



# **2015-2016 Strategic Plan Progress Report**

---

June 28, 2016

The written report from the Superintendent on the progress of strategic plan goals and initiatives is attached. The district has completed the third year of the four-year plan. The manner in which the goals and initiatives are achieved encompasses the collaborative efforts of members of the school staff, the school administrators, strategic plan committees and district department leaders.

The report will be placed on the web for public viewing following the June 28 Board meeting. The yellow highlighted text indicates progress of the initiatives from January 2016 through June 2016.

## **2015-2016 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.

- Implement fully the 21<sup>st</sup> Century and Next Generation Science Standards into the Pre-Kindergarten through 8<sup>th</sup> Grade Common Core Curriculum  
*Completion Date – June 30, 2016*
- Investigate a formalized structure for academic and enrichment opportunities  
*Completed Date – June 30, 2015 Implementation will continue FY16 and FY17*
- Support For All  
*Completed Date – June 30, 2015 Implementation will continue FY16, FY17 and FY18*

### **Financial Resources:**

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

- Develop and implement ways to reduce the district's reliance on paper and non-renewable energy resources  
*Completion Date-June 30, 2016*

### **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.

- Triangulate school climate data from parents, staff and students using state and local assessment data to enhance the culture of our schools  
*Completion Date – June 30, 2016*
- Develop activities and procedures for students and families as they transition into the district and between schools  
*Completion Date – June 30, 2016*

### **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.

- Research options for providing students mobile access to technology for the purpose of further engaging in their instructional experience  
*Completion Date – June 30, 2016*
- Implement technology loaner program for all students  
*Completed Date – June 30, 2015 Implementation will continue FY16, FY17 and FY18*

## TABLE OF CONTENTS

2015-2016 Strategic Plan Goals and Initiatives _____	2
Student Learning – Next Generation Science Standards _____	4
Student Learning – Afterschool Academic Programming _____	6
Student Learning – “Support For All” Taskforce _____	11
Financial Resources – District Sustainability _____	14
Internal Community – Culture and Climate _____	16
Internal Community – Transitions _____	19
Technology – Mobile Technology Access _____	26
Technology – Loaner Program _____	29
District Goals for the 2015-2016 and 2016-2017 School Years _____	32

# Student Learning 2015-2016

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

**Initiative:** Implement fully the 21<sup>st</sup> Century and Next Generation Science Standards (NGSS) into the Pre-Kindergarten through 8<sup>th</sup> Grade Common Core Curriculum

**Chair:** Deb Pelletiere, Assistant Director of Teaching & Learning

---

The NGSS is nearing its final full implementation with all grade levels partially implementing developed units. As of **June 2016**, the status of NGSS full implementation is:

- Kindergarten – Full implementation now. All units have been written and are being implemented. Dual Kindergarten has different content integration and will begin full implementation in fall in 2017.
- 1<sup>st</sup> through 5<sup>th</sup> grades – Full implementation will begin in fall of 2017. Some science units are being piloted while some science units are being completed.
  - Parents receive communication about the science pilot from the classroom teacher.
  - The number of teachers piloting the science units include:
    - Grade 1 - 4
    - Grade 2 = 2 **3**
    - Grade 3 - 4
    - Grade 4 – 3 **2**
    - Grade 5 - 3
- 6<sup>th</sup> through 8<sup>th</sup> grades – Full implementation will begin in the fall of 2016. Some units are being piloted. The teams are finalizing units this year.
- A regional science consultant with an extensive background in science education, Dr. Reichel, has been working with our teams to ensure the rigor of the NGSS is infused as well as scientific writing and research are all properly integrated into Woodland units. **Dr. Reichel continues consulting with us when we have questions regarding units and assessments as identified below.**

Kindergarten:

- June 23, 24 and August 6, 2015 – Dr. Reichel, worked with the teams on unit development and began researching Science, Technology, Engineering and Math (STEM) materials.
- October – November 2015 – Grade levels worked to finalize units locating materials to support the instruction.
- **May 2016 the Kindergarten teachers reviewed National Geographic science materials at an after-school meeting to see if these materials would support the NGSS units they developed. The materials align to NGSS and incorporate STEM and science journals. Piloting teachers will use the National Geographic science materials the Fall of 2016. Training for the pilot staff was held June 3, 2016.**
- **June 2016 - Professional development was held. Dual Language staff reviewed the National Geographic materials to assess unit alignment. Staff will pilot the National Geographic materials in the fall of 2016.**

#### 1<sup>st</sup> through 5<sup>th</sup> Grade:

- June 23, 24 and August 6, 2015 – Dr. Reichel, worked on unit development and began researching Science, Technology, Engineering and Math (STEM) materials.
- October 6, 2015 – twenty-five fifth grade teachers received half-day training on NGSS journals
- October – November 2015 – Grade levels worked to finalize units locating materials to support the instruction.
- 1<sup>st</sup> through 5<sup>th</sup> grade teachers are currently piloting these initial units in the months of December and January
  - Grade 1 – Skywatchers
  - Grade 2 – Earth’s Systems
  - Grade 3 – Motion and Matter
  - Grade 4 – Energy
  - Grade 5 – Mixtures and Solutions
- January Institute Day – Grades 4-5 were trained using Full Option Science System (FOSS) unit materials to use with their written units. The FOSS science materials are aligned to NGSS standards and incorporate science journals and STEM. The staff using the units also reviewed the alignment to the NGSS evidence statements.
- February and April 2016 - Grades K-5 worked on assessments and journals with Dr. Reichel within the units to ensure alignment to the standards and NGSS process.
- March and May 2016 – Grades K-6 had after school curriculum work sessions to meet about alignment and assessments within the units using the NGSS evidence statements as a guide. Teachers continued the curriculum unit planning of assessments, evaluating materials aligned to NGSS standards and evaluation. The teachers have finished two units and will be piloting in Fall 2016.
- June 2016 – Grades K-2 trained on National Geographic NGSS materials to be piloted in the fall. The materials incorporate STEM, align to NGSS standards and incorporate science journals.
- Current projection is for a presentation and request for Board approval later this fall.

#### 6<sup>th</sup> through 8<sup>th</sup> Grade

- June 24 and August 6 – Middle school teams worked with Dr. Reichel to facilitate quality unit development. Minor changes were made to the Middle School NGSS Scope and Sequence which is attached on page 20.
- The instructional resources previously used were adjusted to be in line with the new NGSS standards.
- Science teams meet monthly to continue their unit development. All units will be completed by the fall of 2016
- February and April 2016 - Grades 6-8 worked on assessments and journals with Dr. Reichel within the units to ensure alignment to the standards and NGSS process.
- March and May 2016 – Grades 6-8 have continued their planning meetings during their Wednesday PLC plan time to discuss alignment and assessments within the unit.
- Materials are being gathered and will be reviewed next year with a plan to adopt materials coming to the Board in March/April.

# Student Learning 2015-2016

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

**Initiative:** Investigate a formalized structure for academic and enrichment opportunities

**Chairs:** Stacey Anderson , Primary Principal; David Brown, Elem West Principal; Lisa West, Elem East Principal, Mike Witkowski, Intermediate Principal, and Scott Snyder, Middle School Principal

---

To further enhance the afterschool programming the committee last year made recommendations as follows:

- Increase number of students that can participate in academic supports and develop additional enrichment programming.
- Provide transportation three days a week from September through November and March through May.
- Primary School - Continue Early Start summer program.
- For each of the three remaining schools the addition of transportation could increase the number of students that could participate in programming and thus result in the need for more staffing and more options that could be provided .
- Elementary Schools - Increase programming and provide 6 months of transportation for 3 days a week .
- Intermediate School - Increase programming and provide 6 months of transportation for 3 days a week.
- Middle School - Increase programming and provide 6 months of transportation for 3 days a week .

Primary:

- Early Start Program
  - Program length 3 weeks.
  - Program ran Monday –Thursday for 3 hours each day.
  - Students were selected based on their spring assessment.
  - 116 student attended the program.
    - 41 incoming kindergarten students.
    - 50 students transitioning into first grade.
    - 25 Spanish-speaking students (classes taught in Spanish).
  - Curriculum targeted the specific needs of students in literacy, writing and math.
- Latino Literacy program continued
  - Program length is 10 weeks.
  - 20 students and parents attend.
  - Year 3 of the program.
  - Parents learn how to read with their children, pose questions, and teaches parents the skills needed to share literature to be involved in the education of their child.

