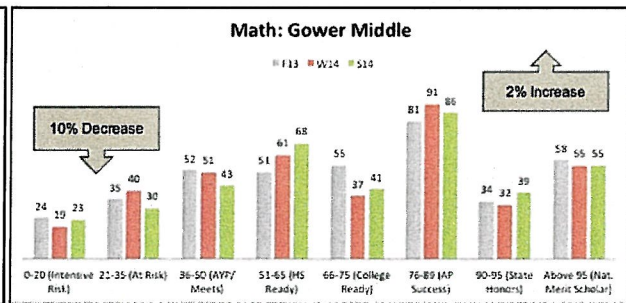
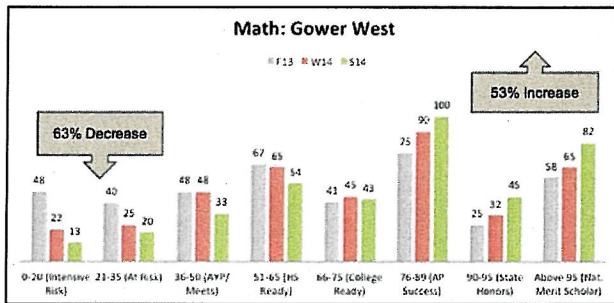
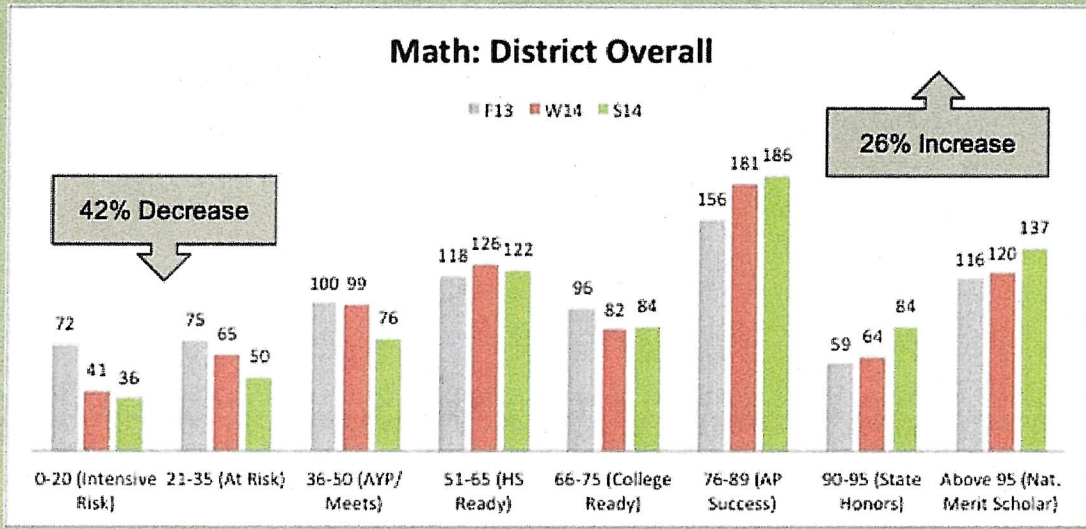


## Previous Year Comparison - Reading

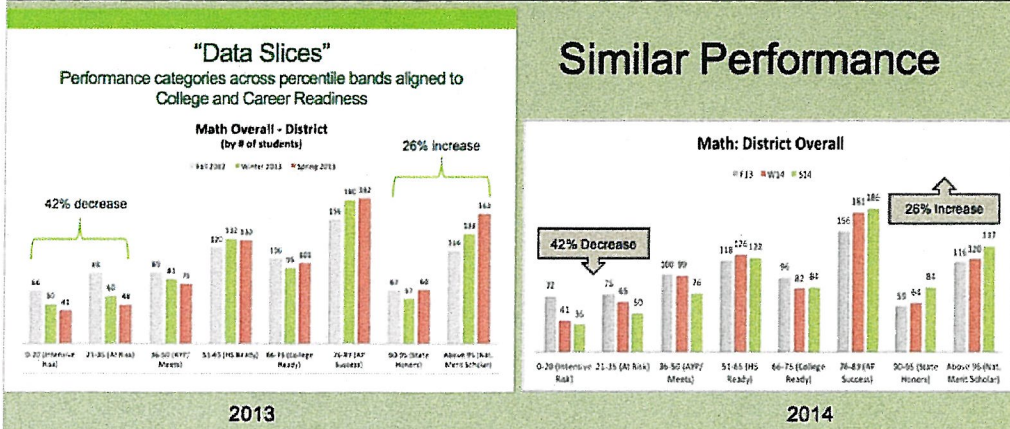


# Math (MOY)\*

## 2013-2014 NWEA-MAP CCR Growth



## Previous Year Comparison - Math





# Growth Data






## How much was learned

*National Percentile Rankings offer a more global comparison of school performance and provide some insight to the local impact of teaching and learning...*

### MAP Reading 2012-2014 National Percentile Ranking - Growth (Fall to Spring)

Grade	National Percentile Ranking 2012	National Percentile Ranking 2013	National Percentile Ranking 2014
K	N/A	N/A	34% 
1	1%	97%	96%
2	99%	92%	99%
3	99%	99%	94%
4	99%	95%	99%
5	99%	99%	99%
6	93%	29%	96%
7	95%	93%	75% 
8	99%	99%	97%

### MAP Math 2012-2014 National Percentile Ranking - Growth (Fall to Spring)

Grade	National Percentile Ranking 2012	National Percentile Ranking 2013	National Percentile Ranking 2014
K	N/A	N/A	55% 
1	5%	98%	99%
2	92%	97%	98%
3	96%	99%	94%
4	92%	96%	98%
5	67%	46%	21% 
6	65%	57%	49% 
7	80%	80%	69% 
8	83%	88%	74% 

# Achievement Data

## What students know and can do

*National Percentile Rankings offer a more global comparison of student performance and provide some insight to College Readiness...*

