

Woodland Community Consolidated
School District 50



2013-2014 Strategic Plan Progress Report

June 24, 2014

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

Please note that updates highlighted in yellow are from January 2014 to June 2014.

Per Board request and as part of the Superintendent evaluation, the following changes are made to the communication and reporting of the strategic plan.

1. Bi-annually reporting of the Strategic Plan progress.
2. Streamlined reporting on goals and initiative progress as compared to prior year. (e.g. removed individual names, summarized meetings).
3. A document that could be shared with the public.
4. Detailed information for the Board to provide accountability on the progress of goals and initiatives.

2013-2014 Strategic Plan Goals and Initiatives

Student Learning:

Woodland will improve the learning, thinking and decision-making abilities of every student in all curricular areas to develop a responsible global citizen.

- Incorporate 21st Century Skills and New Generation Science Standards Framework integrated with the Common Core Curriculum
Completion Date - June 30, 2015
- Conduct feasibility study of possible options for full day kindergarten.
Completion Date – June 30, 2014

Financial Resources:

Woodland will secure and carefully manage the financial resources required to ensure the ongoing quality of our schools.

- Increase funding through grants and corporate and organization donations.
Completion Date – June 30, 2014
- Complete a long-range facility plan, which prioritizes operational and capital needs as well as planned building improvements.
Completion Date – June 30, 2015

Internal Community:

Woodland will support a positive learning environment of all members of our school community in order to enhance the achievement and growth of each student.

- Advance the Positive Behavior Intervention and Supports program in each school to the next level of implementation.
Completion Date – June 30, 2014

External Community:

Woodland will increase the engagement, sense of pride and active participation of community members in order to support the school district.

- Develop improved protocols/channels of communications with populations that include: Spanish-speaking families, businesses, non-Woodland families and senior citizens.

Completion Date – June 30, 2014

- Develop and implement a digital district tool (“dashboard”) to monitor and communicate district goals to the publics.

Completion Date – June 30, 2014

Technology:

Woodland will develop and implement programs and activities to increase technology access for all learners while safely integrating its use into the learning programs.

- Provide training opportunities to enhance skills and development for all staff.

Completion Date – June 30, 2014

Student Learning 2013-2014

Woodland will improve the learning, thinking, and decision-making abilities of every student in all curricular areas to develop a responsible global citizen

Initiative 1: Incorporate 21st Century Skills and New Generation Science Standards Framework integrated with the Common Core Curriculum

Initiative Due Date: June 30, 2015

Action 1: Create Woodland 21st Century Skills Team to oversee integration of 21st Century Skills in the Common Core State Standards

- Based upon the need to establish a task force to address the performance of students from low income families the administration requests to shift the integration of 21st Century Skills into the Common Core and the Next Generation Science Standards Curriculums from a due date of June 2015 to June 2016. Also, staff report feeling overwhelmed by the amount of change and pace of CCSS and curricular implementation.
- The staff continue to rework and develop CCSS units for implementation.
 - The Reading Specialists and classroom teachers attended 9 Common Core State Standards training sessions at the Regional Office of Education during the months of September and October.
 - Math Specialists and classroom teachers from grades K-8 attended 9 Common Core State Standards training events during the months of August and September.
 - Staff training has been held for Kindergarten through 5th grade core teachers on Teacher Institute and School Improvement days.
 - Training for teachers on Guided math for grades 1-2 also took place in September. This is a method to increase the differentiation of math instruction.
 - Reading Specialists at Elementary and Primary have also worked with a regional English Language Arts consultant to discuss and plan for PARCC and CCSS essentials.
- In the Middle School the core teams continue to develop CCSS units following the Understanding by Design model
 - Kim Brandon from Authentic Educational, an official organization from the developers of UbD held staff and administrative training once a month from September to December.
 - The content area grade level teams have met three times a month during their planning time.
 - All teams are finalizing a first UbD unit with many instructional teams moving on to other units.

- The Support for All Planning Team has met five times to plan how to address the low performance of students from low-income homes. As presented to the Board on April 2nd team has spent time educating itself on the best practices for education students from living in poverty.
- The Support for All Planning Team will begin this summer educating the rest of the administrative team at the Leadership Planning Conference. The key focal point from the research is building good relationships with this at-risk community..
- Next Generation Science Standards (NGSS) – work began at the Middle School on aligning the NGSS eight practices and cross-cutting concepts within the current curriculum. Middle School staff attended workshops on March 12th, April 21st, and June 9th to be introduced to the changes that NGSS incorporates. April 25th, a School Improvement Day, was used to begin education on the eight NGSS practices and shifts it will bring to the current curriculum.
- The staff continue to rework and develop CCSS units for implementation.
 - Reading Specialists continue to hold ongoing professional development through committee work at the schools and then ongoing professional development for the staff. The Regional Office offers grade level training on CCSS. A variety of teachers attended this winter or spring met on Jan. 14th, Jan. 15th, Jan. 16th, Jan. 23rd, Jan 24th, Feb. 3rd, Feb. 6th, Feb 11th, May 12th, and May 15th.
 - Teachers and math specialists attended the Regional Office CCSS mathematics grade level meetings held on Jan. 8th, Jan. 9th, Jan. 10th, Jan. 27th, Jan. 30th, Jan. 31st, Feb. 18th, Feb 19th, April 11th, April 16th, April 17th, April 22nd, April 23rd, April 24th, April 29th, April 30th and May 8th.
 - Professional Development on CCSS for mathematics and language arts was held for teachers at the Teacher Institute Day on March 3rd and the School Improvement Day on April 25th.
 - Elementary teachers, middle school teachers and math specialists have begun to look at materials that align to our CCSS aligned curriculum. The math specialists and teachers have attended publisher presentations in April, May and June.
- In the Middle School the core teams continue to develop CCSS units following the Understanding by Design model
 - Kim Brandon worked with teachers on March 3rd to work on self-assessment and group-assessment of the newly written and taught UbD units in a peer review process.
 - The teachers continued to work in their department grade level teams to work on the units three times a month to align the unit, teach the unit and evaluate the unit. Writing on units continues into summer work.

