

Kildeer Countryside Community Consolidated School District 96



Community Engagement and New Superintendent Profile Report



Dr. Linda Yonke & Dr. Tim Shimp



THE BOARD REQUESTED THE CONSULTANTS TO:

01

Conduct Focus Groups with a wide variety of stakeholders

02

Conduct an online survey to gather input from school staff, parents, students and community members

03

Create a *New Superintendent Profile* based on information gathered from these sources



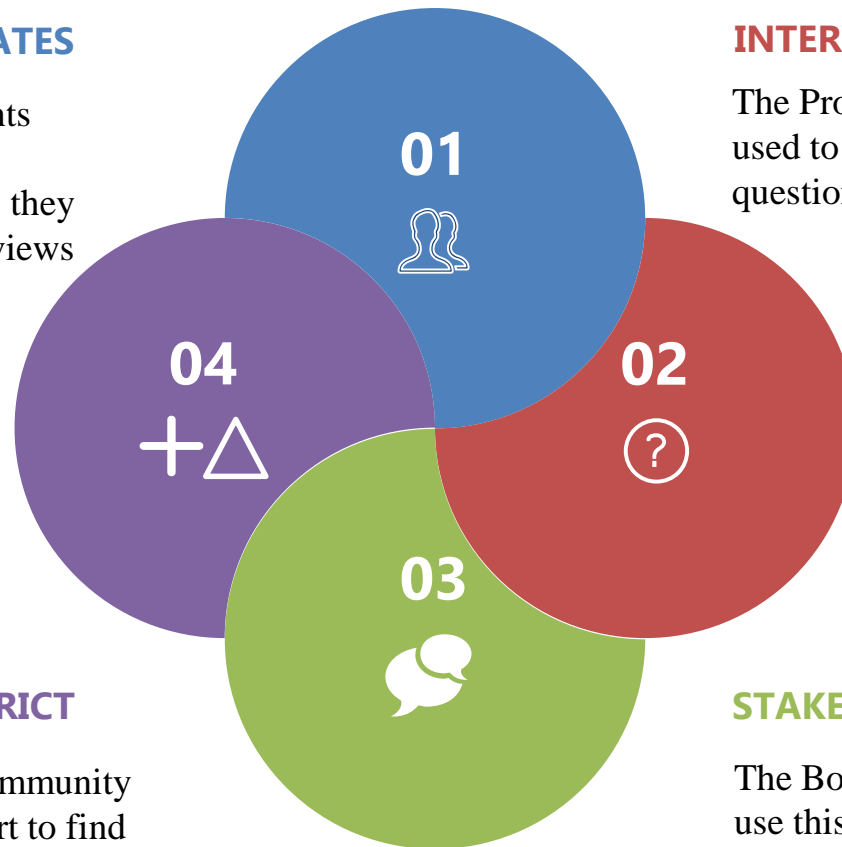
HOW PROFILE REPORT WILL BE USED

SCREENING CANDIDATES

The Board and Consultants will use the *New Superintendent Profile* as they screen and conduct interviews with candidates

INTERVIEW QUESTIONS

The Profile Report may be used to develop interview questions for the candidates



STAKEHOLDER PERSPECTIVE

The Board of Education may use this Profile Report to find out more about the thinking of the District's constituents

KNOWLEDGE OF DISTRICT

The candidates and the community may use this Profile Report to find out about the strengths and challenges of the District



SUMMARY OF DATA COLLECTION

Focus Groups

220 Attendees

Online Questionnaire

552 Responses
Sept. 13 – Oct. 8

Due to sampling methods, the resulting report is not a scientific study and provides only the perceptions of those who responded or participated

In the survey report, percentages are rounded



FOCUS GROUPS & SURVEY

4 GUIDING QUESTIONS

- What are your District's greatest strengths and attributes? (Why would a new Superintendent want to come to this District?)
- What are your District's greatest challenges? (What should a new Superintendent know before he/she accepts this responsibility?)
- What should the priorities be for the new Superintendent?
- What are the most important personal qualities, skills, and experiences that are important for the new Superintendent to possess to be successful in Kildeer



