



Woodland Community Consolidated  
School District 50

# Strategic Plan Progress Report Year 2

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June 25, 2020

## **Executive Summary**

Year two of the Strategic Plan is underway, and this report will provide an update on the progress toward the strategic plan goals. With the adoption of the Strategic Plan in 2018, the Board of Education created a roadmap for moving the district forward. Since that time, the entire school community has been working collaboratively to bring that plan to life. This report summarizes recent accomplishments from January - June, 2020 with contributions from school staff, school leaders, district department leaders, parents and community members. The information has been reformatted to present accomplishments in an easy to read narrative to help explain the work of the committees beyond what a bulleted list can do. The items in red are the updated items completed since January.

As the Board is aware, much of the work the committees did was realigned due to COVID-19 and remote learning. The report will be placed on the website for public viewing following the June 25 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.**

## Student Learning

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

#### Summary of major milestones:

The Student Learning Committee was formed in 2018 to focus on instructional practices. Through research and staff feedback, the committee worked on developing a definition for differentiation for Woodland District 50. They also conducted a needs assessment survey of staff in collaboration with the Teaching and Learning Department. **Since January a student survey was created and a training for principals to share with staff was initiated.**

#### Accomplishments July - Dec 2019:

- **Differentiation:** A survey was sent to all certified staff members asking for input on what differentiation looks like in the classroom. Using the survey results, the district's definition of differentiation is *"Educators using student data to inform and plan flexible, targeted instruction aligned to the standards in order to engage students in learning outcomes."* Lessons taught to all Woodland students should include assessment results and activities which include student voice and choice.
- **Goals for Year Two:** The committee then set two goals for continued work during the second year of the plan.
  1. Develop a student learning survey for Woodland staff to use to provide various instructional strategies tailored to student needs based on student choice and interest.
  2. Focus on using ongoing assessments before, during, and after instruction to align with the district definition of differentiation.
- **FRAMECAB Principles:** To support the implementation of differentiated instruction (Goal 1A), this research-based model will be the center of future professional development training for all certified staff beginning with an overview of the framework and training in formative assessment. For reference, the framework represents the eight guiding principles of 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 Students, Assessment and Instruction Interconnectedness, Belonging.
- **Continued Research:** The committee is further researching assessment and instruction interconnectedness through a variety of assessment models. This research supports the strategic plan goal to establish an improved system for measuring and reporting individual student learning. Using common formative assessments (data that supports common learning) all staff at Woodland will utilize data to align their teaching practices with the common definition of differentiation that was developed by the committee.

#### Looking ahead:

Now that a definition of differentiation has been developed and training is being designed, staff will begin to implement the instructional practice expectations. The committee will also offer Professional Development opportunities to implement the FRAMECAB principles and focus on selecting assessments based on student feedback.

#### Recent Accomplishments January-June 2020:

- The Student Learning Team crafted an age specific student survey to include student voice in learning. This survey is for all schools to administer in the Fall of 2020. However due to the pandemic, Principals were unable to share the survey.
- The Student Learning Team began creating a training for principals to share during Teacher Institute days in the fall. Due to the pandemic, the training draft is pushed back and the plan is to complete the training to roll out to staff when it is safe for them to return after Covid-19.

Looking Ahead:

The student survey will be shared with staff and introduced in the Fall of 2020 at an Institute Day.

Staff participate in Differentiation Trainings. The two primary focus areas of the training are introducing the FRAMECab principles and sharing the communication plan. The Student Learning Team will utilize results of the student surveys and training to help schools create a student learning team as well as develop and implement differentiation at each school.