Action 2: Build the Team's 21st Century Skills knowledge

Action 3: Research how other school districts are incorporating 21st Century Skills into the Common Core State Standards

Action 4: Create a 21st Century Skills Framework that identifies 21st Century Skills by grade level and subject areas and how the skills can be integrated into Common Core State Standards

Action 5: Establish a Professional Development Plan to train the staff on the 21st Century Skills

Action 6: Prepare informational and resource materials for staff, students and families as appropriate.

Financial Resources

2013-2014

Woodland will secure and carefully manage the financial resources required to ensure the ongoing quality of our schools

Initiative 1: Complete a long-range facility plan, which prioritizes operational and capital needs as well as planned building improvements
Implementation Due Date: June 30, 2015

Action 1: Assign project to the Director of Operations and Facilities

- Project assigned to Director of Operations and Facilities: August 2013.

Action 2: Determine use of plan – District budget forecasts, Life Health Safety Amendment planning and funding needs, coordination of projects, State Facility Survey data for grant applications, LEED Certification planning

- Primary attained Leadership in Energy and Environment design (LEED) Silver status certification for Existing Buildings: September 2013.
- O & F leadership team and Cannondesign met several times during the summer to schedule and review the Decennial Health, Life and Safety surveys for Middle School and South Campus. The Board approved the “Required” violations and scheduled for the summer of 2014.
- The District submitted and was awarded a \$50,000 ISBE School Maintenance Grant for the Primary and Elementary West main entry doors this summer.
- The Board approved and submitted the ISBE School Energy Efficiency Grant (SEEG) at the November 26, 2013 Board meeting. If approved, the District would realize an approximate \$500,000 project for a District cost of approximately \$250,000. The projects would be to replace parking lot lighting with energy efficient lights, possibly LED.
- The district received a \$70,000 competitive grant from the Department of Commerce and Energy Opportunity. The grant helps supplement the cost of the Energy Management System at Middle School. Also the district received a \$14,000 grant that will be used to install heat deflectors on the classroom unit ventilators that saves energy by taking less time to get the rooms up to proper temperatures as they start up in the morning.

Action 3: Determine length (5 years) and required detail of plan

Action 4: Create a template (document) that can be amended to address a multi-year facilities plan

- We have developed a template that will summarize the total costs by category for a quick view of project costs, and that will mirror some of the other financial long term forecasts that the board has reviewed in the past.

Action 5: Gather known (e.g. Historical Trends) data to project anticipated supply, service and utility expenses

- Historical trend information to project anticipated costs for supplies and services to be included as need be in the projection. It is anticipated that a draft report indicating format and general projects and costs associated with the projects will be presented at the July 29, 2014 Board meeting.

Action 6: Address previously identified facility needs: Review and prioritize major expenses – Life Health Safety repairs required by school code, district roof life span and repair schedule, annual paving repair and seal coat needs, useful life of unit ventilators in student occupied spaces, life expectancy of boiler and water heaters, asbestos inspection and abatement status, etc.

Action 7: Address newly identified facility needs: air conditioning of Elementary East, Elementary West, and Primary schools. Demolition and relocation of Transportation office to centralized location.

- Facilities Committee formed in Fall of 2013.
- Board members Vince Juarez and Chris Schrantz volunteered to serve on Facilities Committee.
- Facilities Committee researched options and costs regarding air conditioning at South Campus. Presentation made to the Board of Education: November 26, 2013.
- Board to engage in further discussion including financial resources and next steps based on initial presentation.
- The District is currently soliciting Requests for Proposals For a Performance Contract Facility Program. A mandatory pre proposal meeting is scheduled for December 12, 2013. Proposals are to be submitted by January 9, 2014 and Board action considered on January 28, 2014.

