

Woodland Community Consolidated
School District 50



2018-2019 Strategic Plan Progress Report

December 20, 2018

The written report from the Superintendent on the progress of the district goals is attached. The manner in which the goals are achieved encompasses the collaborative efforts of the school staff, the school administrators and district department leaders.

The report will be placed on the web for public viewing following the December 20 Board meeting.

Vision Statement

Together, inspiring tomorrow's creators, thinkers and leaders

Mission Statement

Woodland District 50 empowers our children to reach their potential by providing exceptional learning experiences that foster critical thinking in a nurturing learning community.

Goal 1 - Differentiate instruction with a focus on rigor and relevance to foster student growth

Goal 2: Create enriched and meaningful student centered learning experiences

Goal 3 - Build positive, personal connections and relationships among staff and students

Goal 4 - Create learning opportunities for stakeholders addressing the physical, mental, emotional and social needs of the "Whole Child"

Goal 5 - Enhance the district's fiscal position and achieve annual state financial recognition

Goal 6 - Focus on sustainability as facilities are updated

Goal 7 – Build instructional capacity to meet student learning and well being goals by engaging staff in high quality, effective professional development.

Goal 8 – Recruit highly qualified staff that are innovative and mirror the student population.

Goal 9 – Promote the Woodland District 50 brand and infuse this initiative into opportunities to connect and give back to the community.

**2018-2023 Strategic Plan
Student Learning
2018-2019**

1A: Intensify opportunities to consistently deliver instruction that is differentiated to meet all students needs

Action Step 1: Formation of a committee

- Committee was formed comprised of five administrators and twelve staff members.
- Meetings were held on:
 - September 25
 - October 16
 - November 13
 - December 11

Action Step 2:

- Define differentiation using research based practices (flex grouping, small group instruction, etc.)
 - Rebecca Alber “Defining Differentiated Instruction”
 - Stefanie Boutelier and Neisa McPherson “Playing to Students’ Strengths”
 - Kathryn Nieves “Differentiation in a Rigid Curriculum”
 - Emily Donahoe “Teaching with Trauma”
 - Tom Berger “The Beginning of the End of Snow Days”
 - Youki Terasa “2018 Education Research Highlights
 - Dana Blackaby “The Benefits of Ear-Reading”
 - Ashlee Tripp “Learning to Be Flexible”
 - Wayne D’Orio “A Case of Rural Equity: Coding in Remote Kentucky”
 - Learning Environments “Can flexible Classrooms Boost Student Achievement”
 - Samer Rabadi “7 Teacher-tested Elementary Classroom Hacks”
 - Eight Guiding Principles: FRAMECAB
 - Flexibility
 - Respectful Work
 - Attention to Student Differences
 - Modifications in Content, Process and Products of Instruction
 - Essential Concepts as the Core of Differentiation
 - Collaboration between Teacher and Student
 - Assessment and Instruction Interconnectedness
 - Belonging
 - Hawker Brownlow Education YouTube Video: Differentiation and the Brain: A discussion with Carol Ann Tomlinson
- Based on current research resources from Carol Ann Tomlinson, Woodland District 50 has defined Differentiation as: *Using student data to inform and plan flexible targeted instruction, aligned to the standards to engage students in learning outcomes.*
- Use student data to inform and plan flexible targeted instruction, aligned to the standards to engage students in learning outcomes.

- To date, the Strategic Instructional Practices team developed sub-goals 1 -through 4 based on research model and the District differentiation definition to be as follows:
- Flexibility-Woodland staff will be able to provide various instructional strategies tailored to student needs based on readiness and interest.
- Respectful Work-Woodland staff will align learning goals and standards that support growth with an understanding of the child's learning readiness that is appropriately challenging and respectful.
- Attention to Student Differences-Woodland staff will create a standardize, age appropriate tool to measure and gauge student learning styles.
- Modifications in Content, Process, and Products of Instruction
 - Woodland staff will use differentiation to meet the needs of students in their class to expand planning, instruction and assessment of lessons.
 - Future planning will result in the development of sub-goals 5-8 of the differentiation model:
 - Essential Concepts as the Core of Differentiation
 - Collaboration Between Teacher & Students
 - Assessment & Instruction Interconnectedness
 - Belonging

Action Step 3: Needs assessment from staff (what are we doing that is/isn't working) Get staff input on what needs to be on the needs assessment.