#### Elementary East:

- Challenging All To Succeed (CATS) Program length: October 26th - December 10th
  - Program runs Tuesday through Thursday each week (50 minute sessions).
  - Increase of 15 students participating this year.
  - 65 second and third graders attend (Teacher recommended).
  - Provide reading and math support and homework assistance.
  - 13 teachers; 1 coordinator.
  - Benchmark Assessment System (BAS) used to measure reading progress and Mathematical Computation (M-COMP) used to measure math. Elementary will share data next semester with the Board of Education.
  - Transportation provided three days a week.
- Plan is for the Latino Literacy program to begin in January.
  - Program length is 10 weeks.
  - 20 parents and children attend.
  - Year 1 of the program.
  - Parents learn how to read with their children, pose questions, and teaches parents the skills needed to share literature to be involved in the education of their child.

#### Elementary West:

- This fall the staff continued to study the importance of poverty in schools by participating in a book study. They discussed the importance of extended day opportunities through academic support and homework help. A planning meeting for extended school programming is set for Jan 6, 2016.
- Plan is for the Latino Literacy program to begin January 2016.
  - Program length is 10 weeks.
  - 20 parents and children attend.
  - Year 1 of the program.
  - Parents learn how to read with their children, pose questions, and teaches parents the skills needed to share literature to be involved in the education of their child.

#### Intermediate:

- Challenging All To Succeed (CATS) Program length: December 1- April 28
  - Program runs Tuesday –Thursday with 4<sup>th</sup> and 5<sup>th</sup> grade students rotating every other week.
  - Participation from 3:00-4:15 in 20 minute segments.
  - Qualification for CATS program by being in a math or reading intervention.
  - Parents were sent an invitation for child to participate in the program.
  - 37 Fifth Grade and 47 Fourth Grade Students accepted the invitation.
  - One teacher added for smaller groups and more intense intervention.
  - Five teachers total.
  - Three segments focus on a different area of homework, math and reading skills.
  - Transportation provided.
  - Culminating activity with all parents and students is planned for April.

Middle School:

- Latino Literacy Program:
  - Program length was 6 weeks.
  - 16 parents and students attended.
  - Year 3 of the program.
  - Brought in community resources such as Warren Township High School and College of Lake County to assist students and families in college readiness.
- Challenging All To Succeed (CATS) Program length: December 18 – end of April
- CATS families portion:
  - 18 families participated.
  - Dinner catered by Arbor Management.
  - Reviewed the importance of MAP and assisted families in reviewing student achievement data.
- After school enrichment portion:
  - Program runs Tuesday-Thursday.
  - 32 sixth graders and nine seventh graders asked to participate.
  - Snacks are included.
  - Homework and organizational assistance given.
  - Minimum of 30 minutes spent on building math and reading skills.
  - Transportation provided for students.

May 24, 2016 - In addition to this item being a strategic plan goal, expanding afterschool programming from Level II in FY16 to Level III in FY17 was also a goal in the superintendent evaluation received on February 10, 2016. In the strategic plan report from May 2015, Level III metric was to a) increase number of students participating or b) increase program frequency and c) provide transportation Monday through Thursday. The table below indicates the afterschool academic programming for the current school year.

**FY16 Afterschool Academic Programming**

	<b>Primary</b>	<b>Elementary East</b>	<b>Elementary West</b>	<b>Intermediate</b>	<b>Middle School</b>	<b>Middle School Homework Club</b>
<b>Number of Students</b>	110 students Incoming K-40 Dual Language transitioning into 1 <sup>st</sup> -23 1 <sup>st</sup> Grade-47	70 students 2 <sup>nd</sup> Grade-35 3 <sup>rd</sup> Grade-35 (5 math only)	50 students 2 <sup>nd</sup> Grade-25 3 <sup>rd</sup> Grade-25	87 students 4 <sup>th</sup> Grade-44 5 <sup>th</sup> Grade-43	42 students 6 <sup>th</sup> Grade-30 7 <sup>th</sup> Grade-12	1408 students (Average of 15/day)
<b>Academic Areas</b>	Incoming K-basic skills 1 <sup>st</sup> Grade-pre literacy, phonemic awareness, basic math	Reading Math	Reading Math	Homework Assistance Language Arts Math Technology	Reading Math	All Areas



<b>Frequency</b>	3 weeks Monday through Thursday for 3 hours	6 weeks Tuesday through Thursday for 1 hour	5 weeks Monday through Thursday for 1 hour	18 weeks Tuesday through Thursday for 1 hour and 15 minutes	12 weeks Tuesday through Thursday for 1 hour	4 days/week 135 session for 60 minutes
<b>Number of Staff</b>	14	13	14	5	4	16 (2 per day)

The FY17 budget has planned allocations of \$10,000 for each grade level not including transportation costs. The transportation costs for FY17 is \$15,890. The Elementary East, Elementary West, Intermediate and Middle Schools have either increased the number of students served in the programs and/or the frequency of the programs. Below are the planned afterschool programs for each school for FY17.

**FY17 Afterschool Academic Programming**

	<b>Primary</b>	<b>Elementary East</b>	<b>Elementary West</b>	<b>Intermediate</b>	<b>Middle School</b>	<b>Middle School Homework Club</b>
<b>Number of Students</b>	110 students Incoming K-40 Dual Language transitioning into 1 <sup>st</sup> -23 1 <sup>st</sup> Grade-47	140 students 70 in Spring 70 in Fall	140 students 70 in Spring 70 in Fall	100 students 4 <sup>th</sup> Grade – 50 5 <sup>th</sup> Grade - 50	75 students	2025 students
<b>Academic Areas</b>	Incoming K-basic skills 1 <sup>st</sup> Grade-pre literacy, phonemic awareness, basic math	Reading Math Add Technology	Reading Math	Homework assistance Language Arts Math	Reading Math Study Skills	All Areas
<b>Frequency</b>	3 weeks Monday through Thursday for 3 hours	6 weeks Tuesday through Thursday for 1 hour Possibly adding Monday	5 weeks Monday through Thursday for 1 hour	18 weeks Tuesday through Thursday for 1 hour and 15 minutes	28 weeks Tuesday through Thursday for 2 hours	4 days/week 135 sessions for 60 minutes
<b>Number of Staff</b>	14	Dependent upon the number of students enrolled	14	5	6	16

### Primary School

The Early Start Program at the Primary School will remain the same for FY17. The program is intended for the lowest performing students and is by invitation. Basic skills focused on for incoming kindergarteners are letter identification, letter sounds, name writing and pre-literacy skills. There will also be time dedicated to math and acclimation to the school environment. Students transitioning to 1<sup>st</sup> grade will focus on reviewing skills lost over the summer and strengthening basic pre-literacy skills, phonemic awareness and review of basic math. Due to the start of school for FY17, the program will be reduced by one day. The programs runs August 1 to August 17.

### Elementary East

Elementary East will increase student participation by 70 students doubling those serviced in FY16. There will be 70 students enrolled in the fall and 70 in the spring. The program will stay at three days a week with the possibility of adding Monday dependent upon the need and frequency of 3<sup>rd</sup> grade intramurals. Technology will be added to the current reading and math academic areas for instruction with an increase to 20 staff members. Math intervention kits are planned to be added as well as tech components.

### Elementary West

Plans for Elementary West will be finalized this summer after the new principal begins. The internal plan is to increase the number of students and have the same offerings as Elementary East.

### Intermediate School

The Intermediate School will increase the number of students by 21 for a total of 100 students, 50 4<sup>th</sup> graders and 50 5<sup>th</sup> graders. The plan is for the frequency and staff supervision to remain the same for FY17. The focus will continue to be on homework assistance, language arts, and math.

### Middle School

Woodland Middle School will increase the number of students from 52 to 75. In addition to math and reading skills, the Middle School will add study skills to their afterschool programming. The number of days will remain the same they but will increase the total frequency and length of the sessions from 60 sessions for 90 minutes to 85 sessions for 120 minutes adding a total of 4,800 minutes.

In addition to expanding the CATS program, Middle school will also increase Homework Club from 1408 students to an estimated 2025 students. Though the length of the sessions will remain at 60 minutes, the total number of session will increase from 114 to 135. If Middle School decided to bus the students for Homework Club four days a week, the cost would be approximately \$17,927.