Action 8: Report to the Board of Education

- The district concluded it's analysis of costs and funding related to a performance contract that would provide air conditioning on the South Campus. Depending on funding availability, this project will remain a priority and be considered for the long-range facility plan.
 - January 28, 2014 – A report was given to the Board on the Performance Service Contract proposals for air conditioning on the South campus from Siemens Corporation and Performance Services. After discussion, the Board requested multiple finance options be presented for consideration at the February 4, 2014 Special Board meeting.
 - February 4, 2014 – The Board was presented options to finance air conditioning for the south campus that were brought to vote and a decision was made to reject all proposals.

Internal Community

2013-2014

Woodland will support a positive learning environment of all members of our school community in order to enhance the achievement and growth of each student

Initiative 2: Advance the Positive Behavior Intervention and Supports program in each school to the next level of implementation

*It is important to note that PBIS will no longer be funded through Illinois State Board of Education. However, PBIS Illinois will be continuing a collaboration with the National PBIS Technical Assistance Center at the University of Oregon, and will transition to an Illinois-Midwest PBIS Network not funded by the Illinois State Board of Education. This Network will provide continuity of online resources for currently implementing LEAs, and additional opportunities for all LEAs to initiate, expand, and/or sustain multi-tiered systems of PBIS.

Initiative Due Date: June 30, 2014

Action 1: Outline three year plan and timelines for each school

- The 3 year PBIS outline is attached. The timeline may need to be revised due to funding changes.
- Quarterly comprehensive written reports are submitted to the Board of Education. Quarterly reports analyze discipline data, trends, disproportionality and outline areas for improvement.
- A similar comprehensive end of the year District PBIS/Discipline report is written and submitted annually to the Board of Education.

Action 2: Establish timeline for each school to attain its next level of recognition from PBIS

- PBIS has changed the state recognition categories as of December 1, 2013 for the 2013-2014 to:
 - **Bronze:** Schools who self-assess and action plan around their implementation of PBIS using the Implementation Inventory during 2013-2014.
 - **Silver:** Schools that reach 80% fidelity on one or more tiers of the Implementation Inventory.
 - **Gold:** Schools that reach 80% fidelity on two or more tiers of the Implementation Inventory, and apply for recognition by submitting the following supporting documentation: 1) Tier 2/Tier 3 Tracking Tool, 2) multi-tiered student behavioral outcome data, and a 3) Multi-Tiered Action Plan or equivalent.
 - **Platinum:** School that reach 80% fidelity on all three tiers of the Implementation Inventory, and apply for recognition by submitting the following supporting documentation: 1) Tier2/Tier 3 Tracking Tool, 2) multi-tiered student behavioral outcome data, 3) evidence of academic outcomes, and a 4) Multi-Tiered Action Plan or equivalent.

- Coaches will discuss new recognition process and determine new goal for FY14.
- Primary, Elementary and Intermediate have applied for Silver status. Middle School has applied for Gold status. At the end of June each school will be notified if they received recognition and if so what level they have received.

Action 3: Develop and implement Tier 2 interventions with fidelity

- Tier 2 consists of several levels of intervention depending on student need. These include: Check In/Check Out (CICO), Social Academic Instruction Groups (SAIG) Check In/Check Out and Social Academic Instruction Groups with Individualized Features, Brief Functional Behavior Analysis or Behavior Intervention Plan.
- All schools have students appropriately placed in CICO and began examining students appropriate for CICO and SAIG support.
- To date there are 263 students participating in this program.
- Check In/ Check Out is a group-oriented intervention with increased positive adult contact, frequent feedback, daily home- school connection and positive reinforcement contingent on meeting behavioral goals.
- At years end 514 students are participating in this program.

Action 4: Provide professional development for schools who are ready to begin Tier 3 implementation

- Implementation will take place in the fall of 2015. The method will depend on funding availability through federal grant applications in progress and the future of the Midwest PBIS Network.

Action 5: Evaluate program advancement and implementation improvements

- Internal Coaches and External Coaches will continue to meet on a monthly basis to assess, adjust and plan program advancement.

Action 6: Systematic implementation of Positive Behavior Intervention systems at all schools and on the busses

- All schools are developing and implementing secondary interventions for students who are behaviorally at risk.
- The school teams have collected and analyzed monthly and quarterly discipline data to share with staff.
- For the first quarter Woodland had a significant decrease in the number of in and out of school suspensions in 2013 compared to 2012. This is the data for September, October, and November.

Type of Suspension	Total Suspensions for 2012	Total Suspensions for 2013
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In School Suspension	106	78
Out of School Suspension	13	11