### MAP Reading Mean Score/Percentile Comparison Gower West 2012-2014 - Achievement

Grade	Normative Mean (Spring 12' RIT)	2009-2011 Gower Avg.	Gower Spring 12' Avg.	Gower Spring 13' Avg.	Gower Spring 14' Avg.
K	156.3 (50 <sup>th</sup> %tile)	N/A	N/A	N/A	165.7 (96 <sup>th</sup> %tile)
1	173.9 (50 <sup>th</sup> %tile)	N/A	193.7 (99 <sup>th</sup> %tile)	186.2 (99 <sup>th</sup> %tile)	189.0 (99 <sup>th</sup> %tile)
2	186.7 (50 <sup>th</sup> %tile)	182.8	201.8 (99 <sup>th</sup> %tile)	197.6 (97 <sup>th</sup> %tile)	202.5 (99 <sup>th</sup> %tile)
3	197.8 (50 <sup>th</sup> %tile)	197.6	209.7 (98 <sup>th</sup> %tile)	211.6 (99 <sup>th</sup> %tile)	208.5 (97 <sup>th</sup> %tile)
4	204.6 (50 <sup>th</sup> %tile)	208.3	217.5 (99 <sup>th</sup> %tile)	215.7 (98 <sup>th</sup> %tile)	218.9 (99 <sup>th</sup> %tile)

### MAP Reading Mean Score/Percentile Comparison Gower Middle 2012-2014 - Achievement

Grade	Normative Mean (Spring 12' RIT)	2009-2011 Gower Avg.	Gower Spring 12' Avg.	Gower Spring 13' Avg.	Gower Spring 14' Avg.
5	211.1 (50 <sup>th</sup> %tile)	216.6	224.9 (99 <sup>th</sup> %tile)	223.0 (98 <sup>th</sup> %tile)	224.1 (99 <sup>th</sup> %tile)
6	215.6 (50 <sup>th</sup> %tile)	223.3	228.8 (99 <sup>th</sup> %tile)	223.6 (93 <sup>rd</sup> %tile)	224.5 (95 <sup>th</sup> %tile)
7	219.2 (50 <sup>th</sup> %tile)	227.9	230.1 (97 <sup>th</sup> %tile)	231.6 (99 <sup>th</sup> %tile)	226.7 (91 <sup>st</sup> %tile)
8	222.2 (50 <sup>th</sup> %tile)	230.7	237.1 (99 <sup>th</sup> %tile)	234.5 (98 <sup>th</sup> %tile)	233.6 (98 <sup>th</sup> %tile)

# Achievement Data

## What students know and can do

*National Percentile Rankings offer a more global comparison of student performance and provide some insight to College Readiness...*

### MAP Math Mean Score/Percentile Comparison Gower West 2012-2014 - Achievement

Grade	Normative Mean (Spring 12' RIT)	2009-2011 Gower Avg.	Gower Spring 12' Avg.	Gower Spring 13' Avg.	Gower Spring 14' Avg.
K	157.6 (50 <sup>th</sup> %tile)	N/A	N/A	N/A	169.1 (97 <sup>th</sup> %tile)
1	176.5 (50 <sup>th</sup> %tile)	N/A	191.5 (99 <sup>th</sup> %tile)	187.9 (98 <sup>th</sup> %tile)	193.2 (99 <sup>th</sup> %tile)
2	189.2 (50 <sup>th</sup> %tile)	184.6	201.9 (99 <sup>th</sup> %tile)	199.8 (98 <sup>th</sup> %tile)	203.4 (99 <sup>th</sup> %tile)
3	202.2 (50 <sup>th</sup> %tile)	199.1	214.7 (99 <sup>th</sup> %tile)	216.8 (99 <sup>th</sup> %tile)	212.0 (96 <sup>th</sup> %tile)
4	210.3 (50 <sup>th</sup> %tile)	212.5	227.1 (99 <sup>th</sup> %tile)	225.8 (99 <sup>th</sup> %tile)	228.2 (99 <sup>th</sup> %tile)



## MAP Math Mean Score/Percentile Comparison Gower Middle 2012-2014 - Achievement

Grade	Normative Mean (Spring 12' RIT)	2009-2011 Gower Avg.	Gower Spring 12' Avg.	Gower Spring 13' Avg.	Gower Spring 14' Avg.
5	219.1 (50 <sup>th</sup> %tile)	224.3	233.4 (98 <sup>th</sup> %tile)	232.1 (98 <sup>th</sup> %tile)	229.8 (95 <sup>th</sup> %tile)
6	223.9 (50 <sup>th</sup> %tile)	231.6	240.2 (99 <sup>th</sup> %tile)	234.2 (94 <sup>th</sup> %tile)	234.7 (95 <sup>th</sup> %tile)
7	228.9 (50 <sup>th</sup> %tile)	237.4	244.0 (99 <sup>th</sup> %tile)	243.7 (99 <sup>th</sup> %tile)	240.0 (95 <sup>th</sup> %tile)
8	232.0 (50 <sup>th</sup> %tile)	242.4	250.7 (99 <sup>th</sup> %tile)	248.1 (99 <sup>th</sup> %tile)	247.7 (99 <sup>th</sup> %tile)

### Achievement of Performance Goals

- At least 75% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected mid-year growth target in Reading (85% by EOY).
  - 182 of 224 students at or below 50<sup>th</sup> %-tile at BOY exceeded their EOY target (81.3%). 9 students shy of goal. [99/122, 81.1% @ GW; 83/102, 81.4% @ GM]
- At least 75% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected mid-year growth target in Math (85% by EOY).
  - 178 of 240 students at or below 50<sup>th</sup> %-tile at BOY exceeded their EOY target (74.2%). 26 students shy of goal. [116/131, 88.5% @ GW; 62/109, 56.9% @ GM]

### Achievement of Performance Goals

- At least a 20% decrease by mid-year in the number of students at or below the 35<sup>th</sup> percentile at BOY in Reading with an additional 10% decrease by EOY.
  - We achieved our goal and posted a 38% decrease (141 to 87 students). 51% decrease @ GW (83 to 41 students); 21% decrease @ GM (58 to 46 students)
- At least a 20% decrease by mid-year in the number of students at or below the 35<sup>th</sup> percentile at BOY in Math with an additional 10% decrease by EOY.
  - We achieved our goal and posted a 42% decrease (147 to 86 students). 63% decrease @ GW (88 to 33 students); 10% decrease @ GM (59 to 53 students)

## Achievement of Performance Goals

- At least a 20% increase by mid-year in the number of students at or above the 90<sup>th</sup> percentile at BOY in Reading with an additional 10% increase by EOY.
  - We achieved our goal and posted a 36% increase (177 to 240 students) 54% increase @ GW (81 to 125 students); 19% increase @GM (96 to 114 students)
- At least a 20% increase by mid-year in the number of students at or above the 90<sup>th</sup> percentile at BOY in Math with an additional 10% increase by EOY.
  - A 26% increase (175 to 221 students) was 7 students shy of our goal. 53% increase @ GW (83 to 127 students); 2% increase @ GM (92 to 94 students)