- In progress

Student Well-Being 2018-2019

3A: Provide professional development for staff that encompasses who our students are and enhance our ability to create classroom connections.

Action Step 1: Additional Professional Development Opportunities

- All school administrators attended a two-day training on Restorative Practices and are incorporating Restorative Practice procedures when working with students on office level behavior infractions
- Trained four staff members through the International Institute of Restorative Practices to be trainers of trainers for Woodland
- All Elementary East and West staff, including lunch recess supervisors trained on Restorative Practice procedures and time built into master schedule at Elementary East and West for Restorative Practice Circles
- At Intermediate, staff were trained in Restorative Circles; what they are, what they look like and how they can be used.
- At Middle School professional development is provided to staff at monthly grade level PBIS meetings. It has focused on a theme of caring for self, each other, our students.
- Once a month Middle School has a ROAR week. The following lessons have been taught during that week:
 - Start with Hello Week Activities (Sept.)
 - Red Ribbon Week Activities: *Life is your Journey - Travel Drug-Free* (Oct.)
 - Kindness - Pay it Forward (Nov.)
 - Service to Community (Dec.)
- All assistant principal offices have the restorative practice questions prominently displayed.

Action Step 2: Woodland Equity and Inclusivity Committee

- Established a Equity and Inclusivity Committee composed of parents, Board members, staff and students.
- Held monthly meetings on August 21, September 20, October 16, November 7 and December 6 where the following was discussed:
 - Established group norms
 - Provided the committee training in equity and inclusion
 - Developed Woodland's equity goals and what equity and inclusion means in Woodland
 - Reviewed 2018 hiring data and developed recommendations for the 2019 hiring season
- Established Equity and Inclusivity Coordinators group to co-lead the full committee
- Developed a connection with expert trainer and consultant, Roger Moreano, to train and connect with staff
- Developed and published an active Equity and Inclusivity webpage with resources including goals, current literature and baseline survey results
- Trained all Woodland staff on the History and Impact of Implicit Bias:
 - Training dates provided for staff include:
 - September 14, 2018 SIP Day at Woodland Middle School
 - October 5 2018 Teacher Institute Day at Woodland Intermediate School
 - November 2, 2018 SIP Day at Woodland Elementary School
 - December 7, 2018 SIP Day at Woodland Primary School

- All staff includes teachers, paraprofessionals, office staff, custodial and maintenance, transportation staff and when available guest teachers.
- Monthly presentations, one at each school building this fall.
- September 20, 2018: Held a community presentation on the History and Impact of Implicit Bias
- Maintained regular communication with the Board of Education through monthly reports and occasional governing meeting updates
- Provided the opportunity for staff members Lena Levin and Debbie Menze-Wells attended the Beyond Diversity training in Philadelphia.
- Conducted a survey of staff, parents, and Middle School students in June to establish a baseline of equity and inclusion at Woodland

4A: Identify current practices in District 50 that address the “whole child” and research new educational trends to aid in the advancement of these programs including school start times and the Dual Language program.

Action Step 1: Research School Start Times, the benefits to student’s health, academics and overall well-being

- November 27 and 28th 2017: Community strategic plan engagement committee discussed possible goals & educational changes to improve the district under the area of student well-being. Two of those were dual language and school start times. Over 100 stakeholders participated including parents, staff, administrators, board members, middle school and high school students.
- January 25, 2018: Strategic Plan facilitator, Dr. Bob Madonia, provided a written report to the Board regarding the strategic planning committees recommendation on 2018-2023 planning goals. One of the goals was to identify and implement new educational trends that address the whole child including school start times.
- March 8, 2018: The administration provided a written report concerning many aspects of this goal including but not limited to effective implementation strategies; logistical considerations such as childcare after school programming, and Community partnerships; survey data from Lake County schools and 7th grade Woodland Middle School students; information from the national Labor relations Board; and researching pertaining to shifting you start time for middle school students after 7:30 a.m. An initial transportation analysis was presented.
- March 22, 2018: The Board of Education took action to direct administration to design and implement a plan to change start times starting Fall 2019