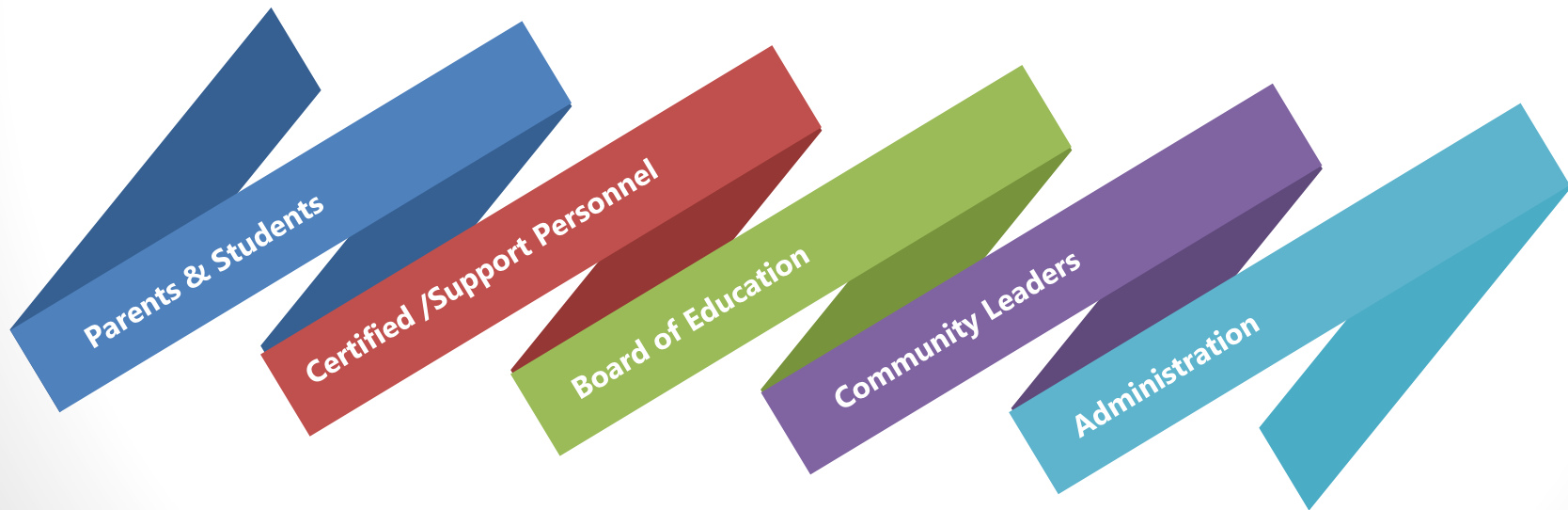
KCSD96

Focus Groups



FOCUS GROUPS PARTICIPANTS

29 Focus Groups
10 Interviews
220 Participants
7 Schools
District Office





District STRENGTHS

HIGH ACADEMIC ACHIEVEMENT

The District has a strong reputation, and overall student achievement is exceptional; high value placed on meeting the needs of all students

DESTINATION DISTRICT

A community passionate about education and willing to support its schools, Kildeer 96 is a destination district; the strong hope is that the new Superintendent will become deeply rooted in the community and stay in that position for many years.

DIVERSITY

Parents and staff expressed pride in the diversity of the District, and hope that the new Superintendent will value that diversity and will promote equity and access for all.

RESOURCES

The District has high levels of support from the community through school funding, and staff appreciate the opportunities to be innovative and participate in effective professional development



District STRENGTHS

- Respondents noted the strong teaching staff who set and meet high expectations for themselves and others and truly care about all students; people up and down the organization are dedicated to continuous improvement.
 - Teachers and administrators are not afraid to take risks and are extremely hard-working, seeking to ensure that each student's needs are met.
 - Students from Kildeer 96 are well-prepared to succeed in high school, and there is close collaboration and articulation among the elementary districts and with Stevenson High School District.
 - The District truly lives its mission of focusing on every child, every day; the success of every student is important. As the District demographics have become increasingly diverse, Kildeer 96 has adapted to the needs of its students and families.
 - A strong administrative team works well with the Board of Education, teachers, and parents, providing strong support to curriculum, instruction, and professional development.
 - Collaboration and teamwork are highly valued among teachers, resulting in improved instruction and higher student achievement.
-



