



THE JOSEPH SEARS SCHOOL

Kenilworth School District No. 38 Board of Education

542 Abbotsford Road • Kenilworth, IL 60043 • 847.256.5006 • kenilworth38.org

**NOTICE OF COMMITTEE OF THE WHOLE MEETING OF THE BOARD OF EDUCATION OF
KENILWORTH SCHOOL DISTRICT NUMBER 38, COOK COUNTY, ILLINOIS
THE 25TH DAY OF JANUARY, 2018**

PUBLIC NOTICE IS HEREBY GIVEN the Board of Education of Kenilworth School District No. 38, Cook County, Illinois will hold a Regular Meeting on the 25th day of January, 2018 at 5 p.m., for the Closed Session meeting in Room 258 and at 7 p.m. for the Open Session in the Library Technology Center of The Joseph Sears School, 542 Abbotsford Road, Kenilworth, Illinois.

AGENDA

Room 258 (Closed Session – 5 p.m.)

I. CALL TO ORDER AND ROLL CALL

	Present	Absent		Present	Absent
Mindy Kelly	_____	_____	Suzanne Nelson	_____	_____
Danielle Boros	_____	_____	Melissa Ross	_____	_____
John Gottschall	_____	_____	Scott Wallace	_____	_____
Donna Keller	_____	_____			

**II. CLOSED SESSION TO CONSIDER INFORMATION REGARDING SPECIFIC
EMPLOYEE MATTERS AND POTENTIAL OR PROBABLE LITIGATION**

Library Technology Center (Open Session – 7 p.m.)

III. CALL TO ORDER AND ROLL CALL

	Present	Absent		Present	Absent
Mindy Kelly	_____	_____	Suzanne Nelson	_____	_____
Danielle Boros	_____	_____	Melissa Ross	_____	_____
John Gottschall	_____	_____	Scott Wallace	_____	_____
Donna Keller	_____	_____			

IV. PUBLIC COMMENT (See posted Rules of Public Comment)

V. OLD BUSINESS

- A. Presentation and Discussion of District Strategic Plan
- B. Village House Update
- C. Curriculum Update

VI. NEW BUSINESS

- A. Discussion of Faculty/Staff School Climate Survey

VII. OTHER BUSINESS (Including Subcommittee Reports)

VIII. PUBLIC COMMENT (See attached Rules of Public Comment)

IX. ADJOURNMENT

Dated the 23rd day of January, 2018.

Chike Erokwu
KSD38 Board of Education Secretary



JOSEPH SEARS
EST. 1899

Kenilworth School District No. 38 Strategic Plan Draft

Vision Statement

The Joseph Sears School aspires to be a world-class learning community that empowers students to lead purposeful lives in pursuit of personal fulfillment and success.

Mission Statement

- A) The Joseph Sears School provides children with a challenging and comprehensive education that empowers them to pursue their passions by embracing a spirit of creativity, curiosity and courage.
- B) The Joseph Sears School provides a challenging and comprehensive education that empowers children to reach their educational and personal potential by becoming curious, creative and courageous scholars.

Values

We are committed to a ***differentiated learning model*** where instruction is delivered according to each child's interests, academic readiness and unique learning style.

We embrace our ***traditional guiding virtues*** of Responsibility, Kindness, Honesty and Respect as these Four Cornerstones are practiced and upheld by all members of our learning community.

We celebrate our ***small, collaborative learning community*** and the longstanding traditions we uphold that foster a sense of togetherness and belonging throughout our District.

We strive to remain an ***exceptional organization*** focused on continuous improvement, retention and development of world-class educators and the alignment of District resources to the educational mission of The Joseph Sears School.

Strategic Goals

Curriculum, Instruction & Assessment
Align all facets of education to the mission and educational philosophy of The Joseph Sears School

Personnel Development & Retention
Hire, develop and retain dynamic faculty and staff that embrace continuous improvement in service of Sears students

Community Partnerships
Engage all Sears families and community organizations to communicate and collaborate in a respectful and transparent manner

Financial Resources
Maintain a solid short- and long-term financial position while investing in resources and infrastructure that align with educational priorities

Learning Environment
Effectively leverage physical space to provide students and faculty with an environment that promotes learning and innovation

Educational Philosophy

I. Statement of Purpose

Every child comes to The Joseph Sears School with unique passions, intellectual gifts and talents that should be explored and developed. We as educators embrace our role in guiding children by providing them with a challenging and comprehensive education that deepens their understanding of the world and their relationship to it. We believe in a balance of innovative and traditional learning that engages students as scholars and as lifelong learners. We believe that such an education prepares children to thrive academically after graduation and lead fulfilling lives throughout their formative years and beyond.

II. Core Instructional Beliefs

Sears empowers students to take responsibility for their own education by providing them with engaging, inquiry-based curriculum delivered by dynamic educators. Sears places students at the center of the learning process through instruction differentiated for each scholar with an emphasis on growth and mastery. We acknowledge that each learner achieves his or her potential at different rates and stages. We are committed to providing students with meaningful educational programming that allows them to set goals, strengthen their interpersonal skills, develop resilience and use critical and creative thinking to refine the tools they have in order to proceed confidently onward.