Action Step 2: Develop a transportation schedule that will meet the goal of start time at 8:30 or later for adolescents

- March, 2018: Development of bell schedule parameters began after the March 8th Special Board meeting.
- March 27, 2018 - March Board of Education highlights sent to the community included a note on revised school start times in Fall of 2019.
- June/July 2018: Initial feasibility study utilizing both utilizing a 2-tier and 3-tier bus routing approach based on an 8:30 Middle School start time was developed. Impact on staff and budget were included in the study and presented to the Board of Education on July 26th, 2018.
- July 26, 2018: A presentation about transportation option in connection with school start times was made for discussion at the governing meeting.
- August, 2018: Dr. Swoboda, Superintendent of School, Chris Bobek, Associate Superintendent, CSBO and Lori Casey, Associate Superintendent of Education give a presentation at all school information all staff that a change in school start times is a strategic plan goal or 2018-2019 with implementation in August 2019.
- October 25, 2018: October Board Highlights were shared with parents stating the discussion of postponing a change in the student schedule to collect information from the staff and parent community.
- October/November 2018: Five additional bell schedules are developed and analyzed by transportation administrators.

- November 20, 2018: November Board Highlights are shared with the staff and parents with information that there would be a presentation of revised bell schedules and an action item will be placed on the December agenda.

Action Step 3: Develop a plan to inform and gather input from staff and community

- September 6, 2018 - Meet with Hanover Research to hear a potential partnership proposal whereas Hanover assists in gathering survey data from the community.
- September 11, 2018 - Hear full proposal from Hanover Research and dismiss option due to scope of work and cost.
- October 16, 2018: Dr. Joy Swoboda, Superintendent, Chris Bobek, associate Superintendent, CSBO, Dr. Lori Casey, Associate Superintendent and Dr. Steve Thomas, Assistant Superintendent of Teaching and Learning held meetings in each school and the transportation department to update the staff on the progress of the strategic planning goal, share draft bell schedule, and seek their input, questions & concerns prior to the next transportation analysis and schedule.
- October 18: Community forum planning meeting to discuss and finalize the presentation, remarks, and opportunity for public participation.
- October 29, 2018: The Board of Education held a Board Community Forum where the Board and administration presented the research, benefits to the students and local trends of school start times. There was also an opportunity for public comments and questions.
- November 2, 2018: Provided the Board with a draft copy of the strategic plan start times survey to be sent to the community informational mid-November.
- November 15, 2018: Governing Board Meeting. The administration recommended gaging community feedback on the start times initiative and schedule with the survey in December, a report & presentation on the revised schedule to the Board in December and consideration of an additional form in January 2019. The purpose of the survey would be to provide the board and the administration with input from families and staff as we prioritize the needs for the upcoming change such as childcare, person for Maisch and, start and end times, and after school programming. After discussion, the Board directed the administration to place school start times as a report and an action item for the December governing meeting and to hold off on implementing a community survey. A community survey on implementation will be sent later this school year.

Action Step 4: Implement new bell times schedule for all students to include adolescent start time of 8:30 or later

- In Progress

**Finances and Facilities
2018-2019**

5A: Establish a legislative action committee to advocate for school funding and reduce unfunded mandates.

Action Step 1: Formation of Committee – Identify stakeholders: School board, administration, staff (representatives from all buildings), legislative constituents, county board members, business members, parents.

- The committee is in the process of identifying its members. Currently, Members of the Board of Education, Administration, Middle Management and teachers comprise the committee but the committee will welcome new members at any time.

Action Step 2: Educate Committee - Convey Charter School impact on Woodland SD50

- In the fall of 2018 multiple and targeted communications were executed to re-educate the community about the impact of state charter school Prairie Crossing.
 - October 17, 2018: Public hearing by the Illinois State Charter School Commission regarding renewal of the charter for Prairie Crossing. Public statements were given by Woodland District 50 attorney James Petrungaro, Superintendent Dr. Joy A. Swoboda, Associate Superintendent Chris Bobek and Board of Education members Lizzy Helgren and Terry Hall.
 - October 19, 2018: Email to parents, staff and community about the Illinois State Charter School Commission announcing Oct. 17 that it was accepting public comment about the charter renewal until Oct. 24
 - December 5, 2018: Email to parents, staff and community about Dec. 18 charter commission meeting to vote on the charter renewal for Prairie Crossing public hearing
 - December 4, 2018: Fall/Winter Community newsletter mailed to more than 23,000 addresses within Woodland District 50 boundaries contained an article about what is at stake for Woodland if the Prairie Crossing Charter School charter is renewed by the state
 - December 4, 2018: New web page created specific to the facts about Prairie Crossing Charter School, demographic contrasts and promoting the Dec. 18 Illinois State Charter Commission meeting
- Our legislative contacts requested a postponement in the process. We will resume in the new legislative session.