## Achievement of Performance Goals

- At least 65% of students tested in BOY to meet or exceed their EOY target in Reading.
  - We achieved our goal with 68.3% of students meeting or exceeding their EOY target (533 of 780 students). 283 of 392 students @ GW (72.2%); 250 of 388 students @ GM (64.4%)
- At least 65% of students tested in BOY to meet or exceed their EOY target in Math.
  - We achieved our goal with 72.6% of students meeting or exceeding their EOY target (563 of 775 students). 332 of 390 students @ GW (85.0%); 231 of 385 students @ GM (60.0%)

## Achievement of Performance Goals

- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Reading.
  - 70.5% of our students met or exceeded the 50<sup>th</sup> %tile (550 of 780 students), or 74 students shy of our goal. 67.6% reached the mark @ GW (265 of 392 students); and 73.5% reached the mark @ GM (285 of 388 students)
- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Math.
  - 68.1% of our students met or exceeded the 50<sup>th</sup> %tile (528 of 775 students), or 92 students shy of our goal. 65.1% reached the mark @ GW (254 of 390 students); and 71.2% reached the mark @ GM (274 of 385 students)

## Reflection for Principals and Teaching Staff

- *Are you satisfied with the performance from your grade level? Classroom? Specific groups of students? Individual students?*
- *Do you feel you have the necessary tools to analyze your specific classroom performance data and to respond accordingly for continuous improvement?*
- *What are you going to do next?*

### Future State

Principals and teachers will continue to use the “data slices” to analyze student performance data at the classroom and individual student level throughout the 2014-2015. This analysis work is expected to be collaborative in nature and promote discussions between teachers and between teachers and administrators about “what’s working” and “what might not be working” across both of our Gower School campuses. In addition, school and district administrators will further analyze the 2013-14 student performance data and make recommendations regarding resource alignment, student/teacher support, professional development, etc. as part of the annual Administrator Planning Retreat held each summer.

Goal-setting for grade level teams as well as individual teachers will continue to evolve as this perspective of “data slices” will be in its second year at Gower. By coupling this student performance data with other data points that help illustrate current student performance and growth, our teachers will be able to make determinations about various strategies, interventions, programs, and lesson techniques to ensure that our focus on providing “just right learning” for all of our students remains to be sharp and deliberate as we start the 2014-15 school year.

It is important to be mindful that although this data is extremely helpful to teachers, administrators, students, and parents, it represents a single point on a more comprehensive spectrum of student data and in particular student performance data.

Our annual student performance goals as measured by the NWEA MAP continue to be:

- At least 75% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected mid-year growth target in Reading (85% by EOY).
- At least 75% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected mid-year growth target in Math (85% by EOY).
- At least a 20% decrease by mid-year in the number of students at or below the 35<sup>th</sup> percentile at BOY in Reading with an additional 10% decrease by EOY.
- At least a 20% decrease by mid-year in the number of students at or below the 35<sup>th</sup> percentile at BOY in Math with an additional 10% decrease by EOY.

- At least a 20% increase by mid-year in the number of students at or above the 90<sup>th</sup> percentile at BOY in Reading with an additional 10% increase by EOY.
- At least a 20% increase by mid-year in the number of students at or above the 90<sup>th</sup> percentile at BOY in Reading with an additional 10% increase by EOY.
- At least 65% of students tested in BOY to meet or exceed their EOY target in Reading.
- At least 65% of students tested in BOY to meet or exceed their EOY target in Math.
- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Reading.
- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Math.

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

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**Date:** June 17, 2014

**Title:** Academically Talented Committee Update

**Initial**

**Contact:** Rebecca Laratta: [rlaratta@gower62.com](mailto:rlaratta@gower62.com)

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**Background**

The last formal review of the Gower District 62 Academically Talented Program was completed in 2005-2007 and resulted in the development of Academically Talented identification and qualification procedures, rubrics for qualification, probationary and exit procedures, an appeals process, and enrichment for first and second grade.

Since that time, the standards have changed to the Common Core English Language Arts (ELA) State Standards, Common Core Math Standards, and the assessments have changed. To provide our students with the best possible learning experiences, we re-convened the committee in Fall of 2013 to complete a review of the current Academically Talented program, the Common Core State Standards, research of best practices, data analysis of student AT qualification rubrics, and enrichment. The committee met throughout the 2013-2014 school year. The committee members include: Kari Luurs (1<sup>st</sup>), Cindy Kure (2<sup>nd</sup>), Anne Czarney (3<sup>rd</sup>), Jen Allison (3<sup>rd</sup>/4<sup>th</sup> AT and Enrichment teacher), Clare Lund (7<sup>th</sup> ELA), Michelle Colburn (7<sup>th</sup> Math), Gina Rodewald, (Principal), Tracy Murphy (Principal), and Rebecca Laratta (Assistant Superintendent).

During the year, the committee did the following work:

- Analyzed the Common Core English Language Arts (ELA) State Standards and determined that Academically Talented Literature alone does not address the new standards. AT Literature/Reading needs to become AT ELA to meet the increased rigor in evidenced-based writing in response to reading
- Discussed the implementation of English Language Arts blocks at the middle school and the need to have an AT block ELA at each grade level
- Developed writing prompts at each grade level for AT ELA qualification to replace the Language Usage MAP on the rubric
- Researched the new version of the CogAT, a CogAT screener, and other abilities tests on the market
- Reviewed existing AT procedures to determine if changes are needed
- Reviewed existing Appeals process, probationary and exit procedures
- Reviewed existing AT rubrics to determine if changes are needed; created new rubrics to align to the Common Core state standards (see attached "draft" sample rubric)

- Developed extended response/performance tasks at each grade level for AT Math qualification to replace the unit test average on the rubric

In working with the current AT Literature curriculum and the AT Math curriculum, it is evident that the ELA and Math Common Core State Standards are quite different from the K-12 Illinois Learning Standards, and require significant changes in the curriculum and upgrades to the AT qualification rubrics. The significant changes in the curriculum are being addressed through the work of the District ELA Curriculum Committee, and the District Math Curriculum Committee, however the AT committee is addressing upgrades to the qualification rubrics to align to the curriculum changes and the rigor of the Common Core State Standards.

