OBJECTIVE 1: CURRICULUM DEVELOPMENT

Develop the District’s curriculum planning process and provide the superintendent with recommendations and supportive summaries. Adopt curricula for each grade level and content area that support Common Core State Standards as well as the Partnership for Career & College Readiness (PARCC). Curricula should align to global workforce needs and equip students with skills necessary to compete in 2.0 global society.

REPRESENTATIVE ACTIVITIES

1. Develop curriculum guides that serve as a framework from which the teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve students’ particular needs at a particular time. The guides are to be used as a map to the logical sequence of instruction.
2. Assist the teaching staff in the use of curriculum guides for the Teaching and Learning of students and support interdisciplinary teams through such initiatives as technology training, team teaching and the development of integrated curriculum.

RESOURCES

1. Teachers & Instructional Aides
2. West 40 Regional Office of Education
3. Illinois State Board of Education (Scope & Sequence Mathematics)
4. Common Core State Standards (Resources)
5. Exemplar Schools
6. High School Syllabi from high achieving districts

EVALUATION CRITERIA/SUCCESS INDICATORS

1. Optimum use of curriculum guides
2. Teacher Feedback
3. Improved student achievement

MONITORING PROCESS

1. Bi-monthly Curriculum, Instruction & Assessment committee meetings
2. Quarterly Curriculum Articulation meetings with Proviso Township Curriculum Articulation Team
3. West Cook Math Initiative District Leadership meetings
OBJECTIVE 2: INSTRUCTION

Promote the use of research-based instructional strategies that represent best-practices of Charlotte Danielson’s Framework for teaching. Assess that use of strategies are being implemented with fidelity and reliability.

REPRESENTATIVE ACTIVITIES

1. Implement quality Response to Intervention Program
2. Continually evaluate alignment of interventions w/ students’ needs
3. Create Data warehouse to Track interventions in PowerSchool
4. Create consistent methods for RtI - Tracking & Progress Monitoring
5. Provide curricula and resources for Direct Instruction
6. Provide resources for Small Group Instruction (locations, teachers, aides)
7. Promote research-based methods for Whole Group Instruction
8. Assess occurrences of Differentiated Instruction in general education classroom setting
9. Incorporate Brain-based Learning activities to engage all learners
10. Incorporate theories related to Gardner’s Multiple Intelligences
11. Require teachers to develop Cooperative Learning opportunities for students
12. Require teachers promote classroom discussions during instruction
13. Promote CGI - Cognitive Guided Instructional practices
14. Danielson’s Framework for Teaching - Domain 3 Instruction

RESOURCES

1. CEC - Consortium for Educational Change Membership
2. Membership to WCMI - West Cook Math Initiative
3. John Hattie - Visible Learning
4. Robert Marzano -
5. Carol Dweck - Mindset
6. Curriculum, Instruction & Assessment Committee
7. Ruby Payne - Framework for Understanding Poverty

EVALUATION CRITERIA/SUCCESS INDICATORS

1. Teacher Evaluation
2. Improved student achievement
3. Teacher, Student & Parent Feedback
4. 5 Essentials Survey
5. Student Engagement

MONITORING PROCESS

1. Informal Classroom Observations
2. Formal Teacher Evaluations
3. Building Walkthroughs
4. Grade Level and Content Area Professional Learning Communities
OBJECTIVE 3: ASSESSMENTS

Implement a consistent process of using measurable terms to document students’ knowledge, skill, attitudes, and beliefs around educational experiences. Assessments must focus on the individual learner, the learning communities such as classes, grade levels or other organized groups of learners such as students with IEPs, ELL services.

REPRESENTATIVE ACTIVITIES
1. Annually administer state normed Illinois State Achievement Test (ISAT) or PARCC (2015)
2. Annually administer state normed EXPLORE (8th grade students)
3. Annually administer nationally normed National Spanish Exam
4. Annually administer regionally normed Common Assessment for West Cook Math Initiative
5. 3x year administer nationally normed Measures of Academic Progress (MAP) Reading, Language, Mathematics and Science
6. 3x year administer nationally normed AIMSweb to measure fluency, comprehension
7. Require promotion criteria of 2.5 for students in grades 3rd - 8th
8. Every 6-9 weeks conduct student Benchmarking
9. Require administration of Unit Tests (Pearson Reading Streets & Investigations)
10. Work with teachers to utilize other forms of assessment (i.e. portfolios, formative assessments)
11. Work with teachers to analyze data from previously mentioned assessment and interpret for instructional use and lesson planning
12. Require usage of technological softwares to measure student achievement

RESOURCES
1. PowerSchool Teacher Gradebooks & GPA updates
2. Reports from IXL, Lexia, Accelerated Reading, Pearson Successnet
3. www.Teach.NWEA.org
4. www.aimsweb.org