6A: Establish and implement a capital improvement spending plan that prioritizes expenditures for health, life safety, technology and maintenance projects to minimize cost and maximize sustainability.

Action Step 1: Sustainability Committee - Form the committee and work towards an attainable sustainability initiative.

- Committee consists of six staff, admin and community member. Meetings are held monthly and usually meet for an hour.
- October 23, 2018: Committee met to discuss what the committee focus should be for FY19. Committee agreed a valuable recycling program for 2018-2019 school year should be their focus.
- December 4, 2018: Committee met with Waste Management Account Manager, Jeff Maniscalco, who presented to the committee proper recycling strategies. Jeff is going to set up a tour for the committee to visit the Waste Management Recycling facility, in Grayslake to help us better understand the recycling program.
- Committee plans to present to Board, in April 2019, the 2019-2020 school year recycling plan and begin school presentations in May 2018.

Action Step 2: Solar Project

- August 28, 2018 - District administration met with Siemens to walk the grounds of Intermediate to finalize panel placement.

- November 8, 2018 - Ken Detina, Siemens, presented updated solar panel location aerials for Elementary East, Intermediate and Middle School. The location for the Middle School ground installation was shifted from the south field, east of the tree line to the ballfield north on the entry road east of the treeline to make better use of potential space.
- November 8, 2018 - Discussion of project timeline and potential groundbreaking/energizing of the project. Based on the State's timeframe to open the Solar Adjustable Block Program application, Siemens believes they can begin physical construction of solar as early as April, however, the district has concerns about disruption of educational services and is considering delaying until after the school year ends.
- December 8, 2018 - Soil samples taken at individual school buildings for project analysis.

Action Step 3: Capital Projects - Heating, Ventilation and Air Conditioning (HVAC) projects at Middle, Intermediate and Primary Schools has begun. The projects are:

- Removal and installation of Middle School air cooled chillers.
- Removal and installation of Intermediate School chillers
- Staging and installing piping for the Primary univent/air conditioning systems.

Action Step 4: Chromebook Rollout 2018/2019 to Intermediate 4th Grade, Middle School 6th Grade, Elementary School 3rd Grade and Paraprofessionals

- July 26, 2018: The Board approved the new lease for 1200 Chromebooks for Third and Sixth Grades
 - The lease was executed and the Chromebooks were received in August and stored at Middle School for staging and preparation for August/September distribution
- Middle School Sixth Grade Implementation
 - August 13 – August 26 Chromebooks were unboxed, registered in Destiny and asset tags were assigned
 - Chromebooks were registered in Google, boxed for distribution after the start of school
 - Distribution of 635 Chromebooks to Classrooms on August 27-29
- Intermediate Dual Language 3rd Grade Chromebooks
 - August 20 – September 7 Chromebooks were unboxed, registered in Destiny and asset tags were assigned.
 - Chromebooks were registered in Google
 - Power Carts were built including installing power cords and labeling carts and Chromebook slots
 - Dual Language Intermediate third grade 150 Chromebooks and 10 carts were distributed October 2-5.
- Elementary School 3rd Grade Chromebooks
 - August 27 – September 14 Chromebooks were unboxed, registered in Destiny and asset tags were assigned
 - Chromebooks were registered in Google
 - Power Carts were built including installing power cords and labeling carts and Chromebook slots
 - Elementary East and Elementary West 428 Chromebooks and 20 carts were distributed on September 25-October 1
- Technical Setup for Google and Schoology
 - The Elementary School students in Third Grade students were added and synced for both Google and Schoology and automatic syncing from Skyward was completed on August 31.
 - During rollout In September students were assigned days and times to change their passwords in Active Directory.
- Intermediate 4th Grade Chromebooks
 - The Intermediate School fourth grade students received Chromebooks for the first time