The major shifts in ELA are:

- A 50-50 balance of informational and literary text at the elementary level and 75-25 at the secondary level
- Use of multiple texts to compare and contrast how different texts provide information
- A focus on reading challenging text—an emphasis is placed on stretching students to meet the demands of more difficult pieces of text
- A targeted focus on “close reading”—returning to the text multiple times, paying greater attention to what the text says, its meaning, and implications
- An emphasis on academic vocabulary (words that have meaning and application in more than one content area) as well as content specific vocabulary
- Standards reflect an integrated model of literacy focusing on reading, writing, speaking and listening skills
- Greater emphasis on writing and research at all grade levels
- Increased use of technology and digital literacy—both in digital reading materials and word-processing skills

The major shifts in Math are:

- A focus on learning more about fewer, key topics
- Building on mathematical skills within and across grade levels
- An emphasis on speed and accuracy with math facts and computations in order to apply and solve problems; being fluent in math
- Developing a deep understanding of why the math works, being able to explain why the math works, and prove that the student knows why and how the math works
- Increased application of math in real world situations; problem solving, critical thinking, word problems
- An emphasis on knowing which math to use for which situation; thinking and solving problems

### **Current State**

Based on our work this year, the AT Committee recommends the following:

- Upgrade the CogAT to the newest version for implementation in 2014-2015 and beyond
- Continue to use the Verbal Battery (Subtest) for AT ELA qualification and the Quantitative Battery (Subtest) for the AT Math qualification
- Replace the Language Usage MAP score with a writing prompt in which students will need

to use evidence to make a claim. These prompts align to the rigor and demands of the Common Core and the types of tasks on PARCC

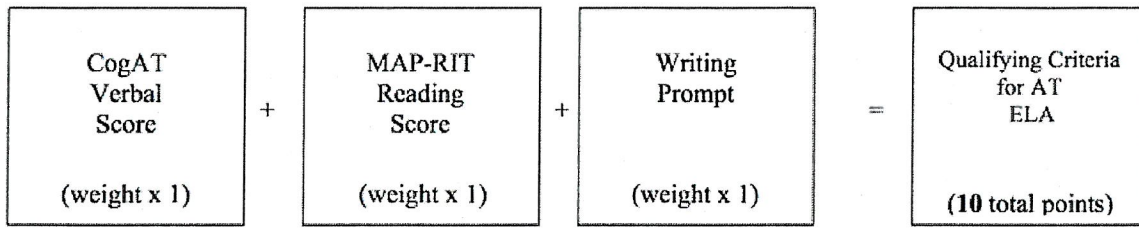
- Continue to use the Common Core MAP Reading RIT score on the AT ELA qualification rubric
- Replace the Math Unit Test Averages with a grade level Math extended response/performance task. These extended response/performance tasks align to the rigor and demands of the Common Core and the types of application questions on PARCC (Partnership for
- Continue to use the Common Core MAP Math RIT score on the AT Math qualification rubric
- Maintain the current probationary and exit procedures for AT students
- Maintain the current appeals process: Parent Nomination Form, Student Nomination Form, Teacher Nomination Form, committee data review, and committee decision
- Implement a new first and second grade enrichment delivery model beginning in 2014-2015 in which the AT teacher “pushes in” with enrichment to everyone in the classroom instead of “pulling out” only a few students. The AT teacher will co-plan with the first and second grade teachers to provide co-taught enrichment units on a rotating basis in the areas of ELA, Math, Science, Social Studies, or STEM.
- Continue to identify students for AT ELA and Math annually at the end of 2<sup>nd</sup> grade through 7<sup>th</sup> grade to ensure the best class placements for all students
- All students currently in AT Literature and/or AT Math would continue in the program despite changes to the rubric as long as they maintain the grade criteria needed to stay in the program

AT Committee members and the administrative team met with all of the grade level teams in grades K-8 to discuss the work of the AT committee, the recommendations above, and provide time for feedback and questions. The AT committee met again in May to discuss feedback and there were no concerns or questions brought forward. Teachers were positive about the proposed changes and we are ready to begin implementation of these recommendations in 2014-2015.

### **Future State**

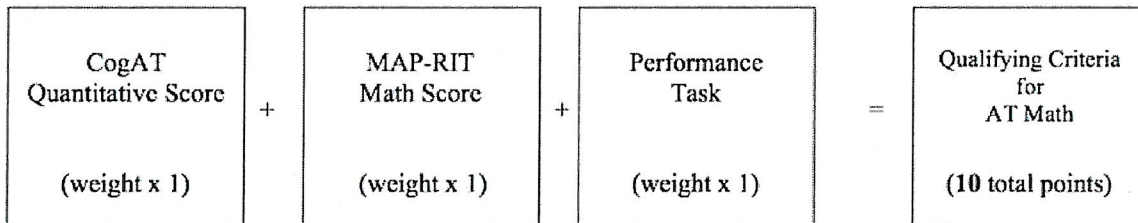
The existing AT qualification rubrics will be used for AT identification for students currently in grades 2-7. The draft sample rubric will be tested with student data over the summer as a final check to determine if any adjustments need to be made. The AT committee will begin implementing the above recommendations beginning in the 2014-2015 school year. The proposed new AT qualification rubrics would be posted to the Gower web page at the end of August and will be communicated through the District monthly newsletter, the web page, and curriculum nights in September.

**4th Grade  
SPRING Qualifying Rubric: ELA**



Points	Weight	1	2	3	4	5	6	7
CogAT-Verbal Score	X1	124-126	127 - 129	130 - 132	133 - 135	136 - 138	139 - 141	142+
MAP-RIT Reading Score	X1	93%ile	94%ile	95%ile	96%ile	97%ile	98%ile	99+
Writing Prompt	X1		14		15		16	

**Qualifying Rubric: Mathematics**



Points	Weight	1	2	3	4	5	6	7
CogAT- Quantitative Score	X1	124-126	127 - 129	130 - 132	133 - 135	136 - 138	139 - 141	142+
MAP-RIT Math Score	X1	93%ile	94%ile	95%ile	96%ile	97%ile	98%ile	99+
Performance Task	X1		10		11		12	

Updated May 2014



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

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**Date:** June 17, 2014

**Title:** 4<sup>th</sup> Quarter Discipline Reports (10 minutes)

**Initial** Gina Rodewald – [grodewald@gower62.com](mailto:grodewald@gower62.com); and

**Contact:** Colleen Brodhead – [cbrodhead@gower62.com](mailto:cbrodhead@gower62.com) (Victor Simon presenting)

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**Background:**

One component of our vision of “Children at their Best!” speaks to the importance of developing good character. Setting high expectations for behavior is essential to the development of good character. In general, Gower students are respectful, responsible, and well-behaved. At times, some of our students do not demonstrate their best character and learn more appropriate choices through the discipline process.