III. Commitment to Personal Development

Creativity, curiosity and courage are fundamental tenets of a Joseph Sears School education. As such, Sears facilitates a supportive environment where students are challenged to grow by taking risks and exploring the creative process. In partnership with Sears families and community organizations, Sears helps students grow to become conscientious citizens through learning and practicing the guiding values of Responsibility, Kindness, Honesty and Respect.



To: Dr. Crystal LeRoy, Superintendent/CSBO

From: Mr. Chike Erokwu, Communication Coordinator

Date: January 25, 2018

Re: Faculty/Staff Annual School Climate Survey

Overview

The Kenilworth Board of Education issues an annual survey to all faculty and staff in February in an attempt to measure all aspects of school climate. The school climate survey questions were developed during the 2015-2016 school year. The questions have remained the same from year to year in order to perform a comparative analysis across years and measure growth in areas of school climate. At the end of each school climate survey, the Board and/or the Administration may ask a number of open-ended questions in order to gain insight into any topic of relevance related to upcoming or previous years.

Survey Release and Data Collection

The Kenilworth Board of Education is tentatively scheduled to review and discuss data from the school climate survey at the March board meeting. The following is a proposed survey administration timeline:

Task	Date	Person(s) involved
Determine open-ended survey questions for the 2017-2018 school year	1/25/18 – 2/5/18	Administration Communications Subcommittee Communication Coordinator
Prepare electronic survey	2/1/18 – 2/6/18	Executive Assistant to the Administration Communication Coordinator
Faculty/staff survey opens	2/8/18	Faculty/Staff
Faculty/staff survey closes	3/8/18	Faculty/Staff
Prepare preliminary draft of survey data analysis, executive summary and presentation	3/12/18 – 3/16/18	Communication Coordinator Communications Subcommittee
Discussion of survey data, analysis, executive summary presentation	3/19/18	Communications Subcommittee
Release survey data to KEA, parents, faculty and staff	3/20/18	Board President



Survey Questions

The school climate survey questions are presented below for your review. These questions are an exact replica of those asked during the 2016-2017 school year. The Administration or the Communications Subcommittee may add or remove open-ended questions to the survey based on Board feedback and discussion.

2017-2018 School Climate Survey Questions

Curriculum/Instruction/Teaching

1. Teachers, staff and administrators work together to advance student learning.
2. The quality of teaching at my school is high.
3. Students are encouraged to try out their own ideas at my school.
4. My school's curriculum is preparing students for the challenges of the 21st century (e.g. analysis, global perspective, synthesis).
5. My school emphasizes innovative learning methods.
6. This school's curriculum is varied enough to meet the needs and interests of all of our students.
7. Students' homework assignments reinforce what they learn in the classroom.
8. There is sufficient time to provide students with individual attention when needed.
9. The instructional resources available in my classroom contribute to my effectiveness as a teacher
10. Student assessments and data measures inform teaching in my classroom.
11. When students in my class struggle, I have the expertise to use alternate teaching strategies to assist them.
12. The instructional advice I have received has helped me become a better teacher.
13. Teachers at my school work to improve instruction.
14. I am able to apply the skills I learn through professional development opportunities to the work I do in the classroom.
15. I know how to deliver instruction so that all of my students can learn.
16. There is sufficient instructional time to gauge student understanding by asking questions throughout the lesson.
17. I support innovation in terms of trying new curriculum and seeking out new curricular options.
18. My school's curriculum promotes the development of students' critical thinking skills.
19. I am open to trying new curriculum and incorporating new teaching methods.
20. I develop and refine teaching techniques for my classroom.
21. My school's curriculum is sufficiently challenging for all students.



Student Discipline and Engagement

22. Students feel safe from verbal abuse, teasing, and exclusion.
23. Students at my school treat teachers and staff with respect.
24. My school has an effective policy to deal with disruptive students.
25. Students at my school care about learning.
26. Students in my school respect each other's differences. (e.g. gender, culture)
27. My school encourages students to develop good character traits.
28. The teachers at my school believe in the students' ability to learn what is being taught.

Administration

29. The Administration is knowledgeable about instructional best practices.
30. The Administrators respect and support the teachers and staff at my school.
31. The Administration effectively communicates the vision and goals for the school.
32. The Administration, teachers and staff communicate with each other effectively.
33. The Administration follows through effectively in matters of student discipline.
34. The Administration works to support teacher and staff morale.
35. The Administration at this school provides teachers and staff with opportunities to work together collaboratively.
36. The Administration is fair in the way they allocate resources.
37. The roles and responsibilities of each member of the administration are clear to me.
38. I know which administrator to seek out from the Administrative Team to solve problems.