- Collected Fifth Grade Chromebooks at the end of the school year on May 22-23.
- All devices were inspected, cleaned and sent off to Dell for repair if necessary in June
- Distribution Chromebooks to fourth grade on August 22-24
- Professional Development
 - Staff at Elementary Schools received training over the summer for both Google and Schoology on June 5-6 and August 1-2.
 - Technology overview of Chromebooks during Implementation with staff.
- New Elementary School Rescue Centers
 - Working with Lisa West and Ryan Wolberg we identified classroom 20 at Elementary East and the library office at Elementary West as the locations for our new Rescue Centers.
 - Worked with O&F over the summer to schedule installation of additional power and develop a new design for the rooms
 - Implementation of the Elementary Schools Rescue Centers was completed on September 1, 2018
- Distribution of Chromebooks to Paraprofessionals
 - Collect 500 Chromebooks coming off lease from Middle School Pilot on May 22-29.
 - All Chromebooks were collected, cleaned and repaired by Dell.
 - Distributed Chromebooks to 98 Paraprofessionals at all schools on October 19-22.

Action Step 5: PA System Implementation at South Campus Schools

- Board Approval
 - Capital Projects Presented to the Board on April 26 and Classrooms Approved with tentative budget on June 26.
- Cabling
 - Completed Cabling installation for Elementary Schools hallway clocks and speakers the week of March 12.
 - Completed Cabling installation for Primary School hallway clocks on September 5.
 - Completed Cabling installation for Elementary Schools in 128 classrooms on July 26
 - Completed Cabling installation for Primary School for 64 classrooms on July 26
- PA Installation Speakers in Hallways
 - Completed Installation for Elementary Schools hallway clocks the week of March 19.
 - Completed Hallway Clocks & Speaker installation at Elementary Schools on August 17.
 - Completed Hallway Clocks & Speaker installation for Primary School on October 5.
- PA Installation Speakers in Classrooms
 - Completed Installation for Elementary School classroom clocks and speakers for 124 locations on August 17.
 - Completed Installation for Primary School classroom clocks and speakers for 39 classrooms on October 5
- Installation of Intercom Buttons in Classrooms
 - Completed Installation for Elementary School's Intercom buttons on August 17.
 - Completed Installation for Primary School's Intercom buttons on October 5.
- Programming in Phone System and Informacast for all PA Functionality
 - Completed programming for digital clocks at Elementary Schools both in classroom and hallways on August 3.
 - Completed programming for digital clocks at Primary School both in classroom and hallways on November 16.
- Testing and Implementation

- Elementary Schools tested all PA functions on August 17-22.
- Primary School tested all PA functions November 19-30.

Action Step 6: iPad Distribution Elementary Schools

- Board Approval
 - Lease for 190 new iPads approved for lease on July 28.
 - iPads purchased from Apple and received on August 13.
- Updates for all iPads at Elementary East School
 - Collected 264 iPads at Elementary East School at the end of the 2017/2018 school year.
 - Installed all updates prior to the start of school on the week of August 13.
- Updates for all iPads at Elementary West School
 - Collected 280 iPads at Elementary West School at the end of the 2017/2018 school year
 - Installed all updates prior to the start of school on the week of August 13.
- Configuration of New iPads
 - 190 iPads inventoried and entered into the Destiny Asset Management System.
 - 190 iPads added to our Casper management system and all applications updates.
 - 95 iPads were distributed to each school, Elementary East and Elementary West Schools.
- Redistribution of iPads to First and Second Grades
 - Chromebooks were rolled out to Third Grade at both Elementary East and Elementary West Schools.
 - All iPads were collected at both schools at total of 280 at Elementary West and 264 at Elementary East Schools.
 - All Updates were Run on all iPads and all applications updated.
 - September 24 Seven iPads were distributed to each classroom in First and Second Grade at both Elementary East and Elementary West Schools.
 - Special Education and Foundation Grant iPads were returned to staff assigned.

Staff Recruitment and Development 2018-2019

7A: Research methods to add professional development time to support student achievement within the annual calendar.