Throughout the school year the principals will report on the progress and measurable program outcomes in their monthly Board of Education reports.

# Student Learning 2015-2016

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

**Initiative:** Develop and implement “Support For All” taskforce to support low income underperforming students

**Chair:** Steve Thomas, Assistant Supt. of Teaching & Learning

---

Members:

Jennifer Bova, Public Information Specialist; David Brown, Principal Woodland Elementary West; Elizabeth Burgess, Assistant Principal Woodland Primary School, Tiffany Drake, Assistant Principal Woodland Middle School; Sean Murphy, Assistant Principal Woodland Middle School, Elizabeth Szepesi, Dual Language and Bilingual Education Coordinator; Steve Thomas, Assistant Superintendent of Teaching and Learning and Tim Tyrell, Assistant Principal Woodland Intermediate School

Meeting Dates: September 11, September 23, October 14, October 28 and November 11, January 21<sup>st</sup> and February 23

Progress:

The task force has been analyzing the different needs of our students. After a review of numerous options the team has determined the following:

- The District’s administration initial efforts are to research and deeply understand poverty and its impacts on student achievement and learning. After increasing the administration expertise then the district can begin to transition to other student demographics.
- On January 21<sup>st</sup> the administrative team conducted the initial discussion of a book study with the resource *A Framework for Understanding Poverty; A Cognitive Approach 5th Edition* by Ruby K. Payne.
  - Administrative discussion teams were arranged with a cross section of positions
  - The cross section teams then discussed the content and implications of text they reviewed.
  - Notes from the chapters were summarized and are available to the administrative team.
- The Support for All task force reviewed three different poverty groups/presenters: Dr. Lourdes Ferrer, Eric Jensen and Aha! (Ruby Payne). After reviewing the three groups we have decided to proceed with Aha, an organization that works with schools educating on poverty.
- Reviewed three different poverty groups/presenters: Dr. Lourdes Ferrer, Eric Jensen and Aha! (Ruby Payne). After reviewing the three groups we have decided to proceed with Aha, an organization that works with schools educating on poverty.
- Administrative team will conduct a book study with the resource *A Framework for Understanding Poverty; A Cognitive Approach 5th Edition* by Ruby K. Payne.
- After administrative book study, review of the district and school systems, adjustments will be made to ensure support for low income families.
- The district will develop a 3 year staff training and implementation plan.
  - October 7, 2016 will be the training for the Elementary and Primary Schools (Kindergarten through 3rd grade). For fall of 2016 all district two day trainings for certified and support staff will be on the effects of poverty in the schools by the Aha group. 2016 will be the training for the Elementary and Primary Schools (Kindergarten through 3rd grade).

- January 13, 2017 we will hold the training for the Intermediate and Middle Schools (4th through 8th grade).
- Work with Aha consulting group to develop a needs assessment to determine what the district's needs are and how the district can be more supportive to our families.
- Work with Aha consulting group to develop a long term plan to create a comprehensive training program to build capacity with staff.

#### Annual District Food Drive:

- This year the food drive assisted over 100 district families in need.
- This is the 15<sup>th</sup> year the district has held a food drive.
- 104 gift cards were purchased from Target.
- Gently used coats, hats, mittens, scarves and snow pants were donated in conjunction with the PTA.
- Children were able to choose books to take home while parents pick up their donated goods and gift cards.
- Each family received two boxes of dry goods to take home.
- Einstein Bagels donated 8 dozen bagels for families to eat upon their arrival.

#### Shop with a Cop:

- 20 students from our homeless families shopped with a cop from Gurnee Police Department.
- Each child was able to spend \$100 on gifts, clothes, or any items needed.
- The students were served breakfast before shopping.

#### Shop with an Educator:

- Year 4 for the event.
- 90 students of Woodland Elementary East and West shop with educator to purchase food for district families in need.
- Over 200 bags of food were purchased and donated for the food drive

#### Smiles Program

- February 2016 Educational Services Board report- Smiles Illinois is an on site dental program offered for Kindergarten and second grade students. The program facilitated insurance and provided grant opportunities for children with financial need.
- In order to be in compliance with the State of Illinois regulations, students in kindergarten, second grade and sixth grade need to show proof of a complete dental examination. This is often difficult for many students from low income families. Students are not excluded from school if they don't comply however, we must report our compliance to the State of Illinois every year. Proper dental care keeps students healthy and able stay in school learning. Tooth issues are one of the most common reasons for absences in the U.S.
- 2015-16 student participation data
  - o Kindergarten students - 90 students participated
    - FY15- 67 students in compliance
    - FY16 - 482 students in compliance
  - o 2nd Grade students - 35 students participated
    - FY15 - 183 students in compliance
    - FY16 - 382 students in compliance
  - o Middle School - Program was not incorporated, however, phone calls were made to assist parents for students to receive exams
    - FY15 - 124 students in compliance
    - FY16 - 476 students in compliance

### Breakfast Program

- Began implementation in September of 2016
- On average, 713 students were provided breakfast daily
- Over 119,000 meals served this year
- Excess packaged, unopened food was donated to COOL, (Christian Outreach of Lutherans) Food Pantry in Waukegan. Food donated included items such as milk, juice, fruit, string cheese, yogurt, doughnuts, muffins, graham crackers and cereal bars.
- February 17, 2016 - The Illinois Hunger Coalition, US Department of Agriculture and representatives from Arbor foods observed the breakfast program at the Intermediate School. Mayor Kovarik joined the event which was covered by Lake County Journals.
- May 2016 - An article written by Jennifer Bova was published in the May/June edition IASB The Journal recognizing Woodland's Breakfast Program.

# Financial Resources

## 2015-2016

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

**Initiative:** Develop and implement ways to reduce the district's reliance on paper and non-renewable energy resources

**Chairs:** Bob Leonard, Associate Superintendent and Don Selzer, Director of Operations and Facilities

---

Since 2010, under the leadership of Don Selzer, all of the Operations and Facilities team continue to improve district sustainability efforts. FY16 efforts include:

- Reduced the waste tonnage at Intermediate School by emptying beverage containers into waste receptacles – reducing weight going into the compactor.
- Reduced paper usage by programming copiers to default to double sided printing/copying.
- Track natural gas and electrical usage for all District-wide users.
- Track paper usage from the copy center and schools.
- Replacing plumbing fixtures as needed so that toilets will use only 1.28-1.6 gallons of water per flush (gpf) and urinals will use 1.0 gpf, with water saving valves and porcelain.
- Augment grounds equipment with non-fossil fuel equipment for grounds at the Primary and Intermediate Schools (rechargeable battery-lawn mower, weed wacker and leaf blower).
- Recycle paper/plastic/aluminum cans throughout the District. Meeting with Waste Management Tuesday, 12.8.15 to discuss additional recycle initiatives.
- Reduce ice melt (road salt and sidewalk deicer) usage at all schools/buildings from entering storm water systems by adjusting the usage rate on the vehicle salters and walk behind salters.
- Don Selzer attended a Sustainability Facility Professional (SFP) course, sponsored by Northern Illinois University and the International Facility Managers Association (IFMA) and has become certified as a Sustainability Facility Professional.
- The Director of Operations met with the Elementary Principals to review their school building sustainability goals.
- Elementary East and West school bathroom faucets were replaced with water saving faucets as part of the buildings sustainability goals.

- District custodians visited waste management's recycling facility to understand the value of recycling, why sorting correctly at the district will add value to the process.
- New electrical meters have been installed district wide to track and monitor 85% of all energy consumed. This will help our operations and maintenance team fine tune our energy management system.
- Successful completion of multimillion dollar air conditioning project at the Elementary schools. On February 12, 2015, the Board of Education selected Siemens Corporation as the company it wished to negotiate a performance contract with for air conditioning and ventilation unit replacement at the district's 1st through 3rd grade schools. The administration was able to negotiate a decrease in cost of \$194,842 along with the additional replacement of the Elementary Cafeteria rooftop AC system (Valued at \$60,000). With a new price of \$3,635,091, the project started as soon as school was dismissed. The project was completed on time and on budget.