Overall Environment

39. The work I do contributes to the overall effectiveness of my school.
40. My school is a safe place to be.
41. The best teachers and staff are retained at my school.
42. I am comfortable with the level of change occurring in my school.
43. The school rules are fair.
44. My colleagues are generous about helping each other.
45. Teachers and staff at my school treat students with respect.
46. I receive useful feedback on how I can improve.
47. I look for and suggest ways to improve the school.
48. The school community has high expectations for all students at my school.
49. Teachers and staff have close working relationships with each other.
50. The school rules are effectively communicated.



51. Teachers and staff at this school are recognized for the positive things that they do.
52. Teachers and staff in this school have opportunities for collaboration and learning from each other.
53. Teachers at my school are experts in the subjects they teach.
54. Teachers and staff at my school perceive that they can influence policies and/or procedures specific to the school.
55. I receive informal feedback outside the formal evaluation process.
56. My school provides teachers with adequate opportunities for professional development.
57. There are visits to my classroom to observe instruction.

Building and Technology

58. The physical space available is sufficient for me to perform my job effectively.
59. The school building is clean and well maintained.
60. The technology available at my school is helpful in reinforcing my job.
61. Instruction on technology and technology learning tools would increase my effectiveness.
62. I feel skilled at using the technology available at my school.

Parents

63. The parents of students are appropriately engaged in their child's education.
64. The parents of students actively support the learning goals for their children
65. Parents respect the teachers and staff at my school.
66. Parents are effective partners in furthering education in the classroom.

Student Services

67. When a student has social-emotional issues, the school looks for positive ways for that student to be successful in his or her classroom.
68. I am provided adequate materials and resources to implement specially designed instruction described in student plans.
69. When a student has learning problems, the school quickly comes up with a plan to help.
70. I collaborate on a daily basis with the student services department regarding the needs of students with IEPs and other issues.
71. Professional development and training addressing the diverse needs of students with disabilities are available to me.
72. I am well informed about instructional techniques related to teaching students with disabilities

Open-Ended Responses



Q73. How has the Superintendent/CSBO made a positive impact on students, faculty and staff?

Q.74. In what ways can the Superintendent/CSBO better support the school community?

Q.75 How has the Principal made a positive impact on students, faculty and staff?

Q.76. In what ways can the Principal better support the school community?

Q. 77. How has the Director of Student Services made a positive impact on students, faculty and staff?

Q. 78. In what ways can the Director of Student Services better support the school community?

Q.79. Please provide any other feedback or comments you would like to share with the board.

Curriculum Renewal Update

January 2018

Subject	Update	Next Steps
PE/Health	<ul style="list-style-type: none"> ● Met in January ● Discussed philosophy of physical education instruction at Sears ● Looked at timeline and next steps ● Shared ideas of what was learned at IAPHERD and new research around PE and health instruction 	<ul style="list-style-type: none"> ● Gather data about other programs offerings and organization of health curriculum
World Language	<ul style="list-style-type: none"> ● Team received training on new edition of Spanish material in 2017 ● Met with Vinni in individual and small groups to begin thinking about next steps ● Met as large department in January to look at philosophy of world language ● Discussed language offerings and length of language programs (What year to start, how many years offered, etc.) ● Identified a consultant to help with the work moving forward 	<ul style="list-style-type: none"> ● Work with language consultant to look at timeline, philosophy and establishing units of study targeting 90% instruction in target language
Specials	<ul style="list-style-type: none"> ● Met in January ● Discussed and developed vision & philosophy ● Identified next steps/options and created timeline for research & resource review ● Discussed potential impact of vision & philosophy on school schedule 	<ul style="list-style-type: none"> ● Look at special offerings ● Offerings during the day ● Look at schedule ● Research in township

Subject	Update	Next Steps
Social Studies	<ul style="list-style-type: none"> ● Summer PD on DBQ ● Meeting to look at and align teachers ● Will meet on 1/29 to address the following objectives: <ul style="list-style-type: none"> ○ Junior High Social Studies Standards, C3 Framework & Grades 6-8 Curriculum Presentation ○ Unpacking the Elementary Level Social Studies Standards & C3 Framework ○ Discussion of coverage of Standards in current K-5 Resources ○ Create timeline for K-5 SS curriculum writing & resource review ○ Junior High review of potential digital and hard copy resources to support curriculum 	<ul style="list-style-type: none"> ● Timeline of next steps ● Review materials ● Units of study ● Update/finalize scope and sequence
ELA	<ul style="list-style-type: none"> ● Hold on pilot ● Review of materials ● Rated and reviewed ● February presentation and site visits for 3 materials ● Select pilot materials <p><u>Fountas & Pinnell (K-2)</u></p> <ul style="list-style-type: none"> ● Training in BAS ● Training in implementing guided reading ● Implementing in the classroom ● Training LLI as intervention 	<ul style="list-style-type: none"> ● Timeline ● Professional development plan ● Units for pilot ● Scheduled meetings for the renewal process ● Complete scope and sequence/ curriculum ● June recommendation for next step materials