

WORKING DOCUMENT- DRAFT

The Joseph Sears School Kenilworth School District 38

Vision: We are committed to achieving the four tenants of a **Portrait of a Sears Graduate**, Fearless Learner, Creative Thinker, Compassionate Citizen, and Courageous Advocate, for all students.

Mission: To institute an integrated system of teaching and learning to support the academic achievement and social-emotional well-being of all students within a culture of care.

Motto: *All Students. Our Students!*

Focus Areas

Academic Achievement

Overview:

Continued academic success requires a common curriculum by grade and subject area that can be tailored to an individual or student group. These standards allow us to measure not only achievement but also academic growth over the course of a year. Standards will be refined based on measurable results and empirical feedback.

Goal:

Provide a student-centered education rooted in best practices to ensure the academic achievement and social-emotional well-being of all students.

Strategy:

1. Use the **Portrait of a Sears Graduate** characteristics, student performance indicators, and success criteria to guide academic and extracurricular programming.
2. Articulate and implement standards-based teaching and learning (Integrated System of Teaching and Learning) in all content areas as a guaranteed and viable curriculum for all students. Create a Multi-Tiered System of Support (MTSS) structure to respond to individual students.

3. Provide collaborative structures and professional development for staff to facilitate conversations around student learning and well-being. More than the historic norm, this enhanced programming is critical for success.

Action Plan 2022-2023:

1. Define the Portrait of a Sears Graduate characteristics
2. Institute a five-year curriculum review cycle to ensure alignment with the Portrait of a Sears Graduate and state and national standards
3. 2022-2023 curricular review:
 - a. Social Studies
 - b. Math
 - c. PE/Health
 - d. Applied Arts
4. Implement individual student problem-solving software EduClimber to support the Multi-Tiered System of Support framework
 - a. SMARTform revisions to support student problem-solving
 - b. Refining the Problem-Solving Process for identifying and responding to student academic and social-emotional needs.
5. Provide Professional Development to support our teachers in creating collaborative and student-centered learning environments
 - a. Integrated System of Teaching and Learning (Standards-Based Teaching and Learning),
 - b. Professional Collaborative Structures (Adaptive Schools and Professional Learning Communities)
 - c. Student Collaborative Structures and Strategies

Metrics:

- Completion of Action Plan
- MAP Achievement
 - TBD
- MAP Growth
 - 60% of students will Meet or Exceed individual growth target in Reading and Math
- MAP Conditional Growth Index (Ultimate goal 60% or above)
 - Average Math Conditional Growth Percentile is 65% (62.57%)
 - Average Reading Conditional Growth Percentile is 35% (33%)
- Return to “Exemplary” rating in the annual ISBE Scorecard
- Illinois Assessment of Readiness
 - 70% of students Meets or Exceeds English language arts
 - 75% of student Meets or Exceeds Math
 - 90% of student Meets or Exceeds Science
 - 60% of Student Growth Percentile on Illinois Assessment of Readiness Math and

Reading

- Establish baseline data for # of students receiving interventions and enrichment opportunities
 - TBD
- 5-Essentials - Ambitious Instruction
 - Ambitious Instruction is scored at a 60 Strong (57 Neutral)

Whole Child

Overview:

A focus on the whole child starts with creating a welcoming environment where students are able to learn and to grow. The curriculum focuses on behavior norms and expectations in the school house as well as equipping students with skills needed to interact successfully with peers. We support social-emotional development both by tailoring schoolwide activities toward this end as well as responding to individual student's specific needs.

Goal:

Establish a safe, healthy, inclusive learning environment that ensures the academic achievement and social-emotional well-being of all students.

Strategy:

1. Deliver a JK-8/school-wide social-emotional learning curriculum.
2. Ensure both consistent JK-8/school-wide behavior expectations and disciplinary practices.
3. Leverage metrics and develop a survey to track student well-being.
4. Articulate and message a sense of community and belonging.

