

Woodland Community Consolidated
School District 50



2014-2015 Strategic Plan Progress Report

December 16, 2014

The written report from the Superintendent on the progress of strategic plan goals and initiatives is 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.

The report will be placed on the web for public viewing following the December 16 Board meeting. Dr. Swoboda will give a presentation highlighting this years initiatives and the progress of the Strategic Plan Committees.

2014-2015 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 Next Generation Science Standards Framework integrated within the Common Core Curriculum.
Completion Date – June 30, 2015
- Develop and implement “Support for All” taskforce to support low income underperforming students.
Completion Date – June 30, 2015

Financial Resources:

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

- Complete a long-range facility plan, which prioritizes operational and capital needs as well as planned building improvements.
Completed – July 29, 2014

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.

- Develop and implement programs in all schools to help parents further their child’s education outside of the school day.
Completion Date – June 30, 2015

External Community:

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

- Refine and adopt the communication protocols for the Board of Education with the external community.
Completion Date – June 30, 2015

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.

- Expand equal technology access opportunities for all students.
Completion Date – June 30, 2015
- Acquire and allocate technology based on the Common Core Standards, students' use of technology in the classroom and school need as part of the overall leasing strategy.
Completion Date – June 30, 2015

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: Develop and implement “Support for All” taskforce to support low income underperforming students.

The Support for All Planning Team met September 5th, October 24th and December 12th.

Members: Jen Bova, Holly Colin, Tiffany Drake, Ken Hyllberg, Elizabeth Szepesi, Tim Tyrell and Steve Thomas

Informing the Staff of the Resources Available

- Two administrative groups have presented the community resources available to our Woodland families: Warren Newport/CLC group and the Realtors and Rental Unit Owners.
- All information presented will be communicated to the social workers directly. The presentations and contact information will be also be made accessible to all staff via the Wildcat Web.
- The principal teams are working to educate staff on our enrollment data and how our district is changing. Dr. Hyllberg has presented to all of Elementary on October 10th. Stacey Anderson presented to the Primary staff on August 25th. The Middle School administration presented to their staff on October 8th and Dr. Tyrell present *Poverty in Mind* to the Intermediate staff staff on October 7th.
- The administration teams are asking their staff these questions:
 - How does this impact student instruction?
 - What barriers do our systems have that prevent full success of these students?
 - What can each of us do to ensure we are respectful to the needs of students in poverty?
 - Many solutions begin with establishing connections with our students.
- Tiffany Drake and Dr. Joy Swoboda presented to the Board of Education September 23rd.
- Both Elementary Schools are conducting a *Poverty in Mind* book study. The book study has met several times during the year. Approximately, 70 staff members are participating.

- Dr. Hyllberg is sharing poverty data, insight and actions with the administrators and staff.

Informing Woodland Families of the Resources Available

- We are obtaining hard copies of the community resource materials and determining a display method for these resources for all Woodland families to see when they enter our school offices.

Community agencies that support our families will be invited to Proof of Residency. The community can use this opportunity to help families set up their children for academic success, and deal with the issues that distract students from succeeding.

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 Next Generation Science Standards (NGSS) Framework integrated with the Common Core Curriculum

Full implementation for NGSS is to be in the year 2017. Currently Middle School and K-5 teachers are in different places on the NGSS journey. This aligns with our plan of implementing Math in FY16 and English Language Arts in FY17.

Action 1: Kindergarten - Fifth grade teachers and reading specialist staff are provided training to begin writing the first NGSS unit to be piloted in the Fall of 2015

- March 12, 2014 – Teaching and Learning administrators attended Lake County Curriculum Resource Council with six staff to begin the process and develop a plan of incorporating the NGSS into instruction.
- September 12, 2014 - Twenty-five K-5 teachers and reading specialist staff were trained and began writing NGSS units. The goal is to have one unit to pilot by the fall of 2015.
- September 25-26, 2014 - Thirty K-5 teachers and reading specialist staff were trained and began writing NGSS units.
- November 2014 - K-5 staff has held one workday per grade level to continue writing on the NGSS units.

