



KENILWORTH SCHOOL DISTRICT No. 38



Strategic Plan

School Years:

2013-2014

2014-2015

2015-2016



Kenilworth School District No. 38 Strategic Plan

Mission Statement

The Joseph Sears School Community nurtures and inspires each child to achieve his or her individual potential. We empower each student for lifelong learning and service by fostering an educational culture of excellence that:

- teaches a core curriculum for mastery of key skills
- practices critical and analytical thinking
- explores the creative process

Standards

- 1) We are committed to developing academic excellence, personal growth and strong ethics so *That Youth May Advance*. *
- 2) The four cornerstone behaviors provide the framework of individual expectations for our students. Each child is expected to practice:
 - Honesty
 - Kindness
 - Respect
 - Responsibility
- 3) We will be responsible stewards of community resources.
- 4) We will develop resiliency in our students by allowing them to make and learn from mistakes within a supportive environment.

We value...

- High academic standards for each student
- A highly skilled faculty and staff committed to educational excellence
- Balancing our quest for innovation with respect for tradition
- Developing *Habits of Mind** for each child today and into the future

Goals

Curriculum: Each student will master key skills across disciplines, fostering a passion for learning through experiences that develop reflective and critical thinking, creativity and collaboration

Culture: Foster a welcoming culture that promotes perseverance, mutual respect and trust, accountability, citizenship and passion for learning

Communication: Evaluate and communicate the Kenilworth School District No. 38 and The Joseph Sears School strategies, decisions, plans and performance consistently, timely, and comprehensively to all stakeholders

Curriculum

Goal: Each student will master key skills across disciplines, fostering a passion for learning through experiences that develop reflective and critical thinking, creativity and collaboration

Disciplines

Science

Math

Humanities: Language Arts, Social Science,
World Language

Deliverables

A schedule to maximize teaching time

Methods to effectively deliver Response to
Intervention (RtI)* across disciplines

Science

Objective: Develop a rich and reflective science program through excellence in curriculum, faculty and facilities

Progress Indicators:

- Faculty reports in December and April
- Survey data from faculty, parents, students and administrators
- Test scores including ISAT/PARCC*, IOWA*, CPT4* and classroom assessments
- Interactive dialogue with area high school personnel

Action Items:

2013-14

- K-8 science committee will research best practice curricular options that are cohesive with Next Generation Science Standards (NGSS)*
- Provide professional development to facilitate research
- 6-8 faculty will implement and assess pilot of Investigating and Questioning Our World Through Science and Technology (IQWST)* curriculum
- Integrate new faculty via mentoring program
- Introduce new faculty to community via Curriculum Night hosted by the Principal
- Evaluate facilities and make short term improvements, as needed

2014-15

- K-5 faculty will engage in professional development to align curriculum and instructional NGSS Standards
- K-5 faculty will collaborate with trained science facilitator to transition to NGSS
- Science committee will make curriculum renewal recommendations
- Transition from ISAT to PARCC
- Evaluate facilities and plan for long term improvements

2015-16

- K-8 faculty will implement and assess effectiveness of new curriculum according to progress indicators

Curriculum

Math

Objective: Identify and implement math curriculum that challenges and engages all students

Progress Indicators:

- Faculty reports in January and July
- Survey data from parents, students, faculty and administration
- Test Scores including ISAT/PARCC, IOWA, CPT4, AIMSweb* and classroom assessments
- Interactive dialogue with area high school personnel

Action Items:

2013-14

- K-8 faculty will prepare to implement Common Core State Standards (CCSS)*
- Implement *Math in Focus* and *Every Day Counts Calendar Math* programs in grades K-5
- Provide continued professional development to support implementation
- Research and identify curriculum sequence for grades 6-8
- Continue dialogue with high school personnel to assist with curriculum identification and development
- Make recommendations for grades 6-8 curriculum pilot
- Create and implement additional problem solving materials for grades 6-8

2014-15

- Assess strengths and weaknesses of *Math in Focus* and *Every Day Counts Calendar Math* programs where necessary
- Implement pilot curriculum for grades 6-8
- Assess additional problem solving materials and adjust where necessary
- Transition from ISAT to PARCC

2015-16

- Assess curriculum according to progress indicators

Humanities

Objective: Foster learning that broadens perspective and engages all students in Social Science, Reading, Writing and World Language

Progress Indicators:

- Faculty reports in Spring 2014
- Survey data from parents, students, faculty and administration
- Test Scores including ISAT/PARCC, IOWA, CPT4, and classroom assessments
- Interactive dialogue with area high school personnel