# Internal Community 2015-2016

*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:** Triangulate school climate data from parents, staff and students using state and local assessment data to enhance the culture of our schools

**Chairs:** Nickie Bellini, Elementary East Assistant Principal and Trina Metz, Primary School Assistant Principal

---

The climate committee is comprised of five former students, two parents, five staff members and two administrators

Members: Aprille Coursin-PTA; Janelle Dent-PTA; Julia Mazur-MS Teacher; Marsha Swartz-Primary Teacher; Jessica Pinder-Parent; Mayank Mathur-WTHS Student; Daniel Rychel-WTHS Student; Vanessa Makris-WTHS Student; Megan Estrem-Grayslake High School Student; Ana Karris- Grayslake High School Student; Karen Ryan-Paraprofessional; Jane Maj- Paraprofessional; Susan Adams- Paraprofessional; Nicole Bellini-Assistant Principal/Co-Chair; Trina Metz- Assistant Principal/Co-Chair

- Meeting Dates: October 14, November 11, December 2, January 13, February 10, March 15, April 12, May 18

Outcomes from discussions held during the meetings included:

- An overview of strategic plan objectives and goals of the district by modeling how stakeholders may find this information on the district website. Discussed where the committee fits within this plan.
- Review of sources and ways school climate data is already collected from students, parents, and staff while generating potentially new data sources.
- Reviewed 2015 5Essentials survey questions. Focus groups were divided into parents, students and staff to look at particular questions related to their focus group. Each group analyzed the questions and shared feedback.
- Questions from the 2011 District Climate Survey were shared to compare different formats of surveys.
- Committee members inquired about the Requirements for completing the 5Essentials Survey. Information was brought back to the committee to answer this inquiry.
- Understanding of WHY the information was being sought and WHAT is being done with data collected.
- After reviewing current survey questions, the committee also discussed which factors are important to include in a survey.
- Common themes resulting from discussions:
  - o Staff survey should include all staff and focus on curriculum, class size/dynamics, team meetings, support from administration and peers, job satisfaction, building climate.
  - o Parent survey should include some of the same topics as staff but also include relationships with staff and availability of information about schools.
  - o Student survey may include some topics from the staff and parent survey, however, we should have separate surveys for Kindergarten through second grade and another one for third through eighth grade. The (K-2) survey should ask students



complete the survey with parents whereas the students could complete the 3rd -8th grade survey. Survey topics would include curriculum, safety, facilities, sports and activities, relationships with staff, class size/dynamics, and happiness at school.

- Began research of other surveys available, information from the National School Climate Center is being investigated and was shared with the committee. This organization has surveys for Elementary students, Middle School students, Parents, and School Personnel. Support resources are also available to assist in developing goals and improving areas of weakness.
- Shared Let's Talk Program, has been implemented in surrounding districts such as Gurnee 56, Round Lake District 16 and Hawthorn District 73. This format allows stakeholders to send questions or comments to the district electronically. The purpose of the program is to foster dialogue between the district leaders and all stakeholders of the district. Feedback from committee was to offer something like this for all schools.

Presentations and research were conducted on three survey companies, National School Climate Center, Humanex and Let's Talk! The committee gathered information from surrounding districts as to their feedback on the programs they use.

- Comprehensive School Climate Inventory (CSCI)-CSCI is approved by the State of Illinois to replace 5Essentials. It is available in both English and Spanish for all staff including administration, parents and students in grades 3-12 in either paper or online. CSCI measure areas in Safety, Interpersonal Relationships, Institutional Environment and Social Media which are not measured with 5Essentials. The language used is friendlier and easier to understand with open-ended questions available. Data is available from the close of the survey in two weeks. The cost based on total enrollment of 6,200 students to implement Comprehensive School Climate Inventory is \$7550 which includes survey links, English and Spanish versions, online support, support materials, data analysis for each school and support materials. The district report is an additional cost of \$750. However, there is a 5% discount applied to returning clients.
- Humanex - Representatives from Humanex presented their product to the committee at its March Internal Community committee meeting. Humanex survey is geared more towards HR needs and at the current time the committee does not recommend implementing Humanex to meet the needs of this strategic direction component.
- Let's Talk! - K-12 Insight presented their product to the Internal Community Committee at its March meeting also. Let's Talk is a cloud based two way communication system that allows opportunities for school and district administrators to engage and build stronger relationships with parents, staff, students and community members on topics that are important to the user. It is available in 40 different languages and anyone is able to use this tool via the district website and social media. The program is individualized to meet the district's needs. The cost of for an annual subscription is \$1500 plus \$2.50 per student annual fee which based on enrollment of 6000 students would be an approximate total of \$16,500.

A representative from Let's Talk! was available to answer questions the administrative team had where benefits and concerns were determined. Administration will investigate questions that arose that include redundancy in systems, records and storage, FOIA and budget priorities.

### Next Steps

During the FY17 school year, further investigate the Comprehensive School Climate Inventory (CSCI) from the National School Climate Center for implementation with fidelity. While this survey is approved to replace 5Essentials and surveys parents, students (grades 3-8), and all staff (certified, support, paraprofessionals, administrators), the committee would like to present the new survey format to the Union and PTA for additional feedback.

- Administration is exploring a pilot option as well as researching other schools that utilize the CSCI for additional input and experiences.
- The committee will develop a '5 Things' brochure to inform stakeholders important information related to the 5Essentials survey in hopes to promote participation in the survey.
- Develop better communication protocols between district and stakeholders regarding why climate data is collected and what will be done with the results.
- Partner with school Positive Behavior Intervention and Supports (PBIS) committees and the Woodland Parent Teacher Association (PTA) to lead focus groups/forums in the community on topics relating to school climate and culture. These groups/forums will provide an outlet for parents and students to share input and concerns. Currently, stakeholders are provided with the 5Essentials survey as their primary outlet for feedback.
- Analyze climate data for areas of growth and share with the public (parents, staff, PTA through principal coffees) to reflect upon and assess growth in school goals.

During the FY17 school year, develop plan of Let's Talk! Implementation during FY18. The FY17 school year would be designated to share Let's Talk! with the Union and PTA for feedback.

- Investigate how Let's Talk! addresses situations with FERPA/FOIA requests and record retention laws.
- Present Let's Talk! to the Union and PTA for benefits and concerns
- Begin preparations for implementing phase one of Let's Talk! with integrity and fidelity by working with district technology team and identify team responsible for set up of program.

# Internal Community 2015-2016

*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:** Develop activities and procedures for students and families as they transition into the district and between schools

**Chairs:** Vicki Marble, Middle School Assistant Principal and Tiffany Drake, Middle School Assistant Principal

---

## **Action 1: Identify transition points and needs for students and families**

Committee Members:

- Primary: Stacey Anderson- Principal; Nicolette Becker-Teacher; Erin Landmeier-Reading Specialist; Stacey Bloom-Teacher; Gale Dalessandro-Teacher
- Elementary East: Lisa West-Principal; Sue Hansen-Math Specialist; Beth Dordick-Teacher
- Elementary West: Kristi Blasius-Assistant Principal; Jeni Pilcher-Assistant Principal; Julia Plescia-Nurse; Becky Anderson- Nurse; Evelyn Cacioppo-Social Worker; Traci Striter-Resource; Natalie Gutierrez-Dual Language
- Intermediate: Mike Witkowski-Principal; Jennifer Lothar-Teacher; Nicolle Davis-Teacher; Jacquelyn DaMore-Teacher
- Middle School: Vicki Marble-Assistant Principal; Tiffany Drake-Assistant Principal; Scott Snyder-Principal; Kathy Eddy-Teacher; Johanna Osharow-Teacher; Tiffany Campbell-P.E. Teacher; Darlene Lipczynski-Teacher; Robyn Connolly-Resource; Jamie Davies-Student Intervention Coordinator; Jennifer Therens-Teacher
- Additional Stakeholders: Tammy Barnes (PTA), Deb Pellettiere-Administration; Elizabeth Szepesi-Dual/Bilingual Coordinator; Lilli Melamed-Literacy and Learning Coordinator; Angela Walker-Technology Intervention Specialist; Steve Thomas-Administration; Jennifer Tempest Bova-Public Information Specialist
- Parents and students will be part of the committee after winter break.