- During the first quarter approximately 97% of our students were not referred to the office for disciplinary reasons.
- All schools are incorporating student representatives on PBIS teams in order for students to have a voice in PBIS. This includes planning, assisting in creating lessons and assemblies and gathering student opinions on PBIS overall.
- All schools have one to two parents on PBIS committees. All committees in the schools are meeting at least monthly to discuss data and changes needed.
- A PBIS District Leadership Committee meeting was held on September 9, 2013 and May 19, 2014. On December 9, 2013 an electronic update was sent to all committee members. Community stakeholders on the committee include representatives from Woodland including administration, psychologists, Warren Township staff, Gurnee Park District staff and parents.
- Lori Casey served on the Illinois State PBIS Leadership Team for the 2013-2014 School Year as a member of the committee that developed a tool entitled the Culturally Responsive Team Self Assessment Tool. She presented at the State and National PBIS Conference in the fall regarding the tool. Dr. Tim Tyrell, External Coach, presented for a PBIS webinar in May.
- All schools are addressing the disproportionate representation of low socio-economic students and Black Non-Hispanic students through data analysis, increased Tier 2 services and monthly dialogue at the school level with staff.
- All schools held evening events to connect with parents regarding PBIS and transitioning PBIS language and expectations to the home.
- The Challenging All Students to Succeed (CATS) out-reach program has continued to assist students from our low-income families. Three neighborhood meetings have been held to provide information and resources for parents to support their child's education. They were held in Wildwood, Park City and Grandwood Park.
- Current data indicates that all schools have a statistical distribution well within the PBIS norm of expectation. That allows efforts to be focused on meeting the behavioral/emotional needs of students and the maintenance of a positive learning environment for students, rather than the simple reduction of office discipline referrals. This statistical approach to analyzing school discipline takes into consideration the change in student population from year to year as cohorts change annually.

Additional Outcomes:

- The Primary School

December 2013

- Primary has implemented the first step of Secondary Interventions utilizing Check In Check Out (CICO). Primary has 12 students participating in the CICO program with representation from: Early Childhood, WELE, and Kindergarten.
- The beginning of the year is a difficult time for Primary students on the bus. In order to teach them the correct bus behavior, expectations on the bus are taught and retaught using a variety of methods. In 2012, 50% of the first quarter referrals were from the bus and in 2013, 35% of referrals were bus related.
- The percentage of referrals is up from 2012-2013 in classrooms from 29%-45%. The Universal team believes this may be due to an increased number of full day students at Primary. There were 20 referrals this year and 15 were full day students.
- A male and female student from each class will meet with the PBIS coaches and discuss what the students' feel the behavioral needs are in the school, and on the bus. They will also share input on upcoming ROAR assemblies.

June 2014

- At years end 95% of students have never been referred to the office for discipline.
- PBIS Family Night, families had the opportunity to complete various PBIS centers (11 centers to choose from). 315 people and 42 staff members attended the night.
- Data indicated that behavior in the hallways was an issue at the Primary School therefore Hallway Heroes was initiated. This encouraged students to use appropriate behavior in the hallway even when adult supervision was limited.
- A male and female student from each class met with the PBIS coaches and discussed what the students' felt the behavioral needs are in the school, and on the bus. They also shared input on ROAR assemblies.

- Elementary West and East

December 2013

- Overall, approximately 96% of students have never been referred to the office for discipline at Elementary for first quarter.
- Elementary West had a 33.3% decrease of students and Elementary East had a 26.5% decrease of students referred to the office compared to first quarter 2012.
- All families have received the behavior matrix and PBIS welcome letter. All families also received an "At Home Behavior Matrix" to help reinforce positive choices at home.
- At Elementary West during Curriculum Night there was a PBIS table with members of the committee available

to answer questions. Parents received an informational pamphlet and were asked to fill out a short survey of their understanding of PBIS.

- Elementary East held a PBIS training session for first grade Spanish speaking parents at their Home School Connection Night.
- Currently 34 Elementary West students are participating in the Check In Check Out (CICO) Program. 32 of those students are meeting their goal of 80%. Elementary East has 30 students participating.

June 2014

- At years end 85% of students have never been referred to the office for discipline at Elementary.
- Elementary West had a 10% decrease of students and Elementary East had a 16% decrease of students referred to the office compared to 2013.
- A student mentor program was piloted in which Warren High School Students came to Elementary West to work with students in Check In/ Check Out.
- Currently 91 Elementary West students are participating in the Check In Check Out (CICO) Program with an 82% meeting their goal. Elementary East has 73 students participating with a 96% meeting their goal.

- Intermediate School

December 2013

- 96% of the Intermediate students were never seen in the office for a discipline referral. However 43% of the students were referred for positive behavior recognition in the first quarter. This is a 7% increase from last year.
- Intermediate saw a 29% decrease in office referrals compared to first quarter 2012.
- There are 54 Intermediate Students in Check In/ Check Out and 72% are meeting their goal.
- The Challenging All Students to Succeed (CATS) out-reach program is put in place to assist students from our low-income group. Three neighborhood meetings have been held to provide information and resources for parents to support their child's education. They were held in Wildwood, Park City and Grandwood Park. Data is being collected to measure the effects of the program from the families' perspective.

June 2014

- At years end 94% of the Intermediate students were never seen in the office for a discipline referral
- Since the implementation of PBIS in 2009, the Intermediate School has experienced an increase of positive office referrals from 4 in 2008 to 46 in 2011, to 402 in 2012, to 1136 in 2013 to 1800 in 2014. These new figures indicate a ratio of 4:1 positive referrals to negative referrals. That reaches the goal of 4:1 and does not include the daily distribution of R.O.A.R. tickets.