Action Step 1: Committee Formation - Schedule Meetings for Committee Work:

- Committee members were selected from each school balancing certified teachers and administration. A survey form was sent in early September to the Woodland staff soliciting volunteers for the committee. There are a total of 10 committee members that represent all the schools in the district.
- Meeting dates thus far: September 12 & 26, October 10 & 24, November 14, December 5 & 12

Action Step 2: Research School Code - Check School Code for Early Release or Late Start policies/procedures

- Shared and discussed Illinois School Code with committee related to instructional times, school improvement days and teacher institute days.
- State of Illinois issued new changes to minimum instructional days (shared with team on Nov. 14, 2018):
 - Signed into law on August 31, 2017, Public Act 100-0465, also known as the Evidence-Based Funding for Student Success Act (the “Act”), made changes to education funding in Illinois. In making changes to state financial support to schools, the Act also repealed Section 18-8.05 of the School Code, which required an instructional day to be a minimum of five hours for grades 1-12. As such, there is no current statutory minimum number of hours or minutes that constitutes an instructional day. This change provides districts with maximum flexibility to ensure that student needs determine the method and timelines of instructional days rather than the needs of regulatory and compliance systems.

Action Step 3: Professional Development Research and Professional Learning Standards

- Committee read and analyzed multiple research articles on best practices of effective professional development:
 - Thomas Guskey, “Professional development in education: In search of the optimal mix”
 - Thomas Guskey, “Professional Development and Teacher Change”
 - Thomas Guskey, “Professional development that works: What makes professional development effective?” Phi Delta Kappan
 - Thomas Guskey, “What works in professional development?” Phi Delta Kappan
 - “Teaching the teachers: Effective professional development in an era of high stakes accountability”, Center for Public Education
 - “Beyond PD: Teacher professional learning in high-performing systems”, National Center for Education and the Economy
 - “Making Time: What research says about re-organizing school schedules”, Center for Public Education
 - “Designing effective professional development experiences: What do we know?”, Learning Point Associates
 - “Teacher-led professional learning: To reach every student with excellent teachers — Finding time for professional, learning”, Public Impact
 - “Effective teacher professional development”, Learning Policy Institute
 - “Finding time for professional learning”, National Staff Development Council
 - “Reviewing the evidence on how teacher professional development affects student achievement”, US Department of Education
 - “Designing effective professional development considerations”, William and Mary Training and Technical Assistance Center

- Studied seven (7) Professional Learning Standards based on work from the Learning Forward national organization for professional development. Professional Learning Standards are: Leadership, Outcomes, Data, Resources, Learning Communities, Learning Designs, and Implementation.

Action Step 4: Development of Woodland Professional Development Statement

Using research and referring to the Professional Learning Standards, the committee developed a statement how effective professional development should look like at Woodland District 50:

- Ongoing and continuous process
- Purposeful, meaningful, and reflective
- Differentiated to best meet staff needs at varying levels of readiness or interest
- Driven by staff or student needs
- Targeted to what staff do everyday in the classroom
- Focused on learning and learners (student outcomes)
- Aligned to school and district goals and strategic plan

Action Step 5: Developing our WHY

Committees members developed key tenets describing why adding professional development time is critical to the Woodland teaching and learning community:

- Greater expectations for “compliance” training (e.g., technology, GCN, safety/security training, eSPED, etc.) that takes away from curriculum and instruction initiatives.
- With more measures of accountability, it demands a change in teacher practices
- Teachers need time to commit to and master new instructional approaches to meet the diverse student population.
- Deeper understanding of instructional practices and curriculum outcomes
- Key to shift instructional practices that will impact student learning
- Consistency building professional knowledge and communication
- Expand Professional Learning Communities (PLCs) to focus on assessments, data and differentiation

Action Step 6: Examine 2019-2020 school start times to develop options and identify impacts to add professional development time to the annual calendar

- Developed four options for adding time using the December 3 Bell Schedule:
 - Late Start options include two versions: (1) fixed instructional time and (2) fixed professional development time.
 - Early Release options include two versions: (1) fixed instructional time and (2) fixed professional development time.
- Brainstormed impacts to the four options using a common framework of comparison: impacts on professional development time (staff), impact on students instructional day, impact on transportation, impact on finances, and impacts on families and the community. This is currently in a work of progress and will continue to be fleshed out in the next several months.