Meeting dates:

- First meeting held December 2.
- Future meetings include: January 11, February 8, March 7, April 4 and May 2
- Met with school principals to share information about the committee and conduct a needs assessment and discuss current transition practices.
  - Meetings were held at each of the schools on November 3, 13, 20 and 24
  - Program Review - Identification of what each building already has in place:
    - Primary: First grade visits, sneak peek, supply drop off and early start.
    - Elementary: Sneak peek, teacher articulation, buddy-system for new students and teachers assist in teaching ROAR expectations.
    - Intermediate: Transition days, Sneak Peek and placement and scheduling sheets.
    - Middle School: 5th grade transition day and Sneak Peek.

- Committee Goals FY16:
  - Develop calendar of meeting dates for the FY16 school year.
  - Brainstorm ways to gather feedback from students about district and building-level transitions.
  - Brainstorm ways to gather feedback from other stakeholders (staff, PTA, families) about district and building-level transitions.
  - Research - contact local area school districts to find out more about what they do to assist students transitioning to, within and between their schools.
  - Develop a district-wide, standardized program designed to assist students with transitioning into the district and between schools.
  
- Committee Goals FY17:
  - Implementation of transition program.
  - Program review.
  
- December 2 meeting overview:
  - Brainstorming for the future - Ideas for improving transitions for our students:
    - For students that are transitioning from one building to the next:
      - Principal Videos - Principals create videos welcoming students to their new school.
      - Skype/Video/Pen Pals - Students communicate across the district to provide guidance and support for new students.
      - Web page for parents - Highlight school procedures, activities and schedules.
      - Orientation Day - Have 1st, 4th and 6th grade students start school one day ahead of the other grades so that they can visit classrooms, tour the building, ride the bus, etc.
      - Visit the Nurse - Have a designated day for parents to set up appointments to meet with the nurse to discuss health care needs.
      - Parent Orientation - Hold informational meetings (during the day or at night) for parents.
      - Student Led Groups - Set up times for older grade students to meet with younger grade students (i.e. - 7th graders talk to 6th graders) to answer questions, provide advice, etc.
      - Continuing to brainstorm ideas.
    - For students that are new to the district:
      - Registration packets - Have an informational packet for new families that includes curriculum night information.
      - Student Leaders - Student leadership teams from each building will help new students to acclimate to the building.
      - Welcome Breakfast - At the end of the semester, invite new students and their families to a welcome breakfast in the school.
      - New Student Orientation - Hold monthly meetings for new students during the school day to answer questions and provide support.
      - New Student Visits - Allow new student to come in the day before they are scheduled to start school to meet with a peer advisor, social worker, etc. in order to acclimate to the building.
      - Family Coffee/Breakfast with Administration.
      - Donuts with Dads and Breakfast with Kids.
      - Advisory Support Groups - At the middle school, hold monthly or bi-monthly meetings for new students during advisory to review building procedures, answer questions, etc.

- New Student Information Packet - Have a student-friendly school information packet (and/or goodie bag) available either at registration or upon arrival at the new school.
  - Student Videos - Have ROAR students or student leaders create a welcome video for new students.
  - Peer Buddy/Mentor/Ambassador Program.
- o Gathering more information from students and staff:
- Committee members will be working collaboratively to develop ways to gather additional ideas and feedback from students and staff at each building. This will be done via surveys, student interviews, building level meetings and school newsletters.

**Action 2: Establish appropriate timing and scheduling of transition programs and activities in consultation with staff and families**

- Sneak Peek:
  - Event name changed to “Meet & Greet” which will take place on the second teacher institute day
  - Staff will be present for Meet & Greet:
    - Homeroom Teachers - available in homerooms for supply drop off and introductions (putting a face with a name)
    - Explore/PE/Specials/Specialists - available in the hallways to direct traffic and answer general questions
  - Families will be able to drop off supplies to their child’s homeroom as well as to meet the homeroom teacher
- New Student Transitions
  - Each school will implement the following transition activities for new students that enroll after the first day of school:
    - Goodie Bags
    - Principal Video
    - Peer Buddy Program

**Action 3: Communicate the schedule and format of the transition program and activities**

- Communication was provided to administration, staff and parents regarding the format and activities of the transition program at various leadership and team meetings for administration and staff. Communication to parents will be included in Proof of Residency packets, SkyAlert and uploaded to Virtual Backpack
- April 12, 2016 - Information was presented to principals on the new format for the Meet & Greets as well as the Peer Buddy and Mentor programs, Principal videos, transition of new students into the district and between schools, goodie bags, who and when this implementation will begin.
- May 5, 2016 - Information was presented to the full administrative team at the Leadership Team Meeting regarding implementation of the Meet & Greets, Peer Buddy/ Mentor program, Principal videos, transition of new students into the district and between schools, goodie bags, who and when this implementation will begin.
- May, 2016 - Each building principal held building leadership team meetings to communicate the changes that will be implemented for the FY17 school year regarding Meet & Greets, transitioning children from one school to the next, new students and goodie bags.
- July/August (Summer), 2016 - Communication will be shared with parents and new families to the district via principal welcome back letters, handouts in Proof of Residency packets, SkyAlert and virtual backpack regarding Meet & Greets.

#### Action 4: Implement transition program and activities

- Sneak Peeks rebranded : parents and students in all grades will have the opportunity on the second day of teacher institute prior to the start of the school year to briefly meet their teacher, drop off school supplies and familiarize themselves with their school.
- New student transition activities will include welcome goodie bags at all schools, principal videos and a peer buddy/ mentor program.
  - **Welcome goodie bags:** include age appropriate items to each school as well as ROAR items and matrix and important dates and contact numbers for parents.
  - Who is responsible for putting it together? Lunch Recess Supervisor will be responsible for assembling the goodie bag
    - Who is responsible for handing out the bags? Office Staff will be responsible for distributing the goodie bags after the building tour
- Primary:
  - Goodie bags will include ROAR bracelet, pencil, eraser, mini-matrix and ROAR magnet
  - Who is responsible for ordering supplies? Team leader that covers the grade level bridging will be responsible for ordering the supplies
  - Who is responsible for putting it together? Team Leader and their committee will be responsible for assembling the goodie bags prior to the beginning of school - should be completed before the beginning of the year
  - Who is responsible for handing out the bags? Secretary/teacher will be responsible for handing out the bags on the student's first day
- Elementary East/West:
  - Goodie bag will include Themed Pencils, Stress ball, free kids meal coupons, district calendar, supply list, curriculum guides, Principal's newsletter, ROAR matrix, drop off/pick up procedures, monthly menu, bookmobile stops and a magnet which will include the school's name and address, school website, main line, attendance line, transportation and Educational Support Center phone numbers.
  - Paper Information: District Calendar, Supply List, Curriculum Guides, Principal's Newsletter, ROAR Matrix, Drop Off/ Pick Up Procedures, Monthly Menus, Book Mobile,
  - Magnet with school information: School name & address, School Website, Main line, Attendance Line, Nurse's Line, Transportation Line, ESC Line
  - Who is responsible for ordering supplies? Administration/School Secretary will be responsible for ordering supplies
- Intermediate:
  - Goodie bag will include INT pencil, ROAR prizes, ROAR tickets, ROAR matrix Office contact information and attendance line and health office numbers, PTA information and welcome letter from Principal, welcome kit with school items that have symbolism that pertains to INT.
  - Who is responsible for ordering supplies? Office staff and lunchroom supervisors will be responsible for ordering supplies
  - Who is responsible for putting it together? Lunchroom Supervisors, office staff and student leaders will be responsible for assembling the goodie bags