EVALUATION CRITERIA/SUCCESS INDICATORS
1. Student feedback, motivation and promotion
2. Improved student achievement
3. Midterm progress reports
4. Trimestral report cards

MONITORING PROCESS
1. High usage rates of softwares
2. 80% or higher student successful GPAs
3. NWEA MAP DeCartes Reports
4. Instructional Team Meetings
5. Grade Book Audits
OBJECTIVE 4: EVALUATION

Implement quality evaluation plan that provides detailed descriptive feedback on teacher performance. Evaluation plan must be in accordance with most recent bargaining agreement between LTA and Board of Education. Lindop School District #92 utilizes the Danielson Model for Teacher Evaluation and may be revised in accordance with PERA and SB7 (Performance Evaluation Reform Act & Senate Bill 7).

REPRESENTATIVE ACTIVITIES

1. Utilize Danielson software for scripting & coding observations
2. Rate teachers using 4-rating scale for each of the 22 components of the Danielson Framework
3. Provide teacher feedback for informals within 48 hours of observation
4. Conduct pre-conferences with LTA member
5. Conduct informal evaluations
6. Conduct formal evaluations
7. Conduct post observations conferences with LTA member within 10 days of formal observations
8. Conduct summative conferences with LTA member
9. Annually complete RIF list and forward to LTA presidents
10. Make RIF list public to ALL LTA members without names within 75 days of the last day of school
11. Create Teacher Professional Development Plans (PDP) for tenured teachers receiving summative rating of Needs Improvement
12. Create Teacher Remediation Plan (RP) for tenured teachers receiving summative rating of Unsatisfactory
13. Recommend to the superintendent teacher release or retention for all probationary, non-tenured teachers.

RESOURCES

1. Illinois Growth Through Learning Training and website
2. Instructional Schedule
3. Evaluation Committee
4. Lindop School District #92 Danielson Model for Teacher Evaluation (tool)
5. Danielson Software (on district’s server)

EVALUATION CRITERIA/SUCCESS INDICATORS

1. Teacher Feedback on ValEd 360
2. 5 Essential Survey
3. Improved student achievement

MONITORING PROCESS

1. Self-management using daily administrative schedule
2. Monthly reports to superintendent
OBJECTIVE 5: INSTRUCTIONAL SCHEDULE

Create instructional schedule that provides equitable learning opportunities for ALL students as well as teacher plan periods.

REPRESENTATIVE ACTIVITIES
1. Optimize instructional time; instruction begins at 8:25am and ends at 3:30pm
2. Create and share Master Schedule with entire staff by institute each fall
3. Ensure Common planning periods for K-8th grade level teachers
4. Ensure Common planning periods for middle school content area teachers
5. Provide 40 minute recess/lunch periods for all students
6. Provide 40 minute lunch periods for all LTA members
7. Provide 30 minute lunch periods for all LSSA members
8. Provide 15 minute break for all LSSA members
9. Provide double-period of instruction for all middle school content areas
10. Provide greatest opportunity for consistent instruction of Art, Music, Spanish and PE
11. Provide trimestral Health instruction for middle school students
12. Provide RtI period for K-5th grade for intervention instruction
13. Provide schedules for each computer lab
14. Design individualized plans for each instructional aide
15. Design individualized plan for each resource teacher and ancillary staff

RESOURCES
1. Planning & Scheduling Committee
2. Book - Elliot Merenbloom “Instructional Schedules”
3. Technology - Google Docs

EVALUATION CRITERIA/SUCCESS INDICATORS
1. Improved student achievement
2. Improved teacher evaluations
3. Teacher, Student & Parent Feedback
4. 5 Essentials Survey
5. Val Ed 360

MONITORING PROCESS
1. Trimestral review of schedule
2. Survey completion regarding schedule (needs assessment)
OBJECTIVE 6: UNIVERSITY PARTNERSHIPS

Establish University Partnerships to develop collaborative opportunities for Lindop Teachers to serve as Cooperating Teachers for students in teacher prep programs to complete their clinical or student teaching experiences.

REPRESENTATIVE ACTIVITIES
1. Develop procedures for recruiting partnership universities
2. Teacher prep programs to establish student teaching opportunities and clinical experiences.
3. Facilitates collection of background checks and TB results for ALL candidates participating in clinical or teaching experiences.
4. Collaborate with teachers to facilitate the confidence and expectations for becoming Cooperating Teacher
5. Develop systems regarding sign-in and accountability for frequenting Lindop School

RESOURCES
1. Northeastern Illinois University
2. Elmhurst College
3. DePaul University
4. Roosevelt University

EVALUATION CRITERIA/SUCCESS INDICATORS
1. Teacher, Student & Parent Feedback
2. 5 Essentials Survey
3. University Partnership feedback

MONITORING PROCESS
1. Completion rate of student teachers
2. Regular meetings with cooperative teachers
3. Phone conferences with partnering universities
4. Signatures on formal university documents confirming completion of expectations
OBJECTIVE 7: SUMMER SCHOOL ACADEMIC SUPPORT

Serve as Summer School Principal, coordinating the planning, registration, facilitation of the academic support program as well as creating follow-up status reports issued to the Principal, and Superintendent.