## Student Well-Being:

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

**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.**

### Summary of major milestones:

**Equity** - The Equity and Inclusivity Committee was developed in 2018 to guide the development of equitable and inclusive beliefs and actions for our school community. This led to training opportunities for staff on the History and Impact of Implicit Bias and changes in policies under students' rights and responsibilities. **Since January equity leadership training was continued through the Midwest and Plains Equity Assistance Center. A new parent committee, Minority Parent Advisory Committee, was formed and a mentor program was developed between Middle School and Elementary West students who are black and male.**

**Start Times** - Another major initiative under this category was researching the impact of school start times on the well-being of adolescents. The Board of Education directed district administration to develop and implement a new school start times schedule for the 2019-2020 school year. An extensive public information campaign was conducted and a transportation routing plan was developed to support the change. **Due to COVID-19 and the inability to collect data March-June as well as the uncertainty of start times in the fall of 2020, the administration recommends data collection and parent/student survey occur in the Spring/Summer of 2021.**

### Accomplishments July - Dec 2019:

#### **Equity**

- **Midwest and Plains Equity Assistance Center:** Woodland signed a Memo of Understanding and entered into a partnership with the Midwest and Plains Equity Assistance Center (Center). The Center staff identified two specific objectives for Woodland this year. The first objective was to train two administrators through a Leadership Equity Focused Initiatives training. Dr. Thomas, Assistant Superintendent of Teaching and Learning and Mrs. Sanchez Szepesi, Assistant Director of Language Acquisition have attended two of the four days of training clarifying how best to support the district in complex and difficult equity conversations, decisions and leadership. The second objective is to have the district participate in an Equity Context Analysis Process (ECAP). This is a needs assessment that will begin in January and end in May 2020. A video describing the Center can be found at this link: <https://youtu.be/GaRIQ-2YHC8>
- **Equity Oriented Strategic Planning (SEPA):** The Center has also provided Equity Oriented Strategic Planning (SEPA) training for Dr. Casey, Mrs. Drake, Ms. Gutierrez, Dr. Thomas and Dr. VandenBroek. This training brought out three areas the district will pursue to build greater equity within our system.
  - Establish an enrichment support system for higher performing 1st and 2nd grade students who are Black or Latinx to increase the percentage of students qualifying for advanced and challenge services.
  - Woodland will retain 90% of new staff of color.

- Reduce the number of initial eligibility of students who are Latinx for Specific Learning Disabilities and students who are Black for Emotional Disabilities.
- **Diversification of Resources:** Woodland has begun to implement a diverse English Language Arts series for kindergarten through fifth grade students. As presented to the Board in May and June 2019, Pearson’s myView/miVision resource is very diverse and better representative of our community. The stories, authors, themes and characters all reflect the demographic composition of Woodland students. Observations of the curriculum materials in the classroom show that students are very engaged with the text. Woodland Middle School has also had teams review novels and print resources in its library to help teachers diversify the books and perspectives our students experience in middle school. The librarians at all schools have been reviewing books recommended by the Center. This includes books on family diversity, gender expression/identity and immigrant families.

Recent Accomplishments January-June 2020:

- A more thorough Equity update was provided to the Board at the April 23rd Board Meeting. A summary of work since January follows.
  - Dr. Thomas and Mrs. Sanchez Szepesi continued their equity leadership training with their 3rd session with the Midwest and Plains Equity assistance center in February. A fourth and final session was rescheduled for fall after the impact of the CoVid Pandemic. A key aspect of this training is the distinguishing between professional effective equity leadership through educating, evoking, mobilizing compared to surface equity leadership of “checking the box” type of leadership.
  - On January 27th and 28th two Woodland teams received training on the Equity Context Analysis Process (ECAP) by The Midwest and Plains Equity Assistance Center’s Dr. Cynthia Mruczek, and Dr. Seena Skelton, Director of Operations. The first group is the Data Review Team, twenty community members and staff to include MPAC and Equity members. A second team is the Data Collection Team composed of seven Woodland staff and who trained over the full two days. Data collected began which includes: 80-100 classroom observations, 40-50 teacher interviews, an environmental walkthrough of each school, surveys for families/caretakers, teachers and administrators. Data collection stopped in March. After all of the data is collected and submitted to The Center, will aggregate and anonymize the data while categorizing it for a facilitation process. At a later date, The Center will return to Woodland and along with the two data teams facilitate a data analysis process and goal setting.
  - We continue to support a new parent committee called the Minority Parent Advisory Committee (MPAC). MPAC facilitated Waukegan Mayor Sam Cunningham coming to speak with our Elementary students about his background, perseverance and appreciation for educators. They have also connected us with the Black Youth Council from Warren to tutor our 2nd grade East students on Monday Warren early release days.
  - In a similar effort our Woodland Middle School established a mentoring group of students who are male and black with some Elementary West 2nd grade students who are male and black