- o Who is responsible for handing out the bags? School administration or office staff who will provide a student tour or student ambassador from the classroom and distribute the bags at the conclusion of the tour
- Middle School:
  - o Goodie bags will include Welcome Letter, ROAR Pencils, Team Contact Information, School Pamphlet, Supply Lists, Welcome Poem (with items listed in poem)
  - o Who is responsible for ordering supplies? Administration/School Secretary will be responsible for ordering the supplies
  - o Who is responsible for putting it together? Committee/Hall Monitors will be responsible for assembling the goodie bags
  - o Who is responsible for handing out the bags? On the student's first day of school the office staff or Assistant Principal will be responsible for distributing the goodie bags. Goodie bags will be included in the new student transition activities
- **Principal Video:** school principals will create a video to assist new students in acclimating to their new environment. The videos will include introductions to the school including key staff members, Wiley, ROAR and various clips of activities held within each school.
  - Primary:
    - o Who is responsible? The Principal will be responsible for creating the video
    - o What will be introduced? A general overview of the school, introduction of Wiley, introduction of ROAR, different areas of the school will be introduced to the student/s in the video
    - o Timeline for implementation? The video will be completed by July 2016
    - o How will the video be shown to new students? The video will be accessible via link to website, individually email link, SkyAlert, possible other media sources (Twitter, Facebook, etc.)
    - o Who is responsible for showing the video to students? Due to the age of the student/s parents will be responsible for showing the video to children (due to age of students)
  - Elementary East/West:
    - o Who is responsible? Building principals & Tech will be responsible for creating the video
    - o What will be introduced? Welcome viewers to the building; introduction of the building principal; introduce key staff members; introduce Wiley; talk about ROAR; talk about/show clips of assemblies, field days, music programs; show different areas of the school will be introduced to the student/s in the video
    - o Timeline for implementation? The video will be completed prior to the first day of student attendance
    - o How will the video be shown to new students? Parents and students will be able to access the video via link to the school website; and will be shown either individually, via email or after a building tour
    - o Who is responsible for showing the video to students? This is situational ... dependent on when it will be shown to students.
  - Intermediate:
    - o Who is responsible? Principal and Technology will be responsible for creating the video

- o What will be introduced? The video will welcome viewers to the building; introduce the building principal, key staff members; Wiley; talk about ROAR, talk about/show clips of assemblies, field days, music programs and show different areas of the school
- o Timeline for implementation? The video will be completed prior to the first day of student attendance
- o How will the video be shown to new students? Parents and students will be able to access the video via link it to the school website, individually, via email or after a building tour
- o Who is responsible for showing the video to students? This is situational ... dependent on when it will be shown to students.
- Middle School:
  - o Who is responsible? Principal and technology will be responsible for creating the video
  - o What will be introduced? The video will welcome viewers to the building, introduce the building principal; "Why Woodland is Fun" (focus on atmosphere, not layout); Highlight clubs, sports and activities; highlight explore classes and PE
  - o Timeline for implementation? The video will be completed prior to the first day of student attendance
  - o How will the video be shown to new students? Parents and students will be able to access the video via link it to the school website - all students can watch it on the first day on their team; individually - via email or after building tour
  - o Who is responsible for showing the video to students? Homeroom teacher will be responsible for showing the video to students on the first day of school; administration for those new to the district
- **Peer Buddy/Mentor Program** will assist new students with acclimating to their new environment and ease the transition into Woodland. The new student's teacher will select a buddy or mentor who will show the student the school, sit with them at lunch, walk with them to school activities, assist them with reading their schedules at the Intermediate and Middle Schools and help them get to their bus at the end of the day.
  - Primary:
    - o How does the program work? Students will be assigned peer buddy from class to support them as they acclimate to their new setting.
    - o Who is responsible for assigning them? Classroom teacher and TUTT (Teaming Up Teacher Time) team if it is determined that they need a recess buddy and will be responsible for assigning the Peer Buddy.
    - o Who oversees the program? Team leader that has grade level bridging will be overseeing the program responsibilities
    - o What activities will they be doing? The Peer Buddy will be responsible for Classroom tour, lunch assistance, normal routines, recess and specials
  - Elementary East/West:
    - o How does the program work? Teacher selects and assigns the ROAR Buddy; ROAR Buddy Bracelets: Office staff will give teacher 2 bracelets when new students are added to their room; teacher will receive a ROAR Buddy Checklist to follow
    - o Who is responsible for assigning them? The teacher will choose the ROAR buddy for the new student
    - o Who oversees the program? Administration will oversee the program
    - o What activities will they be doing? The ROAR Buddy eats lunch with and plays with the new student at recess; buddy shows them the important places of school



- Intermediate:
  - How does the program work? The Homeroom teacher pairs the student up with a student as a student ambassador.
  - Who is responsible for assigning them? The homeroom teacher will be responsible for assigning the student ambassador to the new student
  - Who oversees the program?  
The homeroom teacher and assistant principal for the team will oversee the program
  - What activities will they be doing? The student ambassador will provide an overview of the important areas and locations in the school, meet the school level administration and nurse's office, help student understand their schedule, walks with them to and from PE/Specials/Lunch and will help find a student or will walk with the student to their bus
- Middle School:
  - How does the program work? The homeroom teacher pairs student with buddy that has a similar schedule
  - Who is responsible for assigning them? Homeroom teacher is responsible for assigning the buddy to the new student
  - Who oversees the program? The homeroom teacher will oversee the program and check in with buddy and student
  - What activities will they be doing? The buddy will give a tour of the building, walk the student to explore/PE, sit with the new student at lunch, assist the student with reading the schedule, assist the student with setting up his/her locker, assist the student with going to his/her bus at the end of the day

**Action 5 & 6: Adjust teacher institute schedules to allow teacher preparation time as needed. Coordinate schedules to accommodate parking concerns and families with children in multiple buildings**

- April 12, 2016, Principals met to review the Meet & Greet recommendation and schedules were developed along with teacher preparation time. All schools, with the exception of Primary, Meet & Greet will be held on Friday, August 19 at staggered times for two hours to allow families with children in multiple schools to attend the event. In addition, parking for parents was addressed and staff on this day will be parking in a different location to accommodate families
  - Date: Friday, August 19<sup>th</sup>
    - Elementary East: 8:30 - 10:30 AM
    - Elementary West: 1:30 - 3:30 PM
    - Intermediate: 9:30 - 11:30 AM
    - Middle School: 12:30 - 2:30 PM
  - Meet & Greet staff parking plans
    - Staff parks at Primary
    - Staff parks at Primary
    - Staff parks at the Village Church of Gurnee
    - Staff parks on the fields
  - Primary will hold their Meet & Greet on August 22.

**Action 7: Evaluate effectiveness of the programs and activities and implement improvement and adjustments.**

- Each building will review procedures for Meet & Greet to discuss potential changes/updates for FY18
- Parent and student surveys can be used by each school to gather additional feedback about the new Meet & Greet process

# Technology 2015-2016

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

**Initiative:** Research options for providing students mobile access to technology for the purpose of further engaging in their instructional experience

**Chairs:** Dann Giesey, Director of Technology

---

**Approach:** The approach the committee is taking is to have our staff develop technology requirements for looking at a vehicle that would house computers or alternate devices and would be made available to different sections of our boundaries. During last year's Technology Committee Meetings Action items for this year were evaluated and discussed so the team could work ahead in preparation. Many of the decisions for this year depended on the Board's approval of 1:1 and at what schools.

## **Action 1: Investigate options for devices**

- The Committee will seek feedback from its 40 members.
- The Committee will be meeting on January 7, 28, February 4, 25, March 10, April 7, May 5, 19.
- Technology Committee recommended using a low cost option and could be Chrome.
- The Board approved Chromebooks for the Middle students for a total of 2,200 Chromebooks purchased
- The Technology Department also received approval from the Board for replacement of the cart computers at both Middle School and Intermediate. The Technology Committee will complete the inventory and reallocation plan for technology to be redistributed from Middle School to the other schools and will evaluate if any devices would be made available for this initiative. Relocation Plan will be completed by January 15 and presented by the Technology Department to the Committee on January 28.
- If there are no resources available the Committee will put together a plan for recommending hardware acquisition options to the Board in June of 2016 to be added to the lease schedule if necessary for FY17. The committee will finalize the hardware recommendations on January 28.
- The Board has asked for the technology department to provide costs for implementation of Woodland Inspires initiative 1:1 at Intermediate. Pending the adoption of the tentative budget, the technology department and teaching and learning will put together a plan for hardware acquisition options as part of the lease schedule for FY17.
- There will be 255 mobile devices reallocated from the Middle School to our Elementary Schools and Primary School. We submitted a tentative budget to the Board in June that includes the Intermediate pilot. The plan, if approved, would be to once again reallocate technology from Intermediate School to our South Campus.
- The administration will develop a budget proposal for 1:1 Chrome for Intermediate with a pilot to begin January of 2017. The Intermediate School 1:1 would impact the reallocation of devices which includes requirements for PARCC.