REPRESENTATIVE ACTIVITIES
1. After Trimester 2 mid-terms, begin planning summer school
2. Recruit teachers to provide instruction (Pre-K - 8) & secure contracts from district office
3. Collaborate with teachers, building principal and coordinator of student services to recruit students needing academic support. Invite ALL Special Education students (Extended School Year).
4. Collaborate with educational administrative assistant to mail Summer School permission slips to targeted students.
5. Collaborate with building principal to identify curricula and instructional themes for program
6. Collaborate with business manager and buildings & grounds to select wing (classes) for instruction
7. Utilize Google Docs to identify, GPA, teachers, grade level rosters and document daily attendance
8. Facilitates and encourages that regular reports about curriculum work are shared with the entire staff and community.
9. Collaborate with Food Service director (FSP) and business manager to ensure program is prepared to serve both breakfast and lunch to Broadview Community via summer food services.
10. Ensure ALL students receive at least ONE progress report to identify success in program

RESOURCES
1. Time.
2. Collaboration with teachers, building principal, business manager, educational admin. asst.
3. Google Docs
4. Results from local & state assessments - MAP, AIMSweb, PARCC

EVALUATION CRITERIA/SUCCESS INDICATORS
1. 25% reduction in students’ receiving 1’s, D’s and U’s
2. 20% increase in MAP/ISAT/PARCC Test scores

MONITORING PROCESS
1. Maintain 90% attendance rating for summer school enrollment for students and staff
2. Reduction in number of students being recommended for retention
OBJECTIVE 8: REGISTRATION & RESIDENCY

Implement the protocols and procedures for assisting parents/guardians in registering their child for the upcoming school year. Adhere to guidelines.

REPRESENTATIVE ACTIVITIES

1. Understand the registration process and how parents/guardians prove residency
2. Follow administrative procedures for establishing student residency
3. Distribute letters of notice to parents whose residency has been questioned
4. Review questionable residencies and follow procedure for challenging residencies (7:60-AP1)
5. Collaborate with financial admin. asst. to schedule residency hearings
6. Promote registration dates via USPS mailings, website, Blackboard Connect messaging

RESOURCES

1. Administrative Procedural Handbook
2. Collaboration of principal, administrative assistant

EVALUATION CRITERIA/SUCCESS INDICATORS

1. Parental response to registration dates
2. Decrease in percentage of Out-of-District residents attempting to register for school in District #92
3. Decrease in the number of affidavits that are conducted
4. Decrease in the percentage of residency hearings held within District #92

MONITORING PROCESS

1. Observations during regular registrations
2. Observations during hearings and responding to parental concerns
OBJECTIVE 9: MENTORING & INDUCTION PROGRAM

Implement a comprehensive mentoring and induction program for new Lindop teachers, that deepens the educators’ knowledge and provides them with research-based support for becoming an effective teacher and for increasing the likelihood of their retention in the Teaching Profession.

REPRESENTATIVE ACTIVITIES

1. Collaborate with building principal to design and create Mentor & Induction Handbook to identify criteria for being a mentor, and participation in mentor/induction program.
2. Collaborate with building principal to match mentors and beginning teachers.
3. Coordinate activities that assist first-year teachers in identifying and experiencing the “5 Phases” all new teachers undergo: Anticipation, Survival, Disillusionment, Rejuvenation and Reflection.
4. Train Mentors to support, guide and assist in reformation of new teachers in the areas of: Cultural Proficiency, Emotional Support, Cultural Norms, School Community and Collaboration.
5. Coordinate substitute coverage and schedule changes to effectively implement observation opportunities for mentors and mentees.
6. Facilitate opportunities to collaborate with Mentors
7. Facilitate opportunities to collaborate with Mentees
8. Provide coaching that includes Danielson Framework, effective classroom management, and other supports specific to the various needs of 1st and 2nd year teachers.
9. Collaborate with building principal to provide coaching opportunities that support specific content areas for new math or science teachers.
10. Effectively outline and communicate guidelines and expectations for Mentors to regularly meet with Mentors and address his or her needs on a monthly basis.