Action 2: Middle School science teachers were trained and began writing NGSS units:

March 12, 2014 - Attended Lake County Curriculum Resource Council with three teachers to begin the process and develop a plan of incorporating the NGSS into their instructional plans.

April 2014 - Middle School began holding monthly NGSS meetings that focused on current units and practices.

- April 25, 2014 – Professional development day, all Middle School science teachers reviewed the cross-cutting concepts and ensured the performance expectations in current units.
- June 9, 2014 - Twenty-one Middle School staff were trained on the shifts in NGSS.
- Summer 2014 - Revised science units to assure performance expectations are written into current practices.

- November 3, 2014 - All Middle School staff were trained on use of current practices with science notebooks and continue to have students write pieces on claim, evidence and response, (CER).
- Middle School meets as grade level teams bi-weekly and the science grade levels continue to work on their NGSS units during this planning time.
- November 2014 - Middle School administrators the Middle School Science Curriculum Coordinator and the Teaching and Learning department met to finalize the Scope and Sequence for NGSS.

Internal Community 2014-2015

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 1: Develop and implement programs in all schools to help parents further their child's education outside the school day.

Action 1: Create an Internal Community committee to vision out before or after school programs for ALL District 50 students

- Connect with and invite community partners to join the committee (Park District, KLC, libraries, etc.)
- Committee has over 30 members consisting of parents, community partners, teachers, and administrators
- As of December 18, 2014, this committee has met three times

Action 2: Share information on before/after school activities currently taking place in District 50 schools

Middle School

- Challenging All To Succeed (CATS). 4th year of program.
- Afterschool program started November 2014 and continues through May 2015
- 30 at-risk 6th grade students (based on data)
- Meeting 3 days per week, 1.5 hours per day
- 4 staff members
- Organizational, study, math, and reading skills
- Transportation included. Snack provided
- Held parent night (dinner & babysitting included, showed parents their child's MAP scores)
- Parent/student meetings will be held once a month

Intermediate

- After school CATS program similar to Middle School
- Program was community based last year
- 19-week program, 3 days per week
- 50-100 students per session
- Students selected based on involvement in intervention programs

- Students work on Math, LA, Homework Club

Elementary

- After school program
- Targeting all students who need academic support in reading and math
- 4th year
- Transportation provided
- Intramural money used to pay for staff
- Approximately 60 students this semester
- 24 sessions; 4 days per week; average groups of 4-6 students

Primary

- Early Start program was held the first three weeks in August (12 days, Monday-Thursday)
- Targeted students who have had no/little school experience and kindergarteners at risk for summer loss
- Used incoming kindergarten test scores
- Wrote a grant for the program – hopeful that it can be offered again
- 36 incoming kindergarteners; 82 kindergarteners headed to 1st grade
- 3 hours of instruction
- Classes offered in Spanish as well

Action 3: Committee members began to research before/after school programs offered at surrounding Lake County school districts

- Types of programs (ie: athletic, academic, etc.)
- Who is participating?
- Length of programs during the year
- How selected? (ie: teacher recommendation, parent request, etc.)
- How is effectiveness of program(s) evaluated?
- How is it staffed?
- Use outside/community partners? (ie: Champions, Park District, etc.)
- Cost of program(s) (funded from district, from families, from fees, etc.)
- Transportation provided? If so, extra cost to families?
- How many years has the district provided these programs?

Action 4: Collect growth data of students currently participating in after school District 50 programs.

Action 5: Discover what research says about how extending the school day impacts student learning and/or social well-being.

Action 6: Committee will consolidate all collected information and data and come up with systemic recommendations that would allow all students to participate in before or after school programs.

Action 7: Present the range of options with strengths, costs and systemic recommendations to the Board of Education at Board meeting on 3/7/15.