Action Step 7: Communication Plan and Coordination with Department Leaders

- At this time, the work of this committee has only been communicating with the Superintendent, Director of Transportation, Director of Human Resources and Assistant Superintendent of Business.
 - Dr. Kieffer met with Walter Doughty, Director of Transportation, to articulate progress of committee work in November 2018. A follow up meeting is scheduled in December before Winter Break. The goal is to determine the impacts to the proposed options.
 - Dr. Kieffer met with Mr. Chris Bobek, Assistant Superintendent of Business twice to discuss financial impacts of proposed changes and to gather additional information about the costs for professional development and guest teachers.
- Presentation to the Administrative Leadership Team is scheduled for December 12, 2018. The goals of the presentation are to present progress of the committee's work and gain feedback from administration.

Action Step 8: Surveys of Surrounding School Districts and Woodland Staff Survey

- Two surveys have been administered: one to local districts and one to staff. The committee reviewed the results and incorporated major themes into options.
 - Surveys of Surrounding District: Beginning in September, local districts were contacted to gain more information how other districts organize professional development. The initial contact was made using a survey sent to 17 Lake County school districts. A follow up short survey, emails and personal phone calls were completed to target districts using specifically Late Start or Early Release professional development. The outcomes of these surveys and contacts were to create a continuum of professional development opportunities and identify shifts in teacher practices as a result of implementing professional development opportunities.
 - When asked about adding profession time to the school calendar, the survey results show that districts use a variety of ways to provide professional development time for their staff:
 - Four districts use summer or Saturdays to provide professional development time.
 - Four districts attempt to provide common plan time during the school day in their master schedules.
 - The vast majority of districts use Teacher Institutes, School Improvement Days (½ days) or Late Start/Early Release days.
 - Nine districts find additional time by providing subs for release time, have optional academies, and before or after school professional development opportunities in which teachers are paid.
 - Overall, districts who use Late Start or Early Release days find that the professional development (1) is consistent over time (2) allows staff to articulate delving deeper into data and curriculum work, (3) has helped with curricular consistency and (4) improved teacher buy-in and ownership regarding professional learning.
 - The amount of time ranges from zero hours to up to 40 hours of professional development hours during the school year.
 - Survey of Woodland Staff: In October, a one question survey was sent to Woodland staff asking "How can we add additional professional development time to the calendar?"
 - Results show that time should be added by scheduling early release and late start professional development opportunities. Staff also voiced their concern to move professional development time away from Friday and schedule it during the week.

8A: Develop a recruitment and selection plan that aligns to the district's mission and vision with a focus on increasing the diversity of our staff.

Action Step 1: Staff Recruitment - A recruitment strategy creates proactivity and clarity of purpose in our process of attracting and selecting highly qualified, diverse candidates for our district.

December 2018 Update:

- University/College Partnerships - Develop partnerships with universities and colleges with diverse student populations and teacher training programs in order to identify potential candidates and increase the placement of diverse student teachers/interns.
 - Connected with the following universities/colleges/organizations to begin partnerships:
 - Northern Illinois University
 - University of IL, Chicago
 - University of IL, Champaign
 - Southern IL University
 - Loyola University
 - Concordia University
 - Northwestern University
 - Chicago State University
 - Aurora University
 - Illinois State
 - Northeastern IL University
 - Golden Apple Foundation - Human Resources received a recruitment lead for the Golden Apple Foundation. We contacted this organization to learn more about their work and how they can assist in the district's recruitment efforts to diversify our workforce.