**Action 2: Investigate Options for Refurbishing a Vehicle to house Computers/Laptops/Alternative Devices.**

- The Committee will work with our Business Office and with the Transportation Department to begin to evaluate options.
- The Newport Library has a bus in service and we will be exploring options and possible synergies working with their new service.
- Met with the Newport Library and the bus they have is a books on wheels bus not a technology bus.
- Newport Library would love to partner with us but have no funds to share
- Will continue to have discussions with Newport Library in the future
- Newport Library has increased their Internet capacity and computers for our students to use after school hours
- Met with the Park City Teen Center, they are having Internet installed into the facilities in May.
- Discussed with Olson and Midwest Transit and the best times to secure a bus at lowest pricing would be at the end of the leasing cycle in June and July. Coordinating with Transportation we will be evaluating options and costs in June.
- Estimated costs: Bus \$19,000-\$29,000, Internet \$3,000, Technology (Used), Bus Driver \$7,000.

**Action 3: Create a Schedule for use and Purpose**

- Met with transportation and the best allocation of resources is to tie into the after school programs and have the bus out until 7:30pm.
- A driver rotation that is currently in place for after school programs could then be used to drive the bus to an area of our boundaries.
- Estimated cost would be \$110 per night
- Once costs for bus can be finalized a report to the Board will be developed and will include options for Board to approve.

**Action 4: Secure Supervision and Certified Driver**

- Coordinating with Transportation and can link to current after school program and have bus out until 7:30pm
- Bus driver would stay with bus and technology

**Action 5: Deploy Laptops or Purchase Additional Laptops or Additional Devices to be Housed and Wireless for the Bus**

- If Intermediate does get approved for 1:1 pilot would have more than enough laptops to use for this opportunity

**Action 6: Outfit the Bus with Wireless Connectivity**

- Internet access would be provided through AT&T or other carrier hotspot technologies

**Action 7: Create a User Agreement for Outside Participants**

- Once costs can be finalized we will present the Board with options and if approved will develop process and procedures for using based on Curriculum and Administrative feedback.

**Action 8: Track the Amount of Users and Participants for Data Collection**

- Easiest way to track would be to include a login sheet or Kiosk for students to login to.

**Action 9: Evaluate and Modify Program as Needed**

- Since the time the Strategic Plan Committee developed this goal for the district there has been much change. The Woodland Inspires program was officially approved by the Board on September 22, 2015 and the direction was given to work towards technology access for all schools and students. The Middle School 1:1 Pilot was implemented and the full rollout of the 1:1 program was approved by the Board on May 24, 2016 for the start of the 2016/2017 school year. The research and costs defined for this goal and the direction set by the Board it is our best recommendation to not to move forward with this goal at this time and to invest all financial resources and effort into the Woodland Inspires program.

- PARCC and other forms of testing and evaluation have been mandated with individual resources needed in the schools to be readily available to complete the online tests and examinations.
- In addition, a district goal for the FY17 school year is to further advance our Woodland Inspires initiative to include Intermediate School in a 1:1 pilot. The administration recommends a pilot to begin in 2017-2018 and continue through the school year. The administration recommends developing a plan to fulfill 1:1 implementation in 2018-2019 depending on available finance resources.
- Having more individual technologies available for our students for use both in school and to checkout through the libraries would be a preferred choice over a mobile solution housing resources not necessarily reaching our students when they need it and when they are available based on route schedules, locations and availability.

# Technology 2015-2016

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

**Initiative:** Implement a technology loaner program for all students

**Chair:** Dann Giese, Director of Technology

---

**Initiative Recommended by Technology Committee as part of Initiative 1B:** Implement Loaner Program for all Students

Based on recommendations to the Board in June of 2015 the Technology Committee recommended the district create a loaner program for all students based on 1:1 decisions at each school.

- The Committee once again will seek feedback from its 40 members.
- The Committee will be meeting on January 7, 28, February 4, 25, March 10, April 7, May 5, 19.
- The Board approved 1:1 for Middle School Students. The scope will be for Intermediate School, Elementary Schools and Primary School since all students at Middle School will have devices.

## **Action 1: Develop a Loaner Program Pilot to Evaluate**

- Explore the success of the loaner program used during the 2015 Summer Wonders Program. This summer, the district had 3 designated locations where 25 iPads were available for student use for Internet Hot Spots at two locations in Park City and one at Gages Lake Park District. Our students could sign up and attend classes as part of the Summer Wonders Program but the enrollment was low.
- This summer specific students were targeted who were at risk and checked out the technology directly to the students. Teachers were assigned to check on their progress throughout the summer. The program was a huge success and a model to use moving forward.
- Things we learned:
  - Students used the devices.
  - All devices were returned undamaged.
  - Students were creative in finding ways to gain access to the internet.
- Middle School 1:1 Woodland Inspires Initiative will free up resources for use.
- Intermediate School 1:1 Pilot approval would free up additional technologies if approved
- Summer Wonders will continue to checkout technology to students to use during the summer
- A system has been developed to allow technology devices that could be made available at Intermediate and south campus through the libraries. This plan has not yet been implemented.
- Will begin with 10 devices at each school beginning in 2016/2017 pending reallocation of technologies for PARCC

## **Action 2: Review Internet for Free and Reduced Students**

- Continue to Partner with the Newport Library for use of their Technology and Internet Access.
  - Review availability, times and access for Woodland Students for FY16 and FY17.

- Warren Township Teen Center in Park City has installed Internet
- Investigate Wi-Fi options for families without Internet access.
  - The Committee completed a review of Comcast, Sprint, AT&T and T-Mobile. All have free and reduced options for families for home use at a reduced rate of \$10.00 per month. Include in end of the year Loaner Program process and procedure letter to parents.

**Action 3: Investigate businesses in and around the Woodland boundaries students could use with no pressure to purchase food or services.**

- The committee did preliminary work investigating and all business were very excited and interested in helping.
- The Tech Committee will complete a more thorough investigation and make final recommendations available in April of 2016.
- In addition the Technology Committee will contact and discuss with Gurnee Park District, Teen Center, Newport Library and other Municipality Buildings and including the April recommendations.
- Newport Library has increased the number of computers and Internet for student use
- The technology team has begun to lay out the boundaries and target locations. They will contact businesses this summer to complete for next fall's 1:1 rollout.

**Action 4: Develop Woodland School Hot Spots**

- The Committee recommended creating Woodland School "Hot Spots" to be placed in each school parking lot for student use throughout the year.
- In order to create the hot spots the Technology Department would complete the following:
  - Middle School Wireless Upgrades – Complete.
  - Elementary and Primary Schools validate the locations to be used – Complete.
  - Intermediate School Wireless additions to the School Foyer to reach the parking lot – Scheduled for January 2016.
  - Signs have been created and are ready to be placed in the parking lots – Complete
  - Develop communication for wireless access password to be used – Scheduled for January 2016.
  - One hot spot will be designated in each school parking lot for unlimited number of individuals to log in.
- All Hotspots installed at all schools and the ESC. The district hotspots were created by using the indoor wireless network to provide signal strength into the parking lots. The hotspots are clearly marked on signs using the Woodland Wifi Logo.
- Communication to parents has been completed and will also be included in the proof of residency communications.
- The hotspot locations are as follows:
  - Education Support Center has a hotspot located just outside our business offices.
  - Intermediate School hotspot is located on the North side in the front entrance visitor's parking lot.
  - Middle School has two hotspots, one located on the North side of the building near the first entrance and the second location is located on the south side of the building near the activities entrance.
  - Primary School hotspot is located in the front of the school parking lot near the last parking spot towards the center of the building.
  - Elementary School's hotspot is located in front of the Elementary West School School near the first visitor's parking spots.
- The photo and location of each hotspot can be found on our district website in the about us drop down in the Wifi location's section: <https://www.dist50.net/depts/tech/SitePages/Wifi.aspx>