District STRENGTHS

- Finances have been well-managed, and resources are available to support instructional innovation and student needs.
 - Pride in the diversity of the community is apparent; families move to the district for its strong academic program and attention to all student needs.
 - Parents are actively engaged and supportive of education.
 - Opportunities for students outside the classroom are varied and plentiful, helping them pursue multiple interests, explore ideas, and/or obtain extra assistance with academic or social-emotional needs.
 - Students feel supported by teachers, expressing confidence in teachers' willingness to provide feedback, demonstrate kindness, and listen to multiple points of view.
 - The District is exceedingly well-organized, with extensive systems in place to support student needs with consistent leadership that is responsive and child-focused; communication is frequent, clear, and transparent.
 - A parent put it this way: "Everyone is so proud to live here; no matter the problem, we never feel ignored. Someone will find a way to solve it."
-



District CHALLENGES

- After having three Superintendents with long tenures, the community expects stability and longevity in the next Superintendent; they also expect that successful programs and initiatives will continue to be supported, even as the District adapts to change.
 - While the District has been financially stable, fiscal constraints may lead to the need for a tax rate referendum in coming years.
 - The District needs to continue to adapt to changing demographics, responding with sensitivity to increasing diversity and seeking to hire a staff that mirrors the District's population.
 - Attract and retain the most qualified and talented individuals in every work group in a time of growing shortages; be aware of upcoming retirements of key administrators and prepare to build an effective team of leaders that will continue the best parts of the existing culture but be open to change where needed.
 - Be prepared to collaborate, to listen, and to respond to all constituencies, modeling civility and openness.
-



District CHALLENGES

- Explore the reasons for a teacher retention rate that is lower than most surrounding districts; demonstrate a willingness to build strong relationships and establish trust.
 - Be prepared to work with an experienced Board with high expectations for visionary and focused leadership.
 - The next Superintendent is expected to maintain the District's reputation and continue the academic accomplishments of all students, but the new Superintendent will be challenged to balance demands for academic rigor with sensitivity to the social/emotional needs of staff and students.
 - Continue to consider the impacts of the pandemic on students, staff, families, and community and implement academic or emotional supports where needed.
 - Make schools accessible to all parents of a diverse community with an ever-higher percentage of two working parents, some of whom face economic difficulties and/or language barriers.
-



PRIORITIES IN THE FIRST YEAR

- The new Superintendent must craft a careful transition plan, becoming familiar with the District's programs, initiatives, and practices. Significant time should be spent with District employees, parents, students, and community leaders, closely listening to their past experiences and hopes for the future.
 - A top priority is recruiting, hiring, and retaining the best teachers and administrators, including succession planning for retiring administrators and hiring a more diverse teaching and leadership staff. Explore the reasons for teacher turnover and develop plans to improve retention of excellent staff.
 - Building trust and establishing strong relationships are vital. The new Superintendent must say what he/she will do and do what he/she says. Demonstrating competence, insight, empathy, and excellent listening skills are critically important.
 - The need for financial planning was frequently mentioned as a priority, including an assessment of facilities, enrollment trends, and budgeting.
-



PRIORITIES IN THE FIRST YEAR

- Develop strong ties with Stevenson High School and elementary sender districts, and establish contacts and allies in local and state government. Engage in the community through visible and active participation.
 - Respect the strong foundation of success, assess what works and what can be improved, and plan for incremental change rather than wholesale replacement of existing programs and practices.
 - Build strong teams and establish effective working relationships with administrators and teachers, providing support for building principals and seeking their input on a regular basis.
 - Help all parents to become engaged in a positive way with their children's schools, welcoming everyone and planning meetings that are accessible to all; treat all schools equitably and get to know staff and students in each building.
 - The new Superintendent should be a visionary leader who will develop a clear, ambitious strategy for the future that enjoys support among the staff and community. Students want the new Superintendent to know that the District is relying on them, and they recommended simply following the motto – to focus on responsibility, respect, safety, and community.
-