External Community

2014-2015

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

Initiative 1: Refine and adopt the communication protocols for the Board of Education with the external community

- Researched and reviewed ways that the Board has communicated and engaged with its external publics (parents, taxpayers).
 - Examples include:
 - Budget process/public hearing
 - School/Community events: Shop with an Educator, Dual Language Chats, Curriculum Nights
 - Education campaigns: Prairie Crossing Charter School
- Attended IASB workshop, *Connecting with the Community: The Board's Role and Work in Community Engagement*. Workshop highlighted the various ways the Board can engage with its community.
 - Inform/Engage: Provide public with balanced and objective information to assist them with understanding the problem, alternatives or solutions
 - Consult: To obtain public feedback on analysis, alternatives and/or decisions
 - Involve: To work directly with the public throughout the process to ensure that public issues and concerns are consistently understood and considered
 - Collaborative: To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution
- Currently developing a community engagement calendar that includes IASB's four levels of public participation spectrum: inform/engage, consult, involve, collaborate
 - Examples include:
 - Financial Advisory Community Taskforce
 - Strategic Plan
 - School/community events
 - District surveys
 - Education campaigns

IASB: Community Connections and Engagements

Inform/Engage	Consult	Involve	Collaborate
Objective: To provide the public with balanced and objective information to assist them in understanding the problem, alternatives and/or solution	Objective: To obtain public feedback on analysis, alternatives and/or decision.	Objective: To work directly with the public throughout the process to ensure that public issues and concerns are consistently understood and considered.	Objective: To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.
Promise to the public: We will keep you informed.	Promise to the public: We will keep you informed, listen to and acknowledge concerns, and provide feedback on how public input influenced the decision.	Promise to the public: We will work with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	Promise to the public: We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.
Example: Fact sheets	Example: Public comment	Example: Workshops	Example: Citizen Advisory committees
Example: Websites	Example: Focus groups	Example: Deliberative polling where random sample groups engage in deeper discussion	Example: Consensus building
Example: Open houses	Example: Survey		

Woodland District 50: Community Connections and Engagements

Inform/Engage	Consult	Involve	Collaborate
Board Forums: 2000 to 2011	Public hearings: Budget meeting	Financial Review Committee: 2006	Strategic Plan: Fall 2006
Annual Report: 2004-2007	Communication Audit: 2008		Financial Advisory Community Taskforce: 2009
BI-Annual district newsletter: 2008-2010	Transportation survey: May 2014		Strategic Plan: October/December 2012
District litigation against PCCS: May 2014	Full-Day Kindergarten survey: May 2014		
Curriculum Nights: Fall 2014	Referendum re: Air conditioning Primary: Spring 2015		
Bi-annual district newsletter re-launch: July 2014			
Annual district/Village newsletter launch: August 2014			
Facebook: July 2014			
Senate Bill 16 campaign: Fall 2014			
Shop with an Educator: December 2014			
Dual Language Chats: December 2014			

Technology 2014-2015

Woodland technology committee has been empowered to develop recommendations and proceed with the development of action plans for this year for technology initiative 2 and 1B.

Initiative 2: Acquire and reallocate technology based on Common Core Standards. Student's use of technology in the classroom and school need as part of the overall leasing strategy.

Approach: The approach the committee is taking is to have our staff develop technology requirements driven from Woodland developed data for the classroom at all schools based on curriculum, Common Core and 21st Century. We will give every staff member an opportunity to contribute to the data driven technology decisions. We will compare the Woodland Data to trends we find in school districts across the state of Illinois and in Lake County. Lastly we will look at recommendations for Common Core for "Best" practices in the classroom to help us develop a strategy that is sound in its recommendations supported by staff and sound comparative data and intellectual research.

Action 1: Review with teaching and administrative staff at all schools ways to enhance curriculum instruction through technology. Develop a sequence of technology reallocation or acquisition as part of the overall leasing plan.

- Worked with the principals to identify key staff for our committee across all grades
- Solidified 40 committee members including 9 administrators and 31 staff members
- Committee Meeting Scheduled on November 12 and every month through May
- Completed and reviewed with staff the inventory of all technology in the classroom by school
- Developed and distributed worksheets to committee to be used to identify technology requirements based on curriculum requirements at all grades and schools
- Developed and distributed worksheets to committee to be used to identify technology requirements for special education, dual language and data assessment and intervention for Tier I, II and III
- Committee met on November 12 and all materials were distributed and the school teams broke out into groups to discuss approach to gather data necessary to deliver technology requirements driven by Common Core and student use

Action Plan 1.1: Committee members returned to the schools with the goal of working with staff to identify key technology requirements in the classroom based on Common Core and student's use.