RESOURCES

1. Time.
2. Involvement and support of the administrative team.
3. Coordinator Book: Leading the Teacher Induction and Mentoring Program by Barry W. Sweeny.
5. Fiscal budget to support remuneration of Mentors

EVALUATION CRITERIA/SUCCESS INDICATORS

1. Improved school climate
2. Improved collaboration
3. Testimonials from new teachers

MONITORING PROCESS

1. End of Year Evaluation of Mentoring & Induction Program by ALL participants
2. Compilation of data to track over time.
4. Preparation of End of Year Report for building principal, and school board
OBJECTIVE 10: MANAGE SCHOOL COMMITTEES

Implement the principles and beliefs of Positive Behaviors Incentives & Supports with Lindop students and staff to enhance the school culture around our pledge of students being Respectful, Responsible & Accountable. Administer disciplinary consequences in accordance with state “due process” guidelines and the Lindop Code of Conduct. Provide appropriate behavioral interventions for students which promotes inclusion in general education classroom and academic success.

REPRESENTATIVE ACTIVITIES
1. Adopt district-wide expectations for ALL committee meetings
2. Establish norms, expectations aligned to BOE goals for Curriculum, Instruction & Assessment Committee
3. Establish norms, expectations aligned to BOE goals for PrePERA & Evaluation Committee
4. Collaborate with assistant principal, tech director and committee chairpersons to implement effective systems of addressing BOE goals with the following committees:
   * PBIS Committee
   * Planning & Scheduling
   * Safety/SEL Committee
   * Technology Committee
   * Policy Committee

RESOURCES
1. Book - Harvard Data Wise
2. Book - Harvard Meeting Wise

EVALUATION CRITERIA/SUCCESS INDICATORS
1. Evidence of career (vocational) interdisciplinary curriculum projects.
2. Improved completer course for Smaller Learning Communities.
3. Improved student achievement.

MONITORING PROCESS
1. Quarterly reports on progress in completer sequence.
2. Quarterly reports on student success by House.
OBJECTIVE 11: MANAGE EXTRA-DUTY PROGRAMS

Implement the principles and beliefs of Positive Behaviors Incentives & Supports with Lindop students and staff to enhance the school culture around our pledge of students being Respectful, Responsible & Accountable. Administer disciplinary consequences in accordance with state “due process” guidelines and the Lindop Code of Conduct. Provide appropriate behavioral interventions for students which promotes inclusion in general education classroom and academic success.

REPRESENTATIVE ACTIVITIES
1. Plan professional development for all School Improvement Planning Days (SIP)
2. Plan professional development for all Institute Days
3. Plan professional development for all Staff Meetings
4. Regularly approve professional development requests from all staff
5. Plan quality professional development opportunities that aligns with district goals and support
6. Evaluate professional development experiences
7. Utilize needs assessment surveys to identify professional development priorities

RESOURCES
1. Time.
2. Leadership of the Assistant Superintendent for Curriculum and Instruction, the Director of Information Services and the principals.
3. Technology for on-line communication and publication.
4. Curriculum Renewal Team
5. Work-based SLC Teams

EVALUATION CRITERIA/SUCCESS INDICATORS
4. Evidence of career (vocational) interdisciplinary curriculum projects.
5. Improved completer course for Smaller Learning Communities.
6. Improved student achievement.

MONITORING PROCESS
1. Quarterly reports on progress in completer sequence.
2. Quarterly reports on student success by House.
OBJECTIVE 12: MANAGE ATHLETIC PROGRAMS

Implement the principles and beliefs of Positive Behaviors Incentives & Supports with Lindop students and staff to enhance the school culture around our pledge of students being Respectful, Responsible & Accountable. Administer disciplinary consequences in accordance with state “due process” guidelines and the Lindop Code of Conduct. Provide appropriate behavioral interventions for students which promotes inclusion in general education classroom and academic success.

REPRESENTATIVE ACTIVITIES
1. Plan professional development for all School Improvement Planning Days (SIP)
2. Plan professional development for all Institute Days
3. Plan professional development for all Staff Meetings
4. Regularly approve professional development requests from all staff
5. Plan quality professional development opportunities that aligns with district goals and support
6. Evaluate professional development experiences
7. Utilize needs assessment surveys to identify professional development priorities

RESOURCES
1. Time.
2. Leadership of the Assistant Superintendent for Curriculum and Instruction, the Director of Information Services and the principals.
3. Technology for on-line communication and publication.
4. Curriculum Renewal Team
5. Work-based SLC Teams

EVALUATION CRITERIA/SUCCESS INDICATORS
7. Evidence of career (vocational) interdisciplinary curriculum projects.
8. Improved completer course for Smaller Learning Communities.
9. Improved student achievement.

MONITORING PROCESS
1. Quarterly reports on progress in completer sequence.
2. Quarterly reports on student success by House.