DESIRED SKILLS & CHARACTERISTICS

- The new Superintendent needs to have a deep knowledge of Professional Learning Communities and the use of data to drive decision-making. Focusing on the success of every student is of critical importance.
 - A proven leader with identifiable accomplishments, the next Superintendent should be hard-working, proactive, transparent, visionary, and strategic. Experience in the classroom and leadership at the building level are important.
 - Understand how to motivate and manage high-performing teams, and do not be satisfied with the status quo. Delegate, but be sure that everyone is focused on a common vision for the future.
 - Demonstrate openness, accessibility, thoughtfulness, likability, and responsiveness. The new Superintendent should display humor, compassion, warmth, and approachability while also showing humility and a willingness to listen.
 - Understanding finance, business operations, and capital projects is important for the new Superintendent.
 - Communicate effectively; the new Superintendent should be able to inspire others through skilled speaking, writing, and use of multimedia.
-



DESIRED SKILLS & CHARACTERISTICS

- Understands the needs of all students, including students with IEPs, 504 plans, ELL designations, and talented or gifted identification.
 - The Superintendent should be the face of the District while sharing the spotlight, recognizing the work of others and providing opportunities for growth among all staff.
 - The new leader should have the ability to balance confidence and humility, to act decisively, but to listen carefully and work collaboratively in reaching those decisions.
 - A key to success for the new Superintendent will be understanding the economic and racial diversity of the district and supporting programs that promote equity and inclusion.
 - Trustworthy and transparent, the new Superintendent should be sincere, hard-working, engaging, and persistent.
-



KCSD96

Community Survey



QUESTIONNAIRE DEMOGRAPHICS

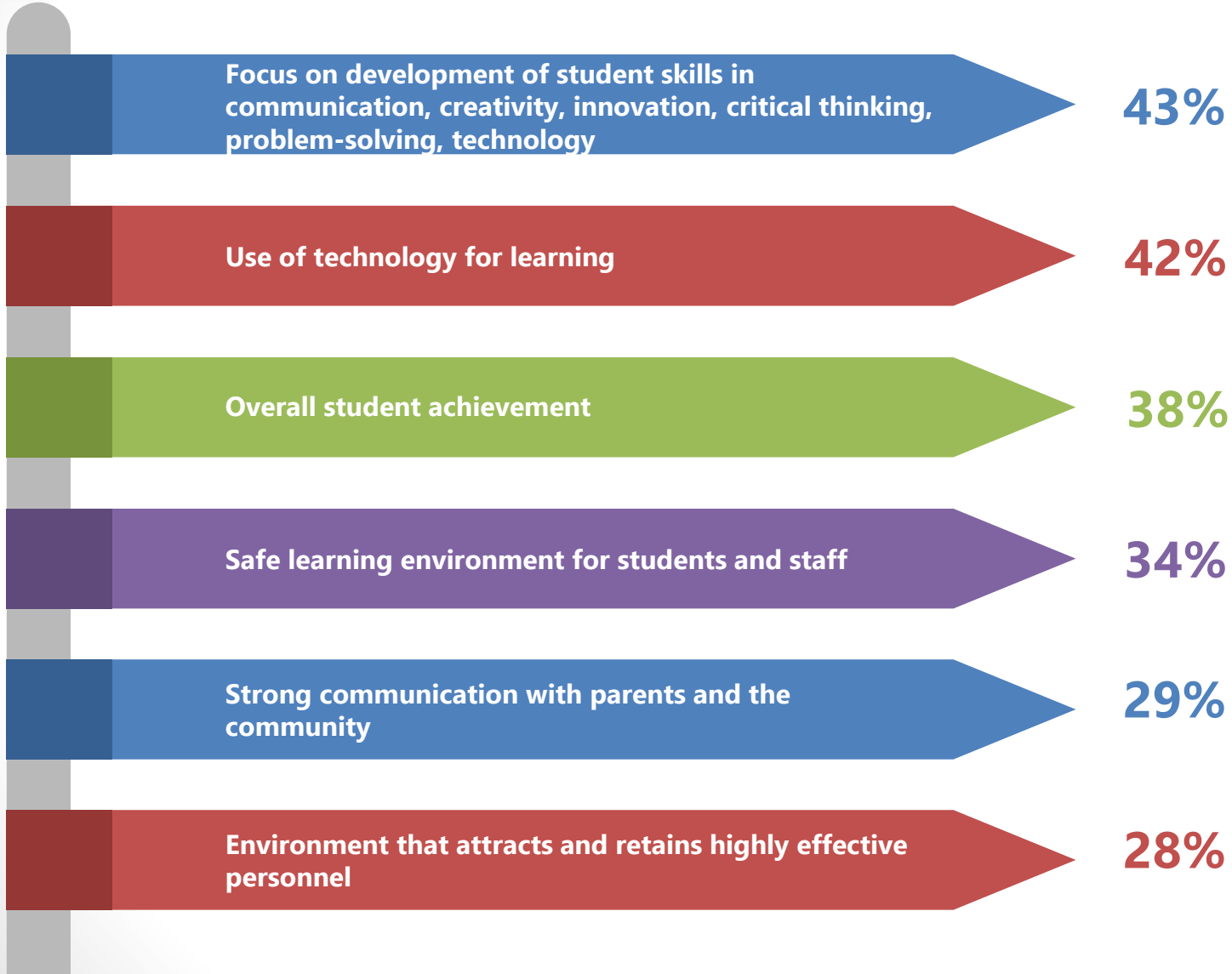
Some participants identified with more than one stakeholder group