Action Items:

2013-14

- K-8 faculty will prepare to implement CCSS
- Provide continued professional development to support implementation
- Identify opportunities to enrich and refine current programs
- Continue to align curriculum according to CCSS

2014-15

- Transition from ISAT to PARCC

2015-16

- Evaluate disciplines for renewal
- Assess curriculum according to progress indicators

Curriculum

Response to Intervention (RtI)*

Objective: Enhance program to efficiently and effectively deliver RtI to all students

Progress Indicators:

- Reports from the Junior High RtI coordinator and Building Leadership Team*
- Survey data from parents, students, faculty and administration
- Ongoing individual assessments and data collection

Action Items:

2013-14

- Identify and integrate the role of the Junior High RtI coordinator
- Introduce Junior High RtI coordinator to community via multiple forums by the Principal
- Identify time in the master schedule to effectively deliver RtI, especially in grades 4-8. Identification will occur in tandem with the time audit
- Identify and maximize common planning time at all grade levels to plan for RtI delivery

2014-15

- Assess effectiveness of the role of the Junior High RtI coordinator
- Assess effectiveness of RtI delivery across all grade levels
- Evaluate implemented time blocks for RtI and adjust as necessary

2015-16

- Continue to identify opportunities to enrich and refine RtI methodology and delivery

Time

Objective: Develop a school-wide master schedule to maximize instructional time across all disciplines

Progress Indicators:

- Ongoing reporting from Master Schedule Committee in November and February
- Survey data from parents, students, faculty and administration

Action Items:

2013-14

- Conduct a time audit across all grades, K-8, to determine how instructional time is spent
- Identify and implement opportunities for common planning time across all grade levels, K-8
- Create an inventory of new initiatives beginning with the 2008-09 school calendar year
- Evaluate initiatives and adjust as necessary
- Create an inventory of curriculum renewal beginning with 2008-09 school year calendar
- Create a curriculum renewal map
- Make recommendation to refine and enhance the school-wide master schedule
- Communicate schedule and rationale to community

2014-15

- Implement the master schedule across all grades

2015-16

- Evaluate master schedule and adjust as needed

Communication

Goal: Evaluate and communicate the Kenilworth School District No. 38 and The Joseph Sears School strategies, decisions, plans and performance consistently, timely, and comprehensively to all stakeholders

- Categories:**
- Roles and Responsibilities
 - Transparency
 - Logical Organization of Data
 - Multiple Channels of Communication
 - Timeliness

Roles and Responsibilities

Objective: • Assess and communicate Kenilworth School District No. 38 organizational structure and responsibilities of administrators

- Progress Indicators:**
- Content contained in *The Joseph Sears Letter* and District website
 - Survey data from parents, students, faculty and administration

Action Items:

2013-14

- Review position descriptions of administrative personnel to ensure minimal overlap in responsibilities and performance expectations and revise, as appropriate
- Articulate roles and responsibilities of the Board of Education, Superintendent, Principal and other administrators

2014-15

- Publish organizational structure and performance expectations for key administrative positions

Transparency

Objectives:

- Ensure transparency in Board of Education and Administration deliberations and decision-making
- Provide opportunities for informal communication with Board members

- Progress Indicators:**
- Survey data from parents, community members, faculty and administration
 - Employ communication templates to ensure thorough sharing of information

Action Items:

2013-14

- Continue video-recording and live-streaming of Board of Education meetings
- Employ a consistent template and publication schedule for Board Briefs
- Conduct periodic community forums
- Utilize prompt direct communication from Superintendent or Principal to affected stakeholders for any broad-based issues of concern
- Develop communication template that includes problem statement, alternative resolutions considered and decision made

2014-15 and 2015-16

- Assess progress through surveys

Communication

Organization of Data

Objectives: • Organize information comprehensively and logically for ease of retrieval

Progress Indicators:

- Periodic progress reports to Board of Education
- Survey data

Action Items:

2013-14

- Separate Kenilworth School District No. 38 data from Joseph Sears information on website
- Create intuitive data repository structure
- Establish policies/procedures for posting
- Employ templates to ensure consistency in display of data
- Publish data in an appropriate, timely manner

2014-15

- Complete the migration of data
- Publish user guide
- Survey users for feedback on utility of structure

Channels of Communication

Objectives: • Reach all members of the Kenilworth School District No. 38 and Joseph Sears School communities

Progress Indicators:

- Periodic progress reports to Board of Education
- Survey data
- New family feedback