- Boys account for 95% of office referrals. Girls are referred at a rate of 5%.
- Students with IEP's are referred to the office and become repeat offenders 2 times more often than non-IEP students. This is being addressed through Tier Two Supports
- There were 90 Intermediate Students in Check In/ Check Out and 70% are meeting their goal.

- Woodland Middle School

December 2013

- For first quarter 97.7% of students did not receive a disciplinary referral.
- In order to obtain the next level of PBIS recognition the Middle School has been focusing on increasing the number of students receiving Check In/ Check Out (CICO) support with at least 50% of the enrolled students responding favorable to the intervention. In order to be considered as responding, students need to earn an average of 80% of their daily points for six weeks. Currently, there are 128 students enrolled in CICO which is approximately 5.6 % of the population. Of those students 56 students 43.8% are currently responding.
- The ROAR student advisory group comprised of 25 students began meeting in November.
- In comparison to first quarter 2012 classroom referrals decreased 5.7%, hallway referrals decreased 46.5% and bus referrals decreased 45.7%
- Through a recommendation from a parent member of the Universal Team a Parent Resource Fair was added to 6th Grade Curriculum Night. All Exploratory, Physical Education, Learning Resource Center, and Special Service staff had stations in the gym. Parents were also able to meet with community resources such as Warren Youth and Family Service. Computers were available allowing parents to go to the district's website and sign up for Family Access.

June 2014

- At years end 88% of the Middle School students were never seen in the office for a discipline referral.
- Seventy- five fewer students earned a suspension this year. This allowed students to be in the classroom 112 more days this year!
- Woodland Middle School Staff gave out over 50,000 ROAR cards through out the year. This was the highest year ever.
- Tier 2 serviced over 190 students this year. 116 students were seen on average per month. In FY 13 45 students were seen on average per month. 64% of students reached their daily goal more than 50% of the days they were enrolled.

External Community 2013-2014

Woodland will increase the engagement, sense of pride, and active participation of community members in order to support the school district

Initiative 1: Establish a formal community education program based on proposal to be reviewed and approved by the Board of Education

Initiative Due Date: June 30, 2014

Action 1: Discussion and coordination with local agencies: Gurnee Park District, Warren-Newport library.

- Meeting held in October with Executive Director of Gurnee Park District (GPD).
- Discussion ensued regarding GPD's use of Woodland facilities and overlap of agency use in the community including consideration of conducting a community survey to assess community facility usage and use of Woodland schools.
- Initial limiter is the potential loss of revenue for surrounding community agencies.
- The administration recommends that we place this initiative on hold due to feedback received from community agencies including Gurnee Park District and Warren-Newport Library. Should the district pursue a community education program, the program would compete with what is already being offered by these local agencies. An alternative consideration is to explore hosting parent/community education workshops at the schools, such as what is being highlighted as part of the initiative with senior citizens.

Action 2: Conduct an in-district feasibility assessment regarding facility capacities and resources

Action 3: Conduct a survey of staff to determine their interest, availability and skill set

Action 4: Conduct a survey of the community regarding possible areas of interest

Action 5: Submit proposal to Board of Education

Action 6: Outline suggested courses/offerings based on written results

Action 7: Determine facility usage, resources and budget requirements

Action 8: Determine possible class, activity and staff schedules

External Community 2013-2014

Initiative 2: Develop improved protocols/channels of communications with populations that include: Spanish-speaking families, businesses, non-Woodland families and senior citizens

Initiative Due Date: June 30, 2014

Action 1: Engage community in discussion regarding outreach practices with targeted audience

- Committee formed with two meetings held in October and November. Minutes taken to document progress. See enclosure.
- Committee members include representatives from Village of Gurnee, Woodland Middle School, Re/Max, Gurnee Chamber of Commerce, Warren-Newport Library, Lake County Chamber of Commerce, parents, and community.
- Committee has held five meetings since its first in October and will continue to meet this summer and throughout the 2014-2015 school year. Minutes continue to be taken to document progress and are posted on the website.

Additional Outcomes

- Ideas explored by committee include: Development of Middle School cooking for senior citizens, singing Christmas carols to nursing homes, Trick-or-treating at nursing homes, hosting seniors at elementary schools to teach lessons about their lives via an informal Speakers Bureau, hosting a class for seniors re: Facebook.
- The committee has continued discussions regarding hosting a music event at the middle school in the fall for senior citizens as well as a social media course for senior citizens.
- Warren-Newport Library and the Lake County Chamber of Commerce have recently begun attending meetings, which has opened the doors for discussion regarding ways to share resources provided by the library to parents.
- The committee is also exploring partnering with College of Lake County to host ESL courses at Woodland Middle School.
- Woodland Primary School introduced Try New Things Day on May 30 as a way of bringing in community organizations and businesses to the schools and providing them with the opportunity to interact with students and share insight into their business.

Action 2: Meet with Park City officials to determine best practices to communicate with Spanish-speaking families. Based on feedback derived, develop next steps

- Met with Mayor/City Administrator Steve Pannell on June 12 discuss outreach strategies with Spanish-speaking families. Outcomes from the discussion included setting up a Kindergarten registration event at Park City Village Hall for families as well as a separate Proof of Residency station at Park City Village Hall. Both events would be planned for later in the

summer. In addition, Park City would be happy to accept flyers from the district to distribute to its residents to make them aware of upcoming district events such as Proof of Residency.