- Parents (current/past) 70%
- Students 1%
- Teacher/Licensed Staff 19%
- Community Member & Business Leaders 3%
- Support Staff 4%
- Administrators 2%
- Other 1%



EDUCATIONAL STRENGTHS





EDUCATIONAL CHALLENGES

35%

Opportunities for students outside the classroom

34%

Nurturing each student's unique gifts/needs

28%

Closing achievement gaps among student subgroups

26%

Instructional methods that engage all students

25%

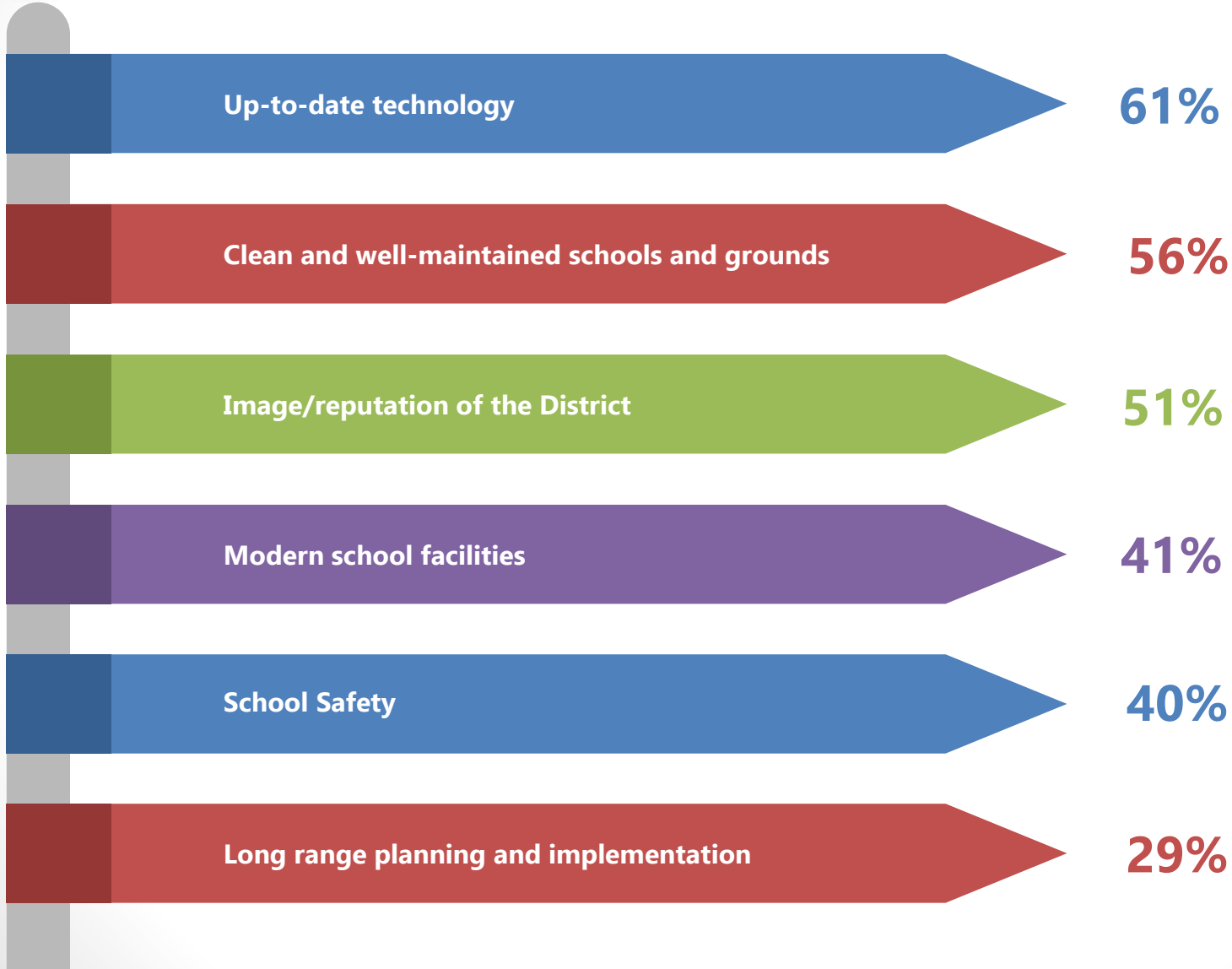
Focus on development of student skills in communication, creativity, innovation, critical thinking, problem-solving, technology

22%

Student social/emotional support



ORGANIZATIONAL or MANAGERIAL STRENGTHS





ORGANIZATIONAL or MANAGERIAL CHALLENGES

39%

Open two-way communication and trust between District and schools

38%

Connection with those who have no children in school

37%

Long range planning and implementation

34%

Administrative leadership

29%

Relationships with other units of government (city government, park district, library, etc.)

26%

Board governance



PRIORITIES FOR THE NEW SUPERINTENDENT

57%

Student well-being (emotionally safe and confident)

46%

Improved academic achievement for all students

48%

Development of communication, creativity, innovation, critical-thinking, problem-solving, decision-making, and use of technology

42%

Strong relationships with staff and community members

48%

Communication with all staff, parents, and the community

36%

Development of a culture of collaboration among all stakeholders

47%

Student engagement through best instructional practices

20%

Long-term planning



CHARACTERISTICS/SKILLS NEEDED FOR NEW SUPERINTENDENT

64%

Makes decisions based on what is best for students

41%

Works collaboratively and includes others in decision-making

60%

Possesses a deep knowledge of curriculum, instruction, and student learning

40%

Is open-minded and flexible

57%

Practices transparency in decision-making

36%

Demonstrates excellent communication skills; listens, speaks, and writes well

49%

Articulates a clear vision for leading our District that inspires others

36%

Demonstrates people skills; shows warmth, humor, and interest in others

45%

Collaboratively builds effective teams and brings out the best in others

32%

Develops/implements District and school goals w/evidence of improved outcomes for students



Forced-Choice Questions

	Strongly Agree / Agree	Disagree / Strongly Disagree	No Opinion
I am proud of our District/Schools and would encourage families to move into our community/communities due to the quality of schools.	90%	7%	3%
The District is effectively meeting the social emotional needs of our students.	74%	18%	8%
The District provides adequate communication and information to parents and community members.	86%	11%	3%
The District has high expectations for our staff and students.	87%	7%	6%
The District effectively implements social justice and equity practices for all students.	63%	13%	24%