Action Plan 2022-2023:

1. Implement Social Emotional Learning Curriculum “Caring School Community” Implementation (Year 1 of 3)
2. Introduce CHAMPS, a classroom routines and behavior expectation system
3. Develop, teach, and reinforce consistent expectations for behavior in common areas (hallways, restrooms, lunch areas, recess, etc.)
4. Develop and implement a consistent and aligned system of discipline that has been absent or *ad hoc* in nature
5. Evaluate current systems, structures, and programming through an Equity Action Plan process.

Metrics:

- Complete Equity Action Plan

- Establish baseline data for # of Discipline Referrals
- Establish baseline data for # of students on a Behavior Plan
- Establish baseline data for # of students receiving Social Work
- BESS Screening
 - TBD
- Attendance Data - Less than 10% chronic absenteeism
- 5Essentials - Supportive Environment as it relates to Whole Child focus area
 - Supportive Environment is scored at an 80 Very Strong (80 Very Strong)

Staff Development and Retention

Overview:

Greater use of technology during the pandemic symbolizes an ever changing educational environment. We are committed to investing in our teachers' professional development in order to equip them to meet our students' needs across a range of topics such as culture of care, harmonized curriculum development, interpretation of student data, and a welcoming classroom environment.

Goal:

Foster a professional community that attracts, develops, and retains a diverse staff who are continuous learners, student-centered, and committed to ensuring academic achievement and the social-emotional well-being of all students.

Strategy:

1. Foster an inclusive school culture and climate for all students, staff, and community.
2. Provide a quality staff development program that reinforces all strategic goals.
3. Develop an effective substitute strategy and policy.
4. Cultivate shared decision-making structures to strengthen engagement for staff.
5. Utilize a teacher evaluation system that reflects the beliefs and identity of the school to support the **Portrait of a Sears Graduate**.
6. Continued commitment to attracting the best talent and providing compensation and benefits to staff commensurate with our school's reputation and expectations.

Action Plan 2022-2023:

1. Create and implement a professional development plan (Tuesday early release, institute days, and targeted professional programming) including:
 - a. Equity
 - b. Social Emotional Learning

- c. Behavior
 - d. Integrated System of Teaching and Learning
 - e. Effective Teaching Strategies
 - f. Operationalizing Portrait of Sears Graduate
 - g. Professional Learning Communities
 - h. CHAMPS
 - i. Caring School Community
 - j. Co-Teaching and Inclusion
 - k. Safety and Security
 - l. Adaptive Schools for Leaders
 - m. Learning Environment for Flexible Space
2. Develop a baseline understanding of substitute usage and need
 3. Create and implement a systemic committee and teacher-leader structure
 4. Provide opportunities staff/staff, staff/admin, staff/BOE, BOE/Community, staff/community to build professional relationships
 5. Create and implement a teacher evaluation program that reinforces all strategic goals to support the Portrait of a Sears Graduate
 6. Review and select a state-approved culture survey

Metrics:

- Complete Equity Action Plan
- Baseline data on external and internal substitute coverage by category (professional development, meetings, personal day, sick day, etc.)
- Total # hours of PD administered
 - Every teacher receives minimum X # hours of PD
 - 63 hours for Tuesday In-Service
 - 30 hours for Institute Days
- Baseline data on # of opportunities for engagement (staff to staff, staff to admin, staff to BoE, staff and admin to community)
- 5Essentials - Collaborative Teachers and Effective Leaders
 - Collaborative Teachers is scored at 40 Neutral (33 Weak)
 - Effective Leaders is scored at 20 Weak (8 Very Weak)

Learning Environment

Overview:

The Joseph Sears School has implemented a multi-stage Master Facilities Plan that envisions open flexible learning spaces and enhanced technology utilization. Building on this foundation, this pillar focuses on strengthening our physical safety and security standards, as well as operationalizing facilities and capital improvements through a planned review schedule.

Goal:

Build a safe, supportive, and innovative learning environment that encourages all students and staff to work collectively and collaboratively toward ensuring the academic achievement and the social-emotional well-being of all students.

Strategy:

1. Provide flexible learning spaces that foster collaborative student experiences.
2. Embed instructional technology resources to leverage educational outcomes.
3. Implement sustainability best practices toward school-wide global stewardship.