Student discipline data is compiled, analyzed, and reviewed on a quarterly basis. Discipline data is also reviewed more frequently through weekly team meetings and problem-solving meetings with administrators, social workers, and specialists. In some cases, individual students are placed on behavior plans with daily monitoring.

**Current State**

The 4<sup>th</sup> Quarter discipline data reports for both schools are attached. The reports include data categorized by misbehavior and indicate the related consequence assigned. These reports also demonstrate a breakdown by gender and grade level. At Gower West, 19 overall student discipline referrals for the 4<sup>th</sup> Quarter was an increase from the 3<sup>rd</sup> Quarter. The 60 total student referrals for the entire 2013-14 school year at Gower West is a significant decrease from the 95 total infractions by the end of the 4<sup>th</sup> Quarter in 2012-2013.

At Gower Middle, 102 overall student discipline referrals for the 4<sup>th</sup> Quarter was an increase from the 3<sup>rd</sup> Quarter. There has been an increase in referrals each quarter throughout the school year. The 317 total student referrals to date for the 2013-14 school year at Gower Middle is an increase (18.9%) from the 257 total infractions by the end of the 4<sup>th</sup> Quarter in 2012-2013.

Efforts put into place after 3<sup>rd</sup> quarter data indicated a continued increase in student referrals for misconduct had a positive impact on most students. There remains to be a small percentage of the student body (~9%) responsible for the misconduct reported. A good example of this in the 4<sup>th</sup> quarter is found when noting that 13 students were disciplined three or more times each for their misconduct, making up nearly 1/3 of all misconduct reported. Individual student/parent conferencing and behavior plans have been carried out and are expected to continue until a radical shift in current behavior can be demonstrated.

**GOWER WEST SCHOOL DISCIPLINE DATA  
2013 – 2014**

**Gower West School Infractions**

<b>Infraction</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>	<b>Y.T.D. Total</b>
Bus Incidents	6 (*14)	1 (*13)	7 (*12)	8 (*16)	<b>22</b> (*55)
Category 1	0 (*2)	2 (*2)	2 (*1)	4 (*1)	<b>8</b> (*6)
Category 2	7 (*10)	3 (*8)	7 (*8)	1 (*2)	<b>18</b> (*28)
Category 3	4 (*0)	1 (*3)	0 (*0)	6 (*2)	<b>11</b> (*5)
Category 4	1 (*0)	0 (*0)	0 (*0)	0 (*1)	<b>1</b> (*1)
<b>Total Infractions</b>	<b>18</b> (*26)	<b>7</b> (*26)	<b>16</b> (*21)	<b>19</b> (*22)	<b>60</b> (*95)

(\*Indicates the number of infractions from 2012-2013)

**Quarter Breakdown**

**Bus Incidents – 8 Total infractions (on 8 Bus Reports)**

- Disobedient to driver – 0
- Disrespectful to others – 3
- Damaging School Property – 0
- Physical Misbehavior (Fighting, Hitting, Kicking) – 1
- Inappropriate Language – 2
- Eating, Drinking, Littering – 0
- Unnecessary Noise – 0
- Unsafe Behavior– 1
- Other behavior relating to safety and well-being – 1 (using cell phone on the bus)

**Category 1 – 4 total infractions**

Disruptive Behavior – 2  
Pushing/tripping – 2

**Category 2 – 1 total infraction**

Profanity – 1

**Category 3 – 6 total infractions**

Harassing, intimidating or threatening other students or adults – 5  
Stealing – 1

**Category 4 – 0 infractions**

### Gower West Consequences

Types of Consequences	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Time-out	0	0	0	0	0
Peer mediation	0	2	2	2	6
Loss of recess	0	1	3	0	4
Loss of privilege	8	1	0	1	10
Detention (lunch and recess)	4	3	1	5	13
In-school suspension	1	0	0	0	1
Out-of-school suspension	0	0	0	0	0
Warning issued	10	1	16	3	30
Bus suspension	0	0	0	0	0
<b>Total Consequences</b>	<b>23</b>	<b>8</b>	<b>22</b>	<b>11</b>	<b>64</b>

### Gower West Multiple Discipline Referrals

Number of Referrals	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students with 1 Referral	12	7	11	11
Students with 2 Referrals	1	0	2	2
Students with 3 Referrals	0	0	0	1
Students with 4 Referrals	1	0	0	0
Students with 5+Referrals	0	0	0	0
<b>Total Students w/ referrals</b>	<b>14</b>	<b>7</b>	<b>13</b>	<b>14</b>

### Gower West Quarterly Discipline Referrals by Grade Level

Infraction	K	1	2	3	4
Bus Incidents	1	3	0	0	4
Category 1	0	3	0	1	0
Category 2	0	0	0	0	1
Category 3	0	0	1	2	3
Category 4	0	0	0	0	0
<b>Total Infractions</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>8</b>

### Gower West Quarterly Discipline Referrals by Gender

Boys	Girls
9	5

**GOWER MIDDLE SCHOOL DISCIPLINE DATA**  
**2013-2014: 3<sup>rd</sup> Quarter**

**Gower Middle Infractions**

<b>Infraction</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>	<b>Total</b>
Bus Incidents	1 (*6)	5 (*4)	9 (*5)	5 (*1)	<b>20</b> <b>(*16)</b>
Category 1	31 (*22)	43 (*29)	45 (*62)	52 (*34)	<b>171</b> <b>(*147)</b>
Category 2	17 (*8)	27 (*23)	41 (*28)	43 (*32)	<b>128</b> <b>(*91)</b>
Category 3	4 (*4)	3 (*4)	4 (*5)	5 (*6)	<b>16</b> <b>(*19)</b>
Category 4	0 (*0)	0 (*0)	0 (*0)	2 (*0)	<b>2</b> <b>(*0)</b>
<b>Total Infractions</b>	<b>53</b> <b>(*40)</b>	<b>73</b> <b>(*60)</b>	<b>99</b> <b>(*100)</b>	<b>102</b> <b>(*72)</b>	<b>317</b> <b>(*257)</b>

(\*Indicates the number of infractions from 2012-2013)

**Quarter Breakdown**

These figures reflect the most frequent behaviors identified within the categories.