Golden Apple is a non-profit organization that works to inspire, develop and support teacher and school leader excellence in Illinois, especially in schools-of-need. Because the critical contributor to student achievement is the quality of the teacher in the classroom, Golden Apple identifies motivated future educators with diverse backgrounds and through their Golden Apple Scholars of Illinois program, provide advance teacher preparation and mentoring both during and after college to ensure their lasting success in challenging teaching environments

- Job Fairs - Increase our district's presence at state and national job fairs in order to attract and identify diverse candidates. Human Resources, School Administrators and District Administrators attends fairs.
 - In Spring 2018, the district attended the following fairs:
 - National Alliance of Black School Educators (NABSE), New Orleans, LA
 - Illinois State University - Bloomington/Normal, IL
 - Loyola/UIC/DePaul - Loyola Lakeshore Campus, Chicago, IL
 - National Association of Bilingual Educators, Albuquerque, NM
 - Chicago Teacher Job Fair, Embassy Suites, Woodfield, IL
 - IRC Illinois Bilingual Teacher Job Fair - Hilton Chicago/Oak Brook Hills Resort & Conference Center
 - Spain Visiting Teachers Program Recruitment, Madrid
 - 18th Annual Diversity Employment Day Career Fair, Hilton Garden, Chicago, IL

In Spring 2019, the district will review available recruitment fairs and attend fairs based on open positions. The district will also connect with the universities/colleges partners.

- Job Postings - Redesign district job postings adding language to attract minority candidates including highlighting the diversity of our district and detail requirements for the position.

- Created a photo of Woodland's diverse workforce to be added to each posting. Working with IT department to import the image.
- Created a marketing message about our inclusion initiatives to be added in each posting.
- Revised the postings to include detailed information to assist in screening candidates. Included "Qualified minority candidates encouraged to apply." statement.
- In October & November 2018, the committee participated in identifying innovative ideas to recruit a diverse workforce. The committee's highest rated ideas have been incorporated into this action plan, which included partnerships with universities/colleges, identify selection process, utilizing social media, implement more diverse interview panels.
- Incorporate easy access to employment opportunities on district website.
Researched other district websites: Zion 6, North Chicago 187, Waukegan 60, etc. that supports easy access to employment opportunities. Met with district website committee member to incorporate the link on the district website.
- Hiring Incentives - Promote to district staff the hiring incentives currently available to them when recommendations for hard-to-fill positions are provided. Currently some staff are taking advantage of this opportunity. Further communication to staff is in progress.

Action Step 2: Staff Selection & Hiring - A multistage staff selection and hiring strategy combines a number of assessment tools as part of the process.

December 2018 Update:

- Application Process - Review and standardize the application process(es) for all certified and support positions.
 - Created a draft of the process for certified staff. Developing variations for administration and support positions. Revising current forms.
Created and piloted an Applicant Screening Matrix that identifies candidates to interview and eliminates biases in the selection process.
- Candidate Pre-Screening Instrument - Establish a committee to review and select an online pre-screening tool of those available from outside vendors. Incorporate the selected instrument into the application process for all district vacancies. Ensure that pre-screening instrument does not incorporate biases.
 - Met with a pre-screener vendor to learn more about their pre-screening process. Will be inviting other vendors in to present their tools to the Pre-Screening Committee.
- Selection Instruments/Rubrics - Develop candidate selection instruments/rubrics to ensure that we eliminate bias and identify and interview all highly qualified candidates.
 - Created and piloted an Applicant Screening Matrix that proved to assist in reducing biases in the selection process. Qualifications, based on the job posting, are noted on the matrix and candidate's employment application, resume, etc. is screened based on the identified qualifications. Those candidates that fully or partially meet the qualifications are eligible for a screening interview.

**Community Relations and District Pride
2018-2019**

9A. Develop and communicate the brand that showcases the positive attributes of Woodland District 50, unites us and represents our pride.

Action Step 1: Recruit members to join the committee

December 2018 Update: We currently have a committee that includes 5 administrators/ESC staff, 8 staff members from various buildings, 1 senior community member, 1 parent, and 1 middle school student

Action Step 2: Research/Gather Information on Branding

September, October and November 2018 Meetings:

- Defining what branding is and what it is not. Brands include a slogan, a logo, and tie back to core values that specifically align with the mission and vision. District 50 currently has 9 core values, so the committee will be prioritizing these, consolidating them into the top 5, and connecting them with the district brand.
- Committee members shared examples found in other districts. These included local districts (D46, D56, D121, D1, and school districts found via the web.)
- The district logo was created in the spring of 2018 and will be a symbol directly tied to the D50 brand. In addition, a student friendly symbol will be added and the committee is working on this currently.
- Time is being dedicated to developing a plan that ensures the brand works for each of the five schools so that it is consistent, unified and transitions with students as they move through each grade level.