Action Plan 2022-2023:

1. Create and utilize elementary learning environment guidelines that will guide the choice of classroom and hub spaces furniture & fixtures - Adoption Year 2 of 5
2. Provide ongoing support of the Master Facilities Plan (Phase II) and development of Phase III
3. Create a rolling five-year facilities action plan
4. Create a rolling three-year technology plan utilizing past technology audits
5. Integrate student-centered sustainability initiatives in the applied arts curriculum
6. Complete safety audit action items and create ongoing safety review and assessment
7. Develop and conduct a survey to inform sustainability initiatives

Metrics:

- Complete Equity Action Plan
- Establish baseline Sustainability Metrics
- 5Essentials - Supportive Environment as it relates to Learning Environment focus area
 - Supportive Environment: Safety is scored at 98 Very Strong (98 Very Strong)

Stakeholder Partnerships**Goal:**

Cultivate trusting relationships as the basis for collaborative partnerships in order to maximize both academic achievement and the social-emotional well-being of all students.

Strategy:

1. Provide a unified and consistent message to all stakeholders through a strategic plan and supporting materials.

2. Foster an inclusive school culture and climate for all students, staff, and community that emphasizes personal interactions to connect, to inform, to engage, and to partner with families.
3. Provide a quality Parent Education Program that familiarizes parents with academic achievement and social emotional wellbeing topics.
4. Cultivate shared decision-making structures and opportunities for families to give input into District initiatives towards strengthening engagement.

Action Plan 2022-2023:

1. Develop comprehensive collaboration with JSSPVA, Village of Kenilworth, Kenilworth Park District, D.E.B., Parent and Community as Agency Committee, Parent and Community Partnership Committee on all strategic goal areas
2. Develop a communication and event plan for parent engagement and foster a sense of community among all stakeholders
3. Provide Parent Engagement opportunities - Caring School Community, Academics, Technology, and Creation of the **Portrait of a Sears Graduate** characteristics
4. Continue strong partnerships with Kenilworth, New Trier Township, and other entities
5. Review and select a state-approved culture survey, and possible supplementary measures (including timely feedback after events or experiences/procedures (registration, back to school, parent teacher conferences, report cards, etc.)

Metrics:

- Complete Equity Action Plan
- Establish baseline data for Attendance at Parent Engagement events
 - # of attendees at Parent Engagement events
 - # of parents at Parent Teacher Conferences
 - # of parents who volunteer
- Establish baseline data for Engagement with partnership entities
- 5Essentials - Involved Families
 - Involved Families is scored at a 70 Strong (62 Strong)
- Establish baseline data for Response rates to event/process focused feedback opportunities

Fiscal Alignment

Overview:

Sound financial planning is the backbone of the District's operations. This 2022-27 strategic plan will inform the allocation of taxpayer dollars as it relates to on-going educational initiatives & operational expenses as well as long term physical and technical infrastructure investments.

Oversight of appropriate reserve balances and cash flow management remain paramount. Ongoing Board discussions on tax levy needs will be facilitated by timely review of relevant data as well as benchmarking to peer districts.

Goal:

Provide fiscal alignment in order to provide student-centered, innovative educational programs in a safe, healthy, future-focused environment to ensure academic achievement and the social-emotional well-being of all students. Ensure that taxpayer dollars are allocated to “high return” initiatives that justify the monetary resources committed.

Strategy:

1. Create a transparent budget that reflects disciplined spending and supports the goals of the District’s strategic plan.
2. Priorities are refined through collaborative discussions with community agencies.
3. Budget methods are in compliance with state and local guidelines.

Action Plan 2022-2023:

1. Collaborate with the New Tier Township on shared services
2. Continued utilization of “zero-based” budgeting in annual forecasting
3. Administrative presentation on budgetary strategic alignment to the Board of Education and community
4. Cost/benefit analysis of Master Facilities Plan (Phase III) as it relates to District budgeting, financial health, and tax levy requirements.

Metrics:

- Tax levy data compared to other New Trier feeder school districts.
- Enhanced financial operational metrics in areas such as variance analysis & budgetary allocations by category. Development of a finance dashboard.