**Bus Incidents – 5 total infractions**

- slapping a student – 2
- disrespectful to drivers – 1
- inappropriate language – 2

**Category 1 – 52 total minor infractions**

- technology violation – 4
- disrespect – 7
- defiance – 12
- tardy to class – 11
- disruption in class - 18

**Category 2 – 43 total major infractions**

- not in assigned classroom – 2
- cheating – 4
- damage to property – 1
- misuse of technology – 6
- injuring another student – 1
- inappropriate language in class – 1
- defiance/non-compliance in class – 8
- slapping a student - 2
- disruption – 9
- plagiarism – 1
- disrespect - 8

**Category 3 – 5 total major infractions**

- inappropriate language/disrespect on bus – 2
- physical aggression – 2
- harassing/threatening others - 1

**Category 4 – 2 total infractions**

- possession of a weapon - 2

**Gower Middle Consequences**

Type of Consequences	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Conference with student, parent contacted (Category 1 warning slips)	31	43	45	52
After school detentions	9	15	18	19
Lunch detentions	3	12	10	14
Lunch & Study hall detention	0	0	4	1
Time in office or with teacher after school	2	0	3	1
Bus suspension	0	0	0	3
Other consequence	0	0	3	3
In School Suspension	5	3	4	6
Out of School Suspension	1	0	1	3

**Gower Middle Multiple Discipline Infractions**

Number of Referrals	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students with 1 Infraction	20	27	46	31
Students with 2 Infractions	6	9	10	4
Students with 3 Infractions	1	3	4	6
Students with 4 Infractions	0	0	1	1
Students with 5 Infractions	1	1	0	2
Students with 5+ Infractions	2	2	1	4

**Gower Middle Quarterly Discipline Referrals by Grade Level**

Infraction	Grade 5	Grade 6	Grade 7	Grade 8
Category 1	0	27	18	7
Category 2	3	17	19	4
Category 3	2	3	0	0
Category 4	1	0	1	0
<b>Total Infractions</b>	6	47	38	11

**Gower Middle In-School Suspension Breakdown**

Incident	Category	Length of ISS
Injuring another student	2	.5 day
Technology violation	2	.5 day
Technology violation	2	.5 day
Major incident of disrespect	3	1 day

Physical aggression	3	1 day
Harassing/threatening others	3	1 day

**Gower Middle Out of School Suspension Breakdown**

<b>Incident</b>	<b>Category</b>	<b>Length of OSS</b>
Physical aggression	3	2.5 days
Possession of a weapon	4	1 day
Possession of a weapon	4	5 days

**SWIS breakdown of referral data**

**Qtr. Referrals by Gender:** Boys account for 90 referrals; Girls account for 12 referrals

**Qtr. Referrals by grade level:**

5<sup>th</sup> grade – 6                      6<sup>th</sup> grade – 47                      7<sup>th</sup> grade – 38                      8<sup>th</sup> grade - 11

**Future State**

Our goal to decrease the total number of infractions from 2012-2013 school year was met at Gower West. We fell short at Gower Middle. The 2013-14 school year data will be used as a benchmark to evaluate subsequent school year performance.

Our School Leadership Team at Gower Middle, along with school and district administrators, will continue to analyze the 2013-14 data and work to reduce the number of infractions at Gower Middle considerably by the end of the 1014-15 school year. Teacher Professional Development will continue to focus on the effective implementation of Capturing Kids’ Hearts in the context of this goal and will remain as the cornerstone of our school and classroom environment.

The current Discipline Forms and related protocols are under review with changes expected to be better aligned to the Capturing Kids’ Hearts process that has been put into place.

**Gower School District #62  
Superintendent's Report  
Appendix D**

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**Date:** June 17, 2014

**Title:** Summer Professional Development Opportunities

**Initial**

**Contact:** Rebecca Laratta: [rlaratta@gower62.com](mailto:rlaratta@gower62.com)

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**Background**

In the past, Summer Curriculum Work has been offered to all teachers as a proposal opportunity. Teachers would apply to work on a specific project with approval from his/her Principal and Assistant Superintendent.

Additionally, each summer, there may be certain technology Professional Development opportunities to enhance student learning. Teachers have been able to take advantage of a session on integrating technology such as SMARTBoard Basics (a Summer 2012 example).

**Current State**

The Professional Development Committee and the INNOVATE 62 Committee both agree that to increase program coherence, it would be best to have Summer Curriculum Work focused on topics related to the following year's theme and District/School Initiatives. Therefore, teachers are no longer proposing individual projects, but they are "signing up" for Summer Professional Development opportunities offered for all teachers.


Program Coherence is a component in the 5Essentials Survey under Effective Leaders. Last year, program coherence was reported to be Neutral or Yellow for the District. The Professional Development Committee views this change as a positive step to improve overall program coherence.


In collaboration, these two committees, the Professional Development Committee and INNOVATE 62 are launching the theme for the 2014-2015 and 2015-2016 school years: i<sup>3</sup> Learning: Innovate, Integrate, Inspire. This summer's professional development opportunities are aligned to this i<sup>3</sup> Learning initiative and new curricular adoptions in English Language Arts in grades K-8.

Engaged Learning Specialists, Kevin Neubert and Vicky O'Boyle presented the attached "menu" to teachers as a showcase of the summer i<sup>3</sup> Learning Professional Development opportunities. We believe this menu is an innovative way to gain interest in such topics as Google Apps for Education, etc.

### Future State:

The Professional Development Committee will continue to determine the focus for the summer and the following year on an annual basis. Teachers will learn about the summer professional development opportunities at a spring faculty meeting. The Professional Development Committee will plan opportunities to occur during a certain week in June and a certain week in August each year, so teachers can plan ahead and everyone knows what to expect. Both committees are excited about these new changes and are looking forward to our continued efforts to increase overall program coherence in Gower District 62.

**SUMMER, 2014**



**STARTERS (iCOACH OPPORTUNITIES)**

*Lettuce-Wrapped Learning Management System* **\$7.30 & \$8.06**

- For All i3 Grant Recipients
- Update parents about their children's progress and keep them posted on upcoming events
- Publish a class or school newsletter; share photos and student work
- Post course documents, questions, projects and results
- Assign collaborative group projects online with an easy way to track students' progress.