Forced-Choice Questions

	Strongly Agree / Agree	Disagree / Strongly Disagree	No Opinion
The District meets the needs of English Learners and students with Individualized Education Programs (IEP).	58%	15%	27%
The District meets the needs of students who are experiencing academic difficulties.	57%	19%	24%
The District meets the needs of students who need extension and enrichment.	57%	23%	20%
The District provides a range of extracurricular activities and athletics to meet the levels of interest of our students.	66%	21%	13%



KCSD96

New Superintendent Profile



NEW SUPERINTENDENT PROFILE

The New Superintendent Should Be a Person Who:

- Possesses a genuine, warm, caring, personable, transparent, flexible, and approachable personality, and is skilled at building trust and maintaining a positive culture and climate.
 - Passionately embraces the current traditions and values of the District and the communities it serves and is committed to personal growth as an educator and leader.
 - Uses a proven track record of success as an educator and leader to effectively maintain/impact student achievement and District outcomes.
 - Leads with both the head and heart and possesses a deep knowledge of best practices in teaching and learning; the Superintendent is student-centered, innovative, confident, and resilient.
-



NEW SUPERINTENDENT PROFILE

The New Superintendent Should Be a Person Who:

- Models active listening, encourages and supports stakeholder voice/input, and fosters a collaborative process for shared decision-making, showing an openness, transparency, and a willingness to give credit to others.
 - Builds strong teams and inspires adherence to the guiding principles of the District mission, vision, and values, focusing on every child, every school, every day.
 - Exhibits excellent communication skills; builds on existing methods and strategies to ensure timely and transparent communication that keeps internal and external stakeholders informed and supports a positive image of the District.
 - Makes decisions based on what is best for students; keeps students at the center of planning and decision-making and communicates decisions with clarity, reason, and empathy after considering input from stakeholders.
-



NEW SUPERINTENDENT PROFILE

The New Superintendent Should Be a Person Who:

- Communicates a clear vision for the future of District 96 and inspires others to act in accordance with that vision; establishes and maintains high expectations for all students and staff.
 - Works effectively with the Board of Education, aligning decision-making with the District vision and goals and pursuing those objectives with passion, transparency, and persistence.
 - Prioritizes the recruitment, training, and retention of highly effective teachers and leaders; focuses on hiring staff whose demographic makeup reflects that of the District's students and families.
 - Collaborates closely with sender elementary districts and Stevenson High School to align curriculum and articulate instruction and assessment across grade levels in all subjects.
 - Demonstrates understanding of and commitment to issues of equity, diversity and inclusion, focusing on the academic and social-emotional development of all students and inclusion of all families in school life.
-



NEW SUPERINTENDENT PROFILE

The New Superintendent Should Be a Person Who:

- Possesses successful experience as a teacher and building-level leader; understands curriculum, teaching, and learning and promotes instructional methods that are engaging and supportive of high academic achievement.
 - Values the unique needs of every student and allocates resources for programs in and out of the classroom that support students' academic, personal, and social-emotional growth.
 - Displays skill in financial management and knowledge of legal requirements affecting the District; successfully forges close connections with local and state leaders and is familiar with national trends in education.
 - Becomes immersed in the life of District 96 schools and the community, maintaining a strong presence in classrooms, at activities, and in community events.
-



KCSD96

NEXT STEPS

Consultants conduct interviews and reference checks, November 1-14, using the *New Superintendent Profile*

Consultants recommend candidates to the Board, November 16

Board conducts first interviews; chooses finalists: November 29 – December 1

Board and stakeholder committees hold second interviews; candidate presentations; December 8-10

Board makes selection of finalist; conducts reference checks, negotiates the contract, makes announcement

New Superintendent
begins duties on
July 1, 2022

QUESTIONS



Dr. Linda Yonke

(847) 276 -7263

linda.yonke@schoolexecconnect.com

Dr. Tim Shimp

(630) 327-1765

tim.shimp@schoolexecconnect.com

www.schoolexecconnect.com