Action Items:

2013-14

- Continue Kenilworth School District No. 38 Annual Report in print form
- Create a "Sears School Faculty Newsletter"
- Redesign "Sears To Home" to ease smartphone compatibility
- Update and unclutter website

- Enhance print media presence
- Promote listen@kenilworth38.org
- Develop new family survey and administer

2014-15

- Complete outreach to families without children in school

Timeliness

Objectives: • Demonstrate respect for others through timely communications

Progress Indicators:

- Periodic progress reports to Board of Education
- Survey data from parents, faculty and staff
- Establish and publicize calendar for reporting test results and survey data

Action Items:

2013-14

- Establish and publish response expectations for inquiries and emails
- Circulate a "preview of next week" to all faculty and staff on a consistent basis
- Provide consistent prior notice of meetings
- Ensure faculty are privy to information prior to distribution to parents and others, while demonstrating respect for others through timely responses
- Establish policies/procedures for data analysis and reporting

2014-15

- Assess progress through surveys

Culture

Goal: Foster a welcoming culture that promotes perseverance, mutual respect and trust, accountability, citizenship and passion for learning

- Categories:**
- Students
 - Faculty and Staff
 - Parents and Community

Students

Objective: Emphasize student ownership of learning and the four cornerstone behaviors (Honesty, Kindness, Respect, Responsibility)

- Progress Indicators:**
- Teacher Evaluations
 - Survey data from parents, faculty, staff and students
 - Reports from Principal, Junior High Advisory Committee and Discipline and Ethics Committee

Action Items:

2013-14

- Instill student ownership of learning through age appropriate self assessment, goal setting and self advocacy
- Deliver consistent discipline practices in the Junior High
- Clarify and communicate definition of bullying and procedures for handling
- Review, revise and communicate playground and lunch rules

- Continue professional development focused on positive classroom culture and management

2014-15

- Conduct Social Emotional Learning audit to examine quality of program, CCSS elements and practical application
- Assess progress through surveys

Faculty and Staff

Objective: Support and foster a positive workplace environment for the faculty and staff

- Progress Indicator:**
- Survey data from faculty

Action Items:

2013-14

- Provide open, honest, respectful and timely communications from the administration to faculty
- Encourage team and department collaboration to create common foundation for each child
- Conduct a committee audit to examine the purpose and value of each committee
- Evaluate options for a Teachers' Lounge

- Maintain strong mentoring program and provide on-going orientation for new faculty
- Evaluate and consider implementation of School Climate Survey

2014-15

- Implement revised structure of committees
- Assess progress through surveys

Parents and Community

Objective: Reinforce a positive culture with parents and community members

- Progress Indicator:**
- Survey data from parents, faculty and staff

Action Items:

2013-14

- Provide open, honest, respectful and timely communications from the administration and Board of Education to the community
- Educate parents regarding the appropriate communication channels with faculty and administration

- Encourage all stakeholders to communicate in a mutually respectful manner

2014-15

- Assess progress through surveys

Strategic Plan Glossary of Terms

AIMSweb: At the heart of the AIMSweb system is Curriculum-Based Measurement (CBM), the method of monitoring student progress through direct, continuous assessment of basic skills. CBM assessment practices are based on 30 years of scientific research. These standardized tests are time efficient and inexpensive, yet produce accurate charts of student growth over time. Each assessment takes one to ten minutes to administer (most are one to four minutes). Included are Benchmark probes for universal screening and Targeted Progress Monitoring probes—up to 33 alternate forms per skill, per grade—to enable more frequent progress monitoring.

Depending upon the measure, testing is done individually or in groups. Scores are entered or uploaded into the AIMSweb system for analysis and reporting. Pre-printed assessment forms are also available for purchase.

Building Leadership Team: This is a group of faculty at the Joseph Sears School charged with developing and implementing the Rtl program in grades K-5. The group continues to assess and refine the program on an ongoing basis.

CTP4 Testing (Comprehensive Testing Program): The Comprehensive Testing Program (CTP) is a rigorous assessment of student achievement of essential standards and learning domains for grades 1-11 in English language arts and mathematics. Verbal and Quantitative Reasoning tests are included for grades 3-11. CTP is available in the traditional paper-pencil version (CTP 4) and an online version (CTP Online). The test is administered by New Trier High School to incoming freshman to determine academic level placements.

Habits of Mind: Habits of Mind are the sixteen characteristics described by educational researcher, Dr. Art Costa, “of what intelligent people do when they are confronted with problems, the resolutions of which are not immediately apparent.” The full chart of the sixteen habits is listed at the back of the glossary.