Additional Outcomes

- WMS has launched a 10-week Latino Family program to enrich literacy routines at home and provide parents with university resources. First evening meeting began the week of December 2.
- Elementary East has integrated support for its Spanish-speaking families as part of its Home and School Connection parent night. Home and School Connection helps parents support their children in school. Though the Home and School Connection sessions are not new, this year, sessions are being held in Spanish. Two sessions have been held with future meetings being planned this fall that will also be offered in Spanish.
- Woodland Primary School hosted a parent involvement event for Spanish-speaking families at Warren-Newport Library last month. The event was facilitated by two English as a Second Language (ESL) staff members and included a tour of the library, information about free resources and support that the library provides. Seventeen families participated. Three families signed up for library cards. The school is exploring for future locations to use as resources for families so they may be informed about available resources to support their children.
- Woodland Primary hosted a Spanish family Dual Language night in December. The evening includes activities for parents to help them assist their child in homework or at home educational activities.
- Woodland Primary launched a 10-week program in January called The Latino Project. The goal is to educate parents on how to integrate more literacy into the home and help them assist their child with schoolwork and support education.

Action 3: Write, edit, design and mail district newsletter to all taxpayers twice a year

- Draft of district newsletter presented to Board of Education Community Connections committee in early May. Based on litigation against Illinois State Charter School Commission, it was determined that the newsletter would need to be redesigned to include pertinent information regarding the litigation to taxpayers. A summer release is expected.
- The Village of Gurnee has invited Woodland District 50, Gurnee District 56, Warren Township High School District 121 and Gurnee Park District to collaborate and produce a joint community newsletter for August distribution to all taxpayers.

Action 4: Engage with Gurnee Chamber of Commerce to determine interest in hosting a meeting in one of the schools

- Met with Gurnee Chamber in October. Interest was expressed re: collaborating with Woodland in the future.
- Suggestion was made to include surrounding Chambers in order to develop relationships with surrounding business communities.
- The district is exploring development of a Business Roundtable with the Lake County Chamber of Commerce and Gurnee Chamber of Commerce for the purpose of developing a conduit between the business and school community. An initial meeting will be held this summer between Woodland and the two Chambers to discuss the purpose and next steps.

Action 5: Develop a partnership that includes an ongoing relationship with the senior community and students

- Elementary West third grade students painted portraits for the residents of Sunrise Assisted Living in December. Portraits were hand-delivered to resident by the students.
- Woodland Primary held Math, Music or Movement activities last spring and invited senior citizens to participate with small groups. The event was so well received that the school will hold another event in the spring.
- The External Community Committee has explored ways to engage with its senior citizens with counsel from the Warren Township Senior Center. Events anticipated for this fall include an event for senior citizens held at the Middle School that would include a music performance followed by dinner as well as an informal technology course that would be held at the Middle School and would feature an overview of Facebook.

Action 6: Host an event at the schools specifically for senior citizens such as a school tour day that includes a tour of the school and a luncheon to follow

- As previously noted, the External Community Committee has engaged in discussions surrounding the introduction of a social media course featuring Facebook hosted at the middle school as well as a music concert held at the middle school that would include a dinner afterwards.

Action 7: Meet with district retirees to seek input regarding ways to connect with senior citizen population

- After consulting with a district retiree regarding Woodland interest in senior outreach, she met with local senior housing officials, all of which have expressed an interest in working with the district.
- External Community Committee has developed ideas for consideration to connect with senior population.
- A breakfast meeting will be held later this summer/early fall to engage Woodland retirees and discuss ways the district can enhance its communication with its senior population.

Action 8: Meet with realtors annually to determine ways to communicate news and information about the district

- A realtor has volunteered his time to serve on the External Community Committee.

Action 9: Develop a Facebook page for the district

Additional Outcomes

- The district's introduction to social media via its Twitter account that was launched in December of 2010 continues to grow in followers each month. Primarily used as a one-way communication channel, followers include area organizations, businesses, media and community. To date, the district's Twitter account has over 700 followers.
- The district will launch its Facebook page this summer. In preparation for the launch, research was conducted of local school districts and the Illinois National Chapter of the School Public Relations Association (INSPRA) to assess

development of guidelines to provide participants with expectations regarding appropriate engagement on the social media site.

External Community

2013-2014

Initiative 3: Develop and implement a digital district tool (“dashboard”) to monitor and communicate district goals to the public
Initiative Due Date: June 30, 2014

Action 1: Develop committee to assess and develop possible dashboard tools for Board consideration

- Committee formed in early fall that includes former Allstate employee specialized in development of dashboards.
- In anticipation of first meeting, extensive research was conducted to review dashboards from surrounding school districts.
- Four meetings held October through December to analyze district dashboards, develop vision and provide samples to the Board of Education for review later this school year.
- Meetings continued throughout the year including individual discussions with each department to develop appropriate dashboard tools for each department.