*Habanero Hapara* **1/2 portion - \$7.31 & \$8.07 (AM)**

- For Chromebook i3 Grant Recipients
- Using monitoring techniques and software to maintain student engagement when using technology.
- Read and understand the District's Acceptable Use Policy

*Google Gazpacho Apps* **1/2 portion \$7.31 & \$8.07 (PM)**

- Explore too-many-to-list-here features of Google Docs

**MAIN COURSE**

*Grilled Gorgonzola Google Apps* **1/2 portion - \$8.01 & \$8.08 (AM)**

- Explore too-many-to-list-here features of Google Docs
- Time to create / implement ideas for your classroom
- iCoach support

*Baked "Big Brother" Tapas* **1/2 portion - \$8.01 & \$8.08 (PM)**


- Exploration of Learning Management System & Hapara (See above)
- Time to create / implement ideas for your classroom
- iCoach support

*Tech & Gadget Gumbo* **\$8.12**

- No "formal" instruction or tutorials
- Time to create / implement ideas for your classroom
- ELS support

**FINAL COURSE**

*i3: Innovate. Integrate. Inspire.* **Free with meal**



**PLEASE NOTIFY YOUR SERVER (KEVIN OR VICKY) OF YOUR ORDER BY  
JUNE 2, 2014**



**Gower School District #62  
Superintendent's Report  
Appendix E**

**Date:** June 17, 2014

**Title:** Preliminary Staffing Report Follow Up for 2014 – 2015 (5 minutes)

**Contacts:** Darrel Mittelheuser – [dmittelheuser@gower62.com](mailto:dmittelheuser@gower62.com) Presented by Victor Simon – [vsimon@gower62.com](mailto:vsimon@gower62.com)

**Background:**

The District begins its budget development process with a review of projected enrollment and staffing needs. Salary and benefits represent the largest percentage of the District budget.

A preliminary report was submitted to the Board of Education as part of the regularly scheduled Board meeting held on April 15, 2014. Additional changes are being recommended as part of this follow-up report.

**Current State:**

Since April 1, an additional 10 students have been determined eligible for special education services for 2014-2015 above and beyond the projected number of special education students in the April, 2014 Special Education Preliminary Staffing Report. This increase is a result of students with special education needs moving into the district as well as in-district referrals. The special education needs of these students will require additional support services.

As a result of this increase in the number of special education students for 2014-2015, it is recommended that an additional half-time special education teacher aide at both Gower West and Gower Middle Schools and additional support services - an increase from 2.8 FTE to 3.0 FTE speech/language pathologists, 1.6 FTE to 1.9 FTE occupational therapists, and .5 FTE to .7 FTE physical therapists – be added to the special education staffing plan.

The projected special education student population for 2014-2015 is as follows:

	Early Childhood	Gower West	Gower Middle	Total
# of students 2013-14	22	47	29	98
# of students 2014-15	<b>22</b>	<b>56</b>	<b>41</b>	<b>119</b>

The recommended special education staffing plan is now five full-time special education teachers, one part-time special education teacher, **17** special education teacher aides, two early childhood teachers, four early childhood teacher aides, two social workers, **3.0** speech/language pathologists, **1.9** occupational therapists, a **0.7** physical therapist, and a 0.6 school psychologist (bolded numbers indicate an increase since the April, 2014 staffing report).

### Special Education Preliminary Staffing Report: 2014-2015

Service	Students	Staffing	Comments
Special Education Teachers	70	5.5	.5 increase from 13-14
Special Education Teacher Aides	70	<b>17.0</b>	<b>1.0 increase from 13-14</b>
Early Childhood Teachers	22	2.0	No change
Early Childhood Teacher Aides	22	4.0	.5 decrease from 13-14
School Social Workers	65	2.0	No change
Speech & Language Pathologists	73	<b>3.0</b>	<b>.2 increase from 13-14</b>
Occupational Therapists	29	<b>1.9 (LADSE)</b>	<b>.3 increase from 13-14</b>
Physical Therapists	14	<b>0.7 (LADSE)</b>	<b>.2 increase from 13-14</b>
School Psychologists	N/A	0.6 (LADSE)	No change

There has also been a decrease from seven to five Gower students who will be enrolled in special classes outside of the district, which will reduce the projected out-of-district tuition from \$269,000 to \$214,500 (\$197,500 for tuition and \$17,000 for transportation), a savings of \$54,500.

**Future State:**

The proposed 2014-2015 staffing plan will address recent changes in our enrollment and student needs and will ensure ISBE mandated class sizes for special education students would not be exceeded. ISBE mandated work load requirements for special educators – such as individual instruction, consultative services and other collaborations among staff members, attendance at IEP meetings and other staff conferences, and paperwork and reporting – will be within ISBE guidelines.

**Gower School District #62  
Superintendent's Report  
Appendix F**

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**Date:** June 17, 2014  
**Title:** 2013-14 Year in Review (10 minutes)  
**Contacts:** Victor Simon – [vsimon@gower62.com](mailto:vsimon@gower62.com)

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**Background:**

A significant change to the format of the Superintendent Report as submitted to the Board of Education as part of all regularly scheduled meetings took place in July 2013 and included the use of the 5 Essentials. The 5 Essentials work is based on more than 20 years of research by the University of Chicago Consortium on Chicago School Research on schools and what makes them successful.

Each Superintendent Report is organized to reflect significant work, proposals, recommendations, highlights, changes, etc. as they relate to each of the 5 Essentials as follows:

- Ambitious Instruction
- Supportive Environment
- Involved Families
- Collaborative Teachers and Staff
- Effective Leaders

**Current State:**

There has been a significant level of work completed throughout the 2013-14 school year at Gower West, Gower Middle, and the District Office. Each of these three parts of Gower School District 62 have worked in concert with our students, parents, volunteers, partner organizations, the Board of Education, and other components of the Gower Community to accomplish many of our goals and to offer an annual body of work that we are proud of and will reflect on to find ways to continuously improve.

The following images are taken from a presentation delivered to the teaching staff at Gower West and Gower Middle on June 13, 2014 and to the Board of Education on June 17, 2014. They represent a collection of items as reported to the BOE throughout the 2013-14 school year and also provide a sense of “next steps” and what can be expected as we prepare for 2014-15.

## Ambitious Instruction - Year in Review



- New Spanish and Math text resources @ GM; Math pilot at GW (Gr. 3-5)
- Outdoor Education Program redesigned (6th Gr.); Civic Action added in 7th Gr.)
- Additional staff to support ELL instruction; Special Education (Diverse Learners)
- Additional resources added to curriculum (Think CERCA, STRIDE, Defined STEM)
- PARCC Pilot; Web-based ISAT Pilot
- Expansion of Summer School options for students
- The GW Physical Education Program was awarded their 5<sup>th</sup> consecutive Blue Ribbon, an accomplishment unmatched by any other school district in the State
- The i<sup>3</sup> Learning Initiative (Innovate, Integrate, Inspire) is scheduled to launch in 2014-15 in select classes in grades K-4 at GW and in grades 6 and 7 at GM