IQWST: (Investigating and Questioning Our World Through Science and Technology) IQWST materials align with national standards, are rooted in principles of project-based scientific inquiry, focus on science’s “big ideas,” and employ research-based practices shown to promote students’ science and science literacy learning. This coordinated curriculum for grades 6-8 sequences physics, earth science, biology and chemistry instruction to build upon students’ prior knowledge and experiences in the real world, and to build understanding from unit to unit both within and across the middle school years. Students learn complex scientific ideas by engaging in practices that include working with models, constructing scientific explanations, engaging in argumentation and debate, analyzing data gathered either from students’ own investigations or captured within complex datasets, and presenting ideas to peers. More information can be found at umich.edu.

ISAT (Illinois State Assessment Test): The Illinois State Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. Results of this score are applied to the No Child Left Behind Act, for purposes of identifying failing schools.

According to ISBE.net, this examination tests students in reading and mathematics every year from grades 3-8. Students are tested in science in grades 4 and 7. The writing portion of the test was suspended by the Illinois State Board of Education in 2011 due to a lack of funding.

The Illinois State Achievement Test reports out Lexile measures for students in grades 3-8. A Lexile measure can be used to match readers with targeted text and monitor growth in reading ability. For more information concerning the ISAT and Lexile measures, visit <http://www.isbe.state.il.us/assessment/ISAT.htm>

Key Skills: The generic skills which individuals need in order to be effective members of a flexible, adaptable and competitive workforce and for lifelong learning. They cover communication, application of number, information technology, working with others, improving own learning and performance and problem solving.

Strategic Plan Glossary of Terms

NGSS (Next Generation Science Standards):

Through a collaborative, state-led process managed by Achieve, new K–12 science standards have been developed that are rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The NGSS is based on the Framework for K–12 Science Education developed by the National Research Council. More information can be found at nextgenscience.org.

PARCC: (Partnership for Assessment of Readiness of College and Careers)




State leaders in the Partnership for Assessment of Readiness of College and Careers share one fundamental goal: building their collective capacity to dramatically increase the rates at which students graduate from high school prepared for success in college and the workplace. PARCC’s next-generation assessment system will provide students, educators, policymakers and the public with the tools needed to identify whether students — from grade 3 through high school — are on track for postsecondary success and, critically, where gaps may exist and how they can be addressed well before students enter college or the workforce.

Rtl: (Response to Intervention) Response to Intervention (Rtl) is an “every ed” initiative that brings regular and special educators together to meet the common challenge of providing quality education to all students. According to education researcher George Batsche, Rtl is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important education decisions.” It reflects a proactive approach to serving all students and their families by matching the intensity of education resources to the level of students’ education needs and rates of progress.

At The Joseph Sears School, Rtl is applied to learners of all abilities to enhance performance across the spectrum. Gifted education falls under the Rtl umbrella at the Joseph Sears School.

That Youth May Advance: The Joseph Sears School motto which dates back to 1952. The motto is visible on the school seal and is displayed prominently on the gymnasium floor. Additional research is being done to understand the significance of the motto.

Habits of Mind

 <p>1. Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p>
 <p>3. Listening with understanding and empathy Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>
 <p>7. Questioning and problem posing How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking and communicating with clarity and precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses: Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>
 <p>11. Creating, imagining, and innovating Try a different way! Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p>
 <p>15. Thinking interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p>



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Please attend the Community Forum on Monday, November 11, 2013, to learn about the Strategic Plan. Presentations at 1:30 p.m. and 7:30 p.m.

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We are pleased to share the new Strategic Plan for our District, as outlined on the following pages. This plan was adopted by the Board of Education at their September meeting.

The work on the Strategic Plan was initiated by the Board of Education utilizing information from the Annual Parent Surveys and Faculty/Staff Survey, followed by sessions with the Faculty and Staff to garner their ideas and input. A draft of this initial work was reviewed with a Community Focus Group of thirty-five incoming, current and former parents, as well as community members, representative of various interests in the District. During this past summer, the Strategic Plan was revised and updated to include additional community input.

The Board of Education and Administration will be monitoring the progress on the Strategic Plan on a regular basis, providing updates to the community as to our progress. We hope you will take the time to familiarize yourself with the Strategic Plan, so we can all share in the growth of our District together.

Mr. Tim Kollar, Board of Education President

Dr. Kelley M. Kalinich, Superintendent