- Worksheets were uploaded into Google Forms and shared with staff
- Committee members discussing with staff members technology requirements based on curriculum and developing key technology drivers
- Director of Technology meeting and hosting individual workshops if necessary at the schools to help develop curriculum requirements and finalize technology worksheet

- Special education developing curriculum based requirements for both classroom student use as well as assisted learning technology
- Dual language developing curriculum based requirements for classroom student use
- Developing data assessment and intervention requirements for district and student use

Action Plan 1.2: Director of Technology completed a survey of all school districts in Lake County and a large sample set throughout the state of Illinois to gather data on technology trends in education for comparison to Woodland School District technology use.

- Survey was developed that included the following questions:
 - Are you 1:1 for all or across some grades
 - Are you are Bring Your Own Device (BYOD) district
 - Do you have a Learning Management System
 - What technology is deployed in the classrooms
- Survey was sent to all Lake County schools and most Illinois State Schools. In total 200 school districts were surveyed and 128 responded
- Data will be shared with committee members at the December 16 meeting

Action Plan 1.3: Determine Assessment requirements for Woodland School District including PARCC defined by ISBE.

- Reviewed Illinois State Board of Education Partnership for Assessment of Readiness for College and Careers (ISBE PARCC) requirements a state required assessment as included in Common Core State Standards (CCSS)
- Reviewed Illinois English Language Proficiency Assessment (ACCESS) requirements that measures social and academic growth of English Language Learners
- Reviewed Dynamic Learning Maps (DLM) requirements that measures special education students academic growth
- Reviewed Measures of Academic Progress (MAP) requirements that measures student growth from fall to spring
- Working with principals at Elementary, Intermediate and Middle School to define PARCC driven requirements for FY15 and FY16
- Develop plan and requirements to be included in the student use requirements for each school

Action Plan 1.4: Committee members and the Director of Technology will host a staff forum at each school in January to discuss technology needs in the classroom.

Action Plan 1.5: Committee will develop and distribute a survey to all staff on technology use in the classroom.

Action Plan 1.6: Committee will review Common Core and 21st Century technology “best practices” based on state standards.

Action Plan 1.7: Committee members and the Director of Technology will host technology vendors based on curriculum requirements defined by the school staff and committee members with the intent to evaluate and identify technology needs in the classroom.

Action Plan 1.8: Committee members, Teaching and Learning Department and the Director of Technology will communicate with parents and ask for feedback to support a technology and leasing strategy at all schools. This includes hosting a parent forum, attending PTA meeting and other school sponsored parent groups.

Action 2: Determine technology requirements and build into the annual lease, and then incorporate as an overall cost to the district in a three-year plan.

Technology 2014-2015

Initiative 1B: Expand equal technology access opportunities for all students.

Action Plan 1: Establish criteria for users to determine how devices are distributed.

- Technology committee discussed staggering this initiative with initiative #2 to have a better idea of what direction the committee's recommendations will be headed
- Based on student use and technology recommendations for the classroom expand and develop criteria for technology use outside of classroom

Action Plan 2: Investigate Wi-Fi options for families without Internet access.

Action Plan 3: Meet with LRC staff to evaluate and determine requirements for expanding LRC use.

Action Plan 4: Recruit staff to supervise extended lab hours beyond the school day.

Action Plan 5: Establish an agreement / contract between the home and the user and the school district to allow families to check out available technology as needed determined by grade / project / availability.

Action Plan 6: Establish an agreement / contract between home user and school district to allow families to check out technology over summer hiatus.

Action Plan 7: Extend LRC and computer lab hours beyond the school day.

Action Plan 8: Schedule opportunities for students to visit and utilize the media centers and labs during the school day.

Action Plan 9: Arrange an activity bus to allow students transportation home from the extended lab opportunities.

- Dann Giesey volunteered for Internal Committee
- Stacey Anderson and Dann Giesey presented to Internal committee members the idea of including technology use after hours in the after school programs so we could see some synergies in staff support and transportation.