

Woodland Community Consolidated
School District 50



2014-2015 Strategic Plan Progress Report

June 23, 2015

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 June 23 Board meeting. Dr. Swoboda will give a presentation highlighting this years initiatives and the progress of the Strategic Plan Committees. Please note that updates in yellow are from January 2015 to June 2015.

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

Projected full implementation June 2017

- 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.

Completion Date – 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 2014-2015

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.
- January 2015 – K-5 staff had time to work on and consult Dr. Anne Grall Reichel, a NGSS consultant, on the units during Institute Day.
- Spring 2015 - NGSS teams at each grade level continued to work and finalize one NGSS unit that will be piloted during 2015.
- Summer 2015 – Summer work has been authorized for grade level teams. The teams at each grade level will finalize remaining curriculum work for the first pilot unit, locate remaining resources and begin work on the next two NGSS units. All NGSS team members will meet with the NGSS consultant Dr. Anne Grall Reichel during June 2015.

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.
- January 2015 – Middle school science staff had time to work on and consult Dr. Anne Grall Reichel on the units during Institute Day.
- Spring 2015 - Middle school science staff continue to work in grade level meetings reviewing CERs, how the units are changing, and beginning NGSS units that had not been started.
- May 2015 – Staff attended a workshop to work on NGSS units to ensure the English Language Learner standards are included in the upcoming NGSS units.
- Summer 2015 –Middle school science teachers at each grade level will finalize remaining curriculum for the first pilot unit, locate remaining resources and begin work on the next two NGSS units. All NGSS team members will meet with the NGSS consultant Dr. Anne Grall Reichel during June 2015.

Next Steps Toward Implementation

K-5

- FY16: Teachers on the NGSS team will pilot their units during the FY16 school year and evaluate those units. K-5 staff will look for materials that correlate with the ELA CCSS and Science, including both nonfiction reading and writing. Time during the year will be provided for the team to create the next two units.
- FY17: All three units will be written and evaluations will begin. Necessary materials will be brought forward to the Board for approval.
- FY18: All units will be implemented in K-5. Professional development will take place on Institute and SIP days.

Middle School:

- FY16: Middle school science staff will further implement CERs and interactive science journals. They will be adding the ELL section to their units to use with the English Language Development (ELD) standards.
- FY16: Science staff will evaluate the units they