## Supportive Environment - Year in Review



- Capturing Kids' Hearts adds depth to our district motto, *Children at their Best!*
- Major construction and renovation work at GW and GM adds learning space
- Safety and Security/Emergency Crisis Plan enhanced (cameras, fob keys)
- Reorganization and expansion of Health Services Department results in two RNs
- Parent Visitation Day is redesigned to focus on support of student learning
- District automated calling and e-blast system protocols are updated
- IL 5-Essentials Survey is administered to students, staff and parents
- Technology Environment is expanded (Wireless, Google Apps for Education)
- Year to Date student attendance is 95.5% with staff attendance at 95.0%

## Involved Families and Community

### - Year in Review



- 1<sup>st</sup> Annual "Back to School Bash" is held at Borse Park to kick off the school year
- Gower Foundation Grant process streamlined and enhanced with rubric. The Foundation also supported 6<sup>th</sup> and 7<sup>th</sup> grade overnight trips, STEM nights, & band
- Gower PTO support was amazing throughout the year and was included at the Science Fair, Career day at Gower Middle, the Multicultural Fair, Appreciation of the Arts Night, and much more
- A new partnership with Brookfield Zoo expands the Gower Science Fair
- Parent feedback was collected at the middle and end of year to help continue to improve our programs and was also utilized to redesign the Registration process, and review our Parent/Student Handbook
- iNOVATE 62 Committee initiates a partnership with Indian Prairie Public Library

## Collaborative Teachers and Staff



### - Year in Review

- Opening Professional Development for staff includes Capturing Kids' Hearts and receives positive feedback from participants
- iNNOVATE 62 Committee brings a focus on technology-based curriculum enhancements and works with Professional Development Committee to ensure a focus on program coherence and design i<sup>3</sup> Learning Initiative
- Various staff participate in "off-campus site visits" to study the effective use of technology in the classroom, STEM initiatives, Art
- Staff experience a transition to Gmail during the school year
- Teachers' feedback is used as part of the Principal Evaluation process
- Calendar Committee works to add a 5<sup>th</sup> Early Release Day and revise parent-teacher conference schedule
- Technology Committee recommends new Student Info System/Gradebook

## Effective Leaders - Year in Review



- Data "Slices" are introduced to focus on individual student growth
- 2014-15 budget reflects an investment in teacher creativity/best-practice ideation through a school-based *Research and Development* budget line
- District/School staffing plans for 2014-15 add teaching staff and more direct service to students at an overall cost savings (Health Services, Aides)
- Transportation Services are reorganized to provide more efficient routes and more reliable equipment at an overall cost savings to the district
- Principal Evaluation emphasizes student growth, School and District Administrators receive high "grades" from parents on a mid-year survey
- 3-Year District Technology Plan is shaped by teacher/school leadership teams and results in i<sup>3</sup> Initiative; bringing hundreds of new devices to our students over the next two years

## Ambitious Instruction - Looking Ahead



- To date, additional web-resources to enhance our curriculum renewed include, Think CERCA (specific grades), STRIDE Academy, & Defined STEM)
- PARCC is scheduled for 2014-15; NWEA will also be used
- New English Language Arts curriculum will be implemented across grades K-8
- The i<sup>3</sup> Learning Initiative (Innovate, Integrate, Inspire) will launch in select classes in grades K-4 at GW and in grades 6 and 7 at GM. Remaining classrooms and grades will launch in 2015-16
- Overall academic achievement and growth goals linked to NWEA/MAP will remain unchanged for 2014-2015

## Supportive Environment - Looking Ahead



- Student Attendance Goal = 96%+; Staff Attendance Goal = 97.0%+
- Capturing Kids Hearts' will continue to be the cornerstone of our classroom and school environment; continued support will be provided for staff in 14-15
- Facilities Update: Parking lot repairs and resurfacing at GM is scheduled to take place this summer along with significant interior painting; GW security will be enhanced with additional video cameras. Additional exterior camera systems are also being planned for installation at both campuses
- Student Discipline Forms are under review along with protocols/procedures in response to Teacher feedback and discipline report analysis
- 2014-15 Budget allocates additional school-based funding to support teacher creativity as well as additional funding for technology infrastructure

## Involved Families and Community

### - Looking Ahead



- The 2nd Annual "Back to School Bash" is scheduled to take place at Borse Park on Thursday, Aug. 21<sup>st</sup> from 4:30-7:30 p.m. (Schools open for Parent "Walk-Throughs")
- Parent/Teacher Conference schedule is redesigned for 2014-15
- Collaboration with Brookfield Zoo and Indian Prairie Public Library are expected to continue. The Gower Science Fair at Brookfield Zoo will expand to include additional West Suburban school districts
- Parent trainings are scheduled this summer to support the implementation of the i<sup>3</sup> Learning Initiative and expected to continue as part of the "Day in the Digital Life" sessions
- Parent Visitation Day is being recommended to the Board of Education as a shortened, 2-hr program again for 2014-15

## Collaborative Teachers and Staff

### - Looking Ahead



- Summer PD for staff will include training for new English Language Arts curricula and a variety of training options related to the i<sup>3</sup> Learning Initiative
- Ongoing PD and Curriculum Committee work (PARCC, CCSS, NGSS, etc.)
- Our current student information system, grade book system, and parent portal is being replaced by Illuminate and expected to launch on "Day 1" (Self-directed training modules and staff trainings are being designed)
- Replacing the current fleet of classroom printers with fewer, more cost-effective multi-functional devices will be a change in practice.
  - Teachers will be supported through self-directed and full-staff trainings opportunities. We are hopeful that the benefits of adding hundreds of Chromebooks and iPads for students, made possible in part by this cost-savings measure, will help outweigh any frustration with this change

## Effective Leaders - Looking Ahead



- Goal setting will continue to focus on individual student achievement & growth
- Professional Development will continue to be linked to specific program implementation for increased coherence (i<sup>3</sup>, CKH, PARCC, Data Slices)
- Our existing Learning Center structure is likely to be expanded to include additional (certified) Learning Center Technical Assistants
- Extended Kindergarten (“Power Hour”) will utilize staff more effectively to support instruction
- Grade Level Teams and School Leadership Teams will continue to be instrumental in the effective implementation of programs aimed at achieving district goals
- The Collective Bargaining Agreement (GEA and BOE) is scheduled to expire in August, 2015. CKH lessons learned may be helpful to the negotiating process

## THANK YOU!



### Future State:

Administrators, Teachers, and Staff will continue to reflect and work throughout the summer as part of the Plan-Do-Check-Act cycle of continuous improvement that serves as a guiding framework in Gower and used on a variety of scales to ensure that we meet the promise inherently linked to our district motto, ***“Children at their Best!”***