**Student Well Being**

- **School Start Times:** The new start times schedule was implemented in August at the beginning of the 2019-2020 school year.
- **Continued Outreach:** Information and reminders about the new bell schedule were shared with Woodland families throughout the registration and proof of residency process. Additionally, a story about school start times was included in the Village of Gurnee’s “Keeping Posted” newsletter that went to all households in Gurnee in August 2019.

- **Versatrans My Stop:** The Versatrans My Stop App was provided for parents to help with the implementation of the new start times schedule. The app allows users to track their bus to more accurately plan for arrival at the bus stop.

Looking ahead:

**Equity** - Woodland is awaiting the Midwest and Plains Equity Assistance Center staff review of the Equity Action Plans developed in May 2019. Using the feedback from this review, the committee will finalize a multi-year action plan for all three areas of focus: students, staff and community. There will also be a continued effort for the Center to train Woodland administrative staff on how to lead equity work. Finally, Woodland will be conducting the ECAP needs assessment through May 2020.

Recent Accomplishments January-June 2020:

There are some elements of Equity and Inclusion which we will continue to move forward with though they may appear different than originally envisioned.

- Development of an Equity and Inclusion Team at Woodland Middle School. This faculty based team will begin with virtual meetings and will be the guide for similar teams at each school. The goal of these teams are to integrate the principles and structures developed at the district level but carried on to the school level. These teams will also drive curricular changes to build more culturally relevant instruction.
- Continuation of Equitable hiring practices being led by the Human Resources Department
- SEPA goals will also move forward with finalization and action planning.
- Dr. Casey and Dr. Thomas are meeting with the staff from MPEAC in June to realign the plan due to COVID-19.
- Due to COVID-19, the ECAP assessment will be postponed to the Fall of 2020.

**Start Times** - Over the next few years, the district will use metrics to measure the outcomes of start times changes such as monitoring attendance rates, academic grades, and health office visits at the middle school as well as gain feedback from staff, parents and middle school students.

## Finance and Facilities

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

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

### Summary of major milestones:

Under the Finance and Facilities Strategic Goals, two committees were formed. The Finance Committee has focused their efforts on legislation, advocating for school funding, and reducing unfunded mandates. The other major focus area was the development of a capital improvement spending plan that prioritizes expenditures for health, life safety, technology and maintenance projects to minimize the cost and maximize sustainability. **Since January Woodland began working with the Illinois Network of Charter Schools toward a possible legislative solution to Charter School funding. Facility improvements continue including the demolition and new transportation office and two solar projects at Intermediate and the Elementary schools.**

### Accomplishments July - Dec 2019:

#### **Finance**

- **Legislation:** Senate Bill - 1226 was signed by Governor Pritzker in August 2019. Woodland advocated for this bill which dismantles the Charter Commission and moves the responsibility of hearing appeals on school openings, closings and renewals to the Illinois State Board of Education (ISBE).
- **Prairie Crossing Charter School (PCCS):** Woodland is currently involved in litigation against the Charter Commission regarding the renewal of Prairie Crossing Charter School (PCCS). The State Superintendent tasked PCCS with clarifying/defending their almost non-existent transportation plan as well as their lottery system by Oct. 30, 2019. ISBE awarded the 5-year renewal of Prairie Crossing's Charter and Woodland Administration is in the process of fact finding to learn more information from ISBE as to their renewal determination.
- **Illinois Association of School Boards (IASB):** Woodland introduced three new resolutions to IASB seeking charter school legislative change, all of which gained support and approval from IASBO at the Joint Annual Conference in November. IASBO will introduce and support the resolutions during legislative session with the goal of passing all three.
  - Legislation creating a new funding methodology in line with Evidence Based Funding for State Authorized Charter Schools
  - Legislation that allows host districts to participate in the renewal process
  - Legislation that defines the expectation of charter schools to educate at risk students

#### **Facilities**

- **Building Improvements:** The HVAC work at various buildings, and the air conditioning project at Primary was completed during summer 2019.
- **Transportation Office:** In Sept. 2019, the Board of Education approved a partnership with Wold Architecture and Engineering to develop plans for a new Transportation Office. The

Transportation Department has been housed in a temporary mobile unit since 1996. Due to the facility's state of disrepair, a permanent solution is needed.