Action 2: Develop dashboard samples for Board review

- Following early spring meetings with individual departments, a sample was created and will be shared with Board of Education at its June Governing meeting. The dashboard will be used as a tool for the public to monitor district facts and measures and will feature financial health, staff development, building operations, public communications, student performance and discipline, technology resources and the strategic plan.

Action 3: Following Board approval, host dashboard via website before close of FY14 school year

- The dashboard committee submitted an executive summary for the June 24, 2014 Governing Board meeting.
- The dashboard committee will present a prototype of the dashboard to the Board of Education at the June 24, 2014 Governing Board meeting.

Technology 2013-2014

Woodland technology committee has been empowered to develop recommendations and proceed with the development of action plans for this year for technology initiative 1a

Initiative 1a: Provide training opportunities to enhance skills and development for all staff

Initiative Due Date: June 30, 2014

Action 1: Survey staff on topics of interest regarding technology integration into curriculum

- The professional development committee sent out a survey to staff and gained valuable feedback for technology offerings
 - Key was classroom technology use for all technologies currently deployed. Better ways to use, applications by grade either common or special use, office application use and SmartBoard technologies.

Action Plan 2.1: Identify committee members for initiative

- Meeting in November and the first Monday of every month through May.
- Principal input was used to develop a cross section of committee members from all schools.
- Volunteers from our original committee were contacted and invited.
- Technology Committee Members include 4 administrators and 12 staff members.

Action 2.2: Work with Professional Development Committee to define Program

- The committee agreed the focus would be on gathering data for developing a recommendation.
- Agreement was also made to work jointly with the Professional Development Committee for a compensation plan.
- This was the “key” foundation step before we could proceed with developing a district technology-training plan that would be fully supported, funded and sustainable.
- A list of school districts was developed by committee members to gather information regarding training and staff development. The school districts included were Antioch, Grayslake, Gurnee, Schaumburg, Berwyn, Crystal Lake, Highland Park, Lake Forest, Waukegan, Northfield, Zion, Arlington Heights, Mundelein, Vernon Hills, Wilmette, Glen Ellyn, Winthrop Harbor, Stevenson and Des Plaines.
- The committee developed an online survey and asked the target school districts for information on staff training programs in technology.
- The data indicated that most school districts do not have formal published staff development plans and few had technology training plans.

- Berwyn, Naperville, Schaumburg and Northfield were identified as having plans in place and will be contacted for further information.
- A “key” foundation step before to gather data from other schools for comparison and the brainstorming of ideas. This gave information on some learned lessons from other school districts so the plan would be sustainable over time. The committee members developed a list of schools to contact which included Antioch, Grayslake, Gurnee, Schaumburg, Berwyn, Crystal Lake, Highland Park, Lake Forest, Waukegan, Northfield, Zion, Arlington Heights, Mundelein, Vernon Hills, Wilmette, Glen Ellyn, Winthrop Harbor, Stevenson and Des Plaines.
- Develop Sub-committees to define Wildcat U Criteria
 - Sub-committees were created in December 2013 from members of the PD Tech Committee and Technology Committee.
 - Purpose was to evaluate and recommend a process and criteria for the creation of the Wildcat University.
 - Scope was to give all staff an opportunity to learn from Woodland staff using technology as a tool for instruction.
 - The sub-committees developed recommendations for review by district leadership in March.
 - The recommendations were later refined from recommendations from both the district leadership and members of the Union.

Action 3: Develop plan for compensation (i.e. monetary, CPDU, graduate credit, device) for participants and trainers involved in Woodland University and for in-service trainers

- The committee after researching other district plans, speaking to Woodland District leadership and union representation recommended the following:
 - CPDU’s to be earned for class participation.
 - Trainers compensated at the same rate as they currently receive teaching at local universities during the summer.
 - Woodland owned technology available for certain classes to be used throughout the school year with students
- On May 20th, the Professional Development Tech Committee presented to the Woodland Board of Education the final recommendation for Wildcat Academy.
 - Changed the name to Wildcat Academy.
 - There was consensus the administration begin discussions with the Union on compensation.
 - Administration contacted the Union regarding a meeting that will be held on June 19, 2014.
 - The Board of Education will make a final decision regarding items related to negotiations topics (e.g. compensation).

Action 4: Plan topics for Woodland University and in-service training

- The committee recommended training to be hosted semi-annual to start. Wildcat Academy could offer classes in summer 2015 and then expand to once during the school year. A sample schedule for continuing years would possibly expand to quarters based on curriculum and other staff development opportunities.