**Action 5: Secure Hardware for Loaner Program**

- The Technology Department Complete Inventory of Technology Assets to Relocate or be Used for Loaner Program.
  - The Board approved 1:1 technology for Middle School. This will free up several resources to be reallocated to all schools. Some of the technology being made available might meet the requirements for a loaner program. The Technology Department will make that inventory available to the Committee in January.
- Review with Teaching and Learning the use of loaner program.
- Review with the Principals the use of the loaner program.
- Establish an agreement/contract between the home user and the school district to allow families to check out available technology as needed determined by grade/project/availability.
- Establish an agreement/contract between home user and school district to allow families to check out technology over summer hiatus.
- Based on available hardware, the Technology Committee will develop a plan to be completed in May and recommendations presented to the Board in May of 2016 for securing technology through the leasing program if necessary for technology to be used for checkout in the Loaner program.
- Checkout will take place through the libraries.
- Have process and procedures tested during Summer Wonders program.
- Continue to develop process and procedures during Summer Wonders program.
- Final process and procedures will be made available to principals to approve at the beginning of the school year. This will be dependent upon the Intermediate 1:1 decision and the approval for home use by the administration and Board for our younger grades

**Action 6: Develop Communication to the Parents**

- Work with Administration to develop communication to the parents prior to the start of school year FY17.
- Communication will be included in the proof of residency communications for use of hotspots

## District Goals for the 2015-2016 and 2016-2017 school years

### **Student Learning and Technology**

*Continue the District 50 Inspires initiative, using 1:1 technology to enhance the instruction of students through the 21<sup>st</sup> century skills of communication, collaboration, critical thinking and creativity. Providing increased access to technology incrementally in classrooms with the vision of providing access to technology for as many students as possible is an important component to this goal.*

**Chairs:** Dann Giesey, Director of Technology; Steve Thomas, Assistant Supt. of Teaching & Learning; Scott Snyder, Middle School Principal

Technology plays a vital role in the daily life of each student, parent, staff member, and resident in the Woodland Community. Access to technology at school for Woodland students has always been limited to the availability of a few computer labs, computers in the libraries, and some mobile carts. At home our families have a spectrum of technology access ranging from having a single parent non-smart phone to some students having multiple devices of their own. With this spectrum, Woodland needs to lead access for students in the form of a one-to-one program. The Woodland Board of Education voted on September 22, 2015, to formally begin the *Woodland Inspires* initiative within sixth through eighth grade.

*Woodland Inspires* is primarily an instructional initiative and secondarily a technology initiative. Our goal is to enhance the depth, complexity, and comprehensiveness of our students' academic, social, and personal growth through the support of technology.

Specifically, the vision for *Woodland Inspires* includes:

- Developing effective problem solvers
- Increasing the variety of communication skills
- Freedom of student choice and exploration of a student's own thoughts
- Personalization of learning,
- Blending traditional and digital methods

### **Action 1: Professional Development**

- Middle School Inspires pilot Teachers received formal training in the winter of 2015/2016 for both Google by EdTech and Schoology by a Schoology trainer
- Additional Chromebook training was given to staff pilot teachers by the Technology department prior to the start of the pilot on how to use the devices
- Continued staff learning opportunities were made available in January
- Online materials and courses were made available to staff by Google and Schoology for continued or additional learning opportunities as well as support was provided by Woodland's Technology Integration Specialist.
- EdTech will be provided three summer training sessions for all other Middle School teachers in preparation for a full rollout this fall.
- The Woodland Inspires Team Pilot Teachers will hold additional training opportunities in the summer of 2016 will be provided a second level of training on the 21<sup>st</sup> Century skills in August.
- Opportunity to attend off site professional development and training was granted to pilot teachers.
- Several members of the administrative and teacher coaching team will at the International Society of Technology in Education National conference in Denver this June.



### **Action 2: Pilot Group Selection**

- An application was created for staff to apply for the 1:1 pilot. In November 2015 all Middle school teams were invited to participate in the Woodland Inspires pilot team selection. The teams had to have all staff team members committed to the pilot in order to apply and each team had to answer all the questions put forth by the Middle School Administration administrative panel and Teaching and Learning Department.
- Seven teams applied and four teams were selected to participate in the pilot.
- The teams had to agree to meet once a month in order to provide feedback about the pilot. Dates were set to January 14, February 3, February 26, March 18, April 29, May 12.
- All teams had to agree to integrate the Chromebooks into the instruction on a daily basis.

### **Action 3: Technical Setup for Google, Schoology and Chrome**

- All student accounts for Google were created for Middle School
- All students changed passwords to access Google
- All students and staff accounts were created in Schoology
- Skyward integration to Schoology was completed
- Tech Department completed the implementation procedures for the Chromebooks
- 387 Chromebooks were prepared for students
- 25 Loaner devices were prepared for students to use
- 25 Loaner devices were prepared for staff to use and to complete training
- Security was setup for student Internet browsing security outside the district

### **Action 4 Pilot Staff Handbook**

- The Woodland Inspires Team and Staff developed the Woodland Inspires Student Handbook
- The Handbook directed families and students on the use of the Chromebooks both at school as well as at home including suggestions on how to support families
- The Handbook introduced Google and Google Apps and their use
- The Handbook introduced Schoology
- The Handbook reviewed proper use of the Chromebooks and what to do and not to do
- The Handbook was reviewed by a district legal firm and suggestions from the Board president were also included.

### **Action 5 Chromebook Rollout**

- The Middle School hosted Chromebook Rollout nights in January
- Parent and students sat through a presentation from the Middle School administrative team reviewing the handbook and proper use of the Chromebook.
- The LRC staff checked out the Chromebooks and power supplies
- The Technology Department helped all students get logged into the Chromebook for the first time
- The Teaching and Learning Department gave a presentation on how to personalize the device and access main features of the Chromebook

### **Action 6 Chromebook Use in the Classroom**

- The staff conducted several activities the first three days across all the pilot teams to introduce the Chromebook and its use to the students. These activities included a scavenger hunt activity to explore Google Docs and the Digital Citizenship course hosted by Google. The results were outstanding.
- The pilot teams introduced and began to use Schoology for students for assignment management, calendars and collaborate with students and staff
- Past units were modified for an online environment. Some teacher's instruction was nearly 100% paperless while others were still mostly paper.
- Education Applications were chosen for students to use on the Chromebooks
- PARCC, MAP and Science testing for pilot teams were done with the Chromebooks
- Averaged 4 Chromebooks per day to checkout due to students not charging or leaving devices at home
- Had 20 devices that needed repair during the school year.

### **Action 7 Parent Advisory Team**

- Invited parents to participate on the Woodland Inspires Advisory Team
- Met with parents on January 21, February 18, March 17, April 21 and May 16.
- Introduced the Woodland Inspires Program to parents
- Reviewed security, Schoology, Google, home use, device use, handbook and rollout plans for 2016/2017.
- Obtained feedback on how to support families and students.
- A survey of Woodland Inspires was also disseminated and data collection is in process.

### **Action 8 Chromebook Collection and Middle School 1:1**

- All Chromebooks were collected on May 20 and May 27.
- Devices were inventoried and inspected
- 20 devices needed repair
- Did discover a cosmetic issue that Dell is addressing in the future model release. The plastic hinge decoration gets damaged. Does not affect device use or operation. Contacted Dell and they are working to replace on current devices and new model had structural change to avoid problem in the future.
- Presented the Board with action item to approve the purchase of Middle School 1:1 which was approved on May 24.
- Intermediate School pilot and full rollout report presented to Board and seeking approval at the June 28 Governing board meeting.
- Teacher feedback was unanimous in their support for the technology and the 1:1 initiative. Major highlights of their feedback: collaboration, students doing homework at home that never did before, transformation of curriculum, technology use in the classroom not having to check out carts or labs, homework, instruction materials and assignments all online. Leadership of students helping other students, engagement of curriculum.

### **Student Learning**

*Begin implementing enhanced after-school programming, with the goal of moving to Level II in FY16 and Level III in FY17*

**Chairs:** Stacey Anderson , Primary Principal; David Brown, Elem West Principal; Lisa West, Elem East Principal, Mike Witkowski, Intermediate Principal, and Scott Snyder, Middle School Principal

May 24, 2016 - Written report to the Board on the district after-school learning opportunities. Included in the report was the data on frequency of activities and students served in programs as well as implementation plans for expansion in 2016-27. Refer to Student Learning goal, *Investigate a formalized structure for academic and enrichment opportunities*, on page 6 for further information.

### **Financial Resources**

*Research potential grant award opportunities through contracting with a professional grant-writer or conducting grant writing training for department heads.*

June 1, 2016 – The Woodland Educational Foundation discussed exploring the idea of hiring a grant writer. Administration will continue discussions with the Foundation to assess feasibility of shared grant writer services.