- **Energy Efficiency:** The Sustainability Committee conducted an electric device audit at all buildings in Dec. 2019 to identify areas where the District could become more energy efficient. The committee will evaluate the data in Jan. 2020.

#### Looking ahead:

**Finance** - With the renewal of PCCS, Woodland will focus on a legislative solution regarding funding. A meeting with the Illinois Network of Charter Schools (INCS) is scheduled for Jan. 16 where Woodland wants to discuss the possibility of a joint legislative solution. If Woodland and INCS can find common ground, Woodland will use the spring sessions as a starting point for potential change.

**Facilities** - The solar project will advance in 2020 with solar panel installation to begin in June. The new transportation office will also be constructed in the summer of 2020.

#### Recent Accomplishments January-June 2020:

##### **Finance**

- **Legislation:** In January of 2020, Woodland and the Illinois Network of Charter Schools (INCS) began a journey attempting to collectively create a joint legislative solution to Charter School funding. Zach Messersmith of IASB moderated the meetings as each side presented and discussed their thoughts on a potential solution. During this period, Melinda Bush was informed of Woodland and INCS's intent to collaborate and instructed her staffer to place a Charter Funding shell bill with the Education Committee in the hope Woodland and INCS can come to a viable joint solution. Prior to spring session, COVID-19 is slowly making its way to the US derailing any hopes of a legislative solution.
- **Illinois Association of School Boards (IASB):** While a legislative solution is on hold, the Woodland Board of Education reauthorized three charter school resolutions with the goal of gaining support and approval of the IASB prior to the November Joint Annual Conference.

##### **Facilities**

- **District Improvements:** Woodland was approved for the School Maintenance Grant providing an opportunity to expand the fire lanes at Elementary School as well as make some much needed repairs to bus lanes and the parking lot. Completion of the work is expected prior to August of 2020.
- **Transportation Office:** The bids for the Transportation Office project were approved in February by the Board of Education with construction beginning in June. To date, the office behind Elementary West has been demolished and cabling work has begun. The project is expected to come in \$20,000 under budget with completion set for the beginning of August.
- **Solar Project:** After overcoming many challenges, solar projects at Elementary School and Intermediate School will begin in June. The Intermediate School project was modified from a ground mount to a roof installation after the Village Planning and Zoning Commission rejected the original proposal. To accommodate the weight of the panels, a new roof was needed of which half the cost will be the responsibility of the solar vendor.

#### Looking Ahead:

**Finance:** Covid-19 is presenting many challenges not only for the District, but the State as well. The focus turns more towards pandemic related grants (CARES, FEMA, etc.) to help alleviate revenue shortfalls, but Woodland will contact the INCS and the IASB to continue discussions regarding charter school legislative changes.

**Facilities:** Woodland administration will determine whether or not to pursue capital projects in the wake of recent economic challenges.

## Staff Recruitment and Development

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

**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.**

Summary of major milestones:

**Professional Development** - The Professional Development committee was formed to research effective professional development standards and seek input about how to incorporate more professional development time in the annual school calendar. The committee researched best practices in other school districts and surveyed Woodland staff for feedback about professional development needs in our organization.

**Recruitment** - The Staff Recruitment Committee was formed to look at current recruitment efforts and partnerships, as well as the hiring process. The committee looked for consistency across the district and identified areas for improvement. Efforts to standardize the application process and redesign district job postings were initiated to aid in attracting and selecting highly qualified, diverse candidates for Woodland.

Recruiting a diversified workforce and focusing on the retention of staff is an ongoing process, which we will remain committed to focus our resources and efforts. Also, full online interviews systems were set up and enhanced due to Covid-19. Finally, marketing strategies were utilized to expand the audience of open positions.

- Although this Goal was earmarked to be completed in year one of the Strategic Plan, we are constantly reviewing our work and updating this initiative. As of May, 2020 - 110 open positions
  - 101 Positions Filled (92%)
  - 8 Unfilled Positions
    - 1 Went Unfilled
    - 5 were filled with a substitute
    - 2 were filled by contract agencies
  - Of the 101 filled, 38 are diverse candidates (38% diversity rate)
  - Of the 101 filled, 45 speak a language other than English (45%)
  - Of the 45 that speak another language, 17 are Caucasian (38%)

Accomplishments July - Dec 2019:

### **Professional Development**

- **Stakeholder Feedback:** Feedback from staff was gathered using focus groups at all the schools, as well as a focus group with Principals. The major takeaway from this feedback is that staff feels additional time is needed for reflection, planning with teams, collaboration/articulation and follow up on previous professional development sessions. Teachers want meaningful professional development and more dual language specific sessions. Slightly more than half of Woodland staff favor keeping SIP Days to a Friday citing limiting instructional disruptions and issues related to child care. Most staff prefer Early Release over Late Start citing more time is available for early release compared to Late Start; issues with child care and less student impact.

- **Committee Recommendations:** The goal is to add sufficient quality professional development time to our district calendar to make a difference in the classroom to improve learning for students. Referring to feedback from surveys, focus groups and the Strategic Plan Professional Development Committee, the following is being recommended:
  - Keep the Early Release model on SIP Days.
  - Keep SIP Days on Fridays minimizing less disruption to parents, staff and students.
  - For the FY21 calendar, add four (4) SIP days above what we currently have on our FY20 calendar for a total of 10 SIP Days.
- **Board of Education Presentation:** Dr. Victoria Kieffer, and other members of the committee provided an overview of the findings and recommendations to the Board of Education at the December 2019 meeting. The committee is recommending for the FY21 school year 10 School Improvement Days using the Early Release model as we currently have in place. With this additional time, staff will be able to engage in collaborative curriculum and instructional planning to meet the needs of our diverse student population. Staff will also have a chance to engage in professional learning communities (PLCs) and have a deeper understanding of curricular outcomes.
- **Research:** The committee gained a deeper understanding of professional learning standards from Learning Forward, a national professional learning organization, and analyzed research studies on professional development. The Standards for Professional Learning outlines the characteristics of professional learning that leads to effective teaching and student results. Researchers are not able to link a specific amount of time to increased staff or student learning. However, the research points to making sure professional development time is (1) well organized (2) carefully structured and (3) purposely directed.
- **While internal conversations with school leadership continued, the impact of CoVid has placed professional development planning in a pause mode so teams can easily adjust to the instructional and staff needs this fall.**

## Recruitment

- **Website:** The Staff Recruitment Committee worked to make sure that job opportunities were easy to find on the district website. They researched how visible employment opportunities were on other school district websites and worked with the Technology Department to add a “Careers” tab to the main menu structure of the homepage. This change is supported by feedback from applicants and district staff that receive phone calls about how to find information about open positions.
- **Equity Oriented Strategic Planning (SEPA):** Human Resources participated in the Midwest and Plains Equity Assistance Center’s Equity Oriented Strategic Planning (SEPA) training. This training brought out three areas the district will pursue to build greater equity within our system. The one initiative Human Resources will be involved in is:
  - The retention of new staff of color.

As we continue to improve our recruitment efforts to diversify our workforce, we will develop initiatives to retain new employees to the district.
- **Online Virtual Interviews** - The district implemented an online virtual screening interview as the initial stage for screening candidates. We have shifted to full virtual interviews in all phases of the interview process as a result of our current environment.

Looking ahead:

**Professional Development** - The Professional Development Committee is recommending the addition of SIP Days as outlined in the recommendation above, but that is only step one. Based on staff feedback, the committee understands that teachers wish to have relevant and meaningful professional development opportunities. The next step of the committee's work will be to develop a multi-year professional development plan for certified and non-certified staff under goal 7B.

Professional development plans are being loosely developed since they will be driven by the needs of fall Reentry. Considerations for the fall remain open to incorporate all released guidance and effective practice as seen from neighboring districts, national organizations and Woodland Reentry team discussions.

**Staff Recruitment** - The Staff Recruitment Committee will conduct a review of the pre-screeners as part of the hiring process. A pre-screener is another source for screening candidates that will identify indicators that will support a new hire's success. They will also work with the Communications Manager to look for new ways to promote career opportunities in other outlets such as social media and community organizations.

- As a result of the district shifting initiatives, the review of the pre-screeners will take place at a later date.
- The Communications Manager assisted in creating marketing nuggets on social media advertising open positions. We will continue to integrate this initiative in future recruitment.

## Community Relations and District Pride

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

#### Summary of major milestones:

The Community Relations and District Pride Committee was formed in 2018 to research and develop a brand that reflects our core values and district pride. The committee then created a timeline for implementation and an identity guide to support brand consistency. Brand monitoring was continued as more staff and community members began to use the #LifeintheW and expand its reach to places such as Gurnee Mills.

Accomplishments July - Dec. 2019 Community Awareness: The Winter 2019 edition of The Woodland Insider featured a story of the new brand and invited the community to follow #LifeintheW to stay informed about all the important events and achievements of Woodland students and staff. This was mailed to nearly 25,000 households in the Woodland District 50 boundaries in December 2019.

- **Challenges:** The implementation of the new brand has presented some challenges as this is a new concept and it's hard to achieve consistency across five schools. Using the brand consistently and staying true to the new design has been a challenge for staff because in the past, t-shirts and merchandise was created in different colors and themes and not consistent. Based on the research done on branding during the first year of the strategic plan, we learned that consistency is key. The committee created a #LifeintheW style guide to inform staff on how the brand can be used, what color options are available and do's and don'ts to guide their use of the new logo.

#### Accomplishments January-June 2020:

- **Brand Monitoring:** The Community Relations and District Pride committee received feedback that staff weren't completely sure on how to appropriately use the brand when creating products for students and staff. T-shirts, bracelets, hats, and socks were items that our staff wanted to purchase from vendors, but they needed more guidance. Our committee re-launched our "identity guide" which outlines the colors, fonts and images and how they can be used when creating any item that symbolizes Woodland and #LifeintheW. We also had all staff that were creating designs go through the brand approval process that required them to get their design approved before purchasing or creating the item. This step has solidified that our brand isn't being compromised and we will continue this practice so that we can stay consistent.
- **PTA:** A meeting was held with the PTA president to review the guidelines and use of the brand images and #LifeintheW. This meeting was held in February as new spiritwear was being developed for kindergarten registration in March, 2020. Together we reviewed the new designs and the PTA is going to work with two of our committee members to design new spirit wear so that it's consistent with our brand and provides the families and staff more options for spirit wear for the upcoming school year.
- **Community Spotlight:** Kate Luxon, one of our committee members, worked collaboratively with Gurnee Mills to secure a vacant storefront within the mall to display student artwork and we purchased banners with our branding and #LifeintheW that fit the storefront windows. (See picture below). They were willing to have a small reception each month to invite parents of the students that had artwork on display to see the art and take pictures of the display.

Unfortunately, that was set to happen in March and continue through the end of the year, but had to be cancelled due to COVID-19.

Looking ahead:

The Community Relations District Pride Committee will be planning for the upcoming school year and determining what items will be purchased for our staff and student return. Principals will be discussing this and making decisions about any other branding items needed in their schools to continue to promote our image.

Our committee would also like to dedicate an area on the District 50 webpage that houses all of the brand information and explains our journey in developing the brand, what #LifeintheW represents for us and stores any #LifeintheW videos or promotions.

FY21 holds new goals for our committee. Promoting volunteers in our schools as well as showing more presence in community events are two of the new goals. This will be challenging for the upcoming school year as we will have to wait to see what restrictions and limitations there will be based on the COVID-19 Pandemic. If there is limited exposure to large groups, we will have to look at a more creative way to use volunteers and get involved in our community.