Action 5: Provide Woodland Academy Training

Action 6: Provide in-service Training

Action 7: Follow up with survey to determine what was useful

Action 8: Provide ongoing support to staff as new technologies are implemented (i.e. tech advisor, tech team leader)

Superintendent Goals 2013-2014

In accordance with the Superintendent Goals/Consideration from 2012-2013 Evaluation the following has been implemented

Added student participation to Governing Board Meetings

August 2013

- Pledge of Allegiance/Flag Ceremony - 7th Grade Girl Scout Cadette Troop #40200

September 2013

- Celebration of Elementary East students MAP achievement

October 2013

- Pledge of Allegiance - EW 1st Grade Dual Language students

November 2013

- Pledge of Allegiance – Girl Scout Cadette Troop 40630

December 2013

- Pledge of Allegiance – Members of the Middle School Student Leaders Club
- Presentation on the work of Middle School Student Leaders

January 2014

- Pledge of Allegiance - Members of the Intermediate School Student Leaders Club.
- Presentation on the work of the Intermediate Student Leaders Club

February 2014

- Pledge of Allegiance – Boy Scout Troop 672

March 2014

- Pledge of Allegiance – Students from the Elementary West School
- Presentation by Elementary West students on ROAR principle, Acceptance

April 2014

- Pledge of Allegiance – Students from the Primary School will lead us in the opening ceremony.
- The Primary School Yoga Project - Students from the Primary School shared information and gave a demonstration on the Primary School Yoga Project

May 2014

- Pledge of Allegiance – Boy Scout Pack 627
- Science Fair - recognized outstanding Middle School students who received best in category at the recent Woodland Middle School Science Fair.

Evaluation of the current advanced programs (gifted) implemented in the district (e.g. underachievers identification training)

Background

Woodland uses a curriculum acceleration model for its advanced programs. Beginning in 3rd grade students with high academic achievement are considered. In Language Arts, Woodland has Advanced Language Arts. These students have content that is accelerated by one to two years. In Mathematics, Woodland offers a Challenge as well as advanced courses. Challenge courses are accelerated one year while advanced math is accelerated two years.

Student need is determined with the use of a matrix. The matrix contains achievement and ability performance scores. The ability scores derive from subtests of the Cognitive Abilities Test (CogAT). The achievement scores come from Measures of Academic Progress (MAP) and classroom performance. Typically students scoring at or above the 95th percentile on the variety of assessments are placed into advanced courses. Students scoring in the 75th to the 92nd percentile (grade dependent) are placed in the challenge math program. In the grades 3rd through 8th grades, Woodland has 345 students in Advanced Language Arts, 449 students in Advanced Math and 709 students in Challenge Math.

- A 2013 specialized pivot table report from NWEA indicates 59.2% of students in the 90th percentile or above taking the reading MAP test met their target growth. 56.4% of students in the 90th percentile taking the math MAP test met their target growth. This indicates students in the top decile are growing at high average growth rates.
- The 2014 specialized pivot table report from NWEA has been ordered from NWEA and is anticipated to arrive by September.
- On May 1st, the Teaching and Learning Department met with Dr. Laura Beltchenko to discuss and review the process Woodland uses to identify students for advanced programs. Dr. Beltchenko, as former Associate Superintendent of Wauconda School District was recognized as the 2005-2006 National Associated for Gifted Children Administrator of the Year. She has also served as a NAGC committee chair. Information regarding Dr. Beltchenko's credits are attached.

Analysis

As a result of this review with Dr. Beltchenko:

- The identification process Woodland uses is consistent with best practices for advanced math and language arts programs. The following elements are part of the Woodland advanced program.
 - Advanced courses are required when student participation in the standard curriculum no longer meets the student's needs.
 - A matrix is used with a variety of academic and cognitive scores.
 - All students, every year, are in the talent pool.

- Achievement and ability are both considered for placement.
- Homework completion will not prevent participation in advanced courses.
- All students are given an ability test (CogAT) in at least one grade.

Considerations

- Dr. Beltchenko does not recommend the district share the matrices with parents and students. We disagree with this recommendation and will share completed matrices when appropriate.
- Consider changing the term from advanced to high ability courses.
- To support students in advanced courses that are not achieving at the A or B level schools should follow an Rtl process to support student performance.
- Clarify the advanced placement process and expectations for parents.
- Increase professional development of staff through the Gifted Education Seminars provided by the Illinois Association of Gifted Children.

Outcomes

- Based upon the consultation and the internal review of advanced and challenge courses, the Teaching and Learning Department recommends the following changes for 2015.
 - Clarify for the community the process of advanced and challenge course placement. This will be posted on the T and L webpage.
 - The T and L administration will complete the Gifted Education Seminars provided by the Illinois Association of Gifted Children and will encourage school administrators to do so as well to increase their knowledge.
 - Upcoming Gifted Education Seminars provided by the Illinois Association of Gifted Children will be publicized throughout the school year so staff can participate. All advanced teachers will be encouraged to participate. Social Workers and Psychologists will specifically be encouraged to participate in the seminars.
 - Staff will review individual matrices of students scoring above the 95th percentile (126) on the CogAT Verbal exam and/or Quantitative for placement into the two-advanced courses.
 - Each school will be required to hold a Problem Solving Team meeting for any students scoring 20 percentile points higher on their CogAT than the average of the two most recent corresponding MAP scores. Verbal CogAT and reading MAP scores will be compared and Quantitative CogAT and mathematics MAP scores will be compared.
 - Continue the review of instructional textbooks and materials as identified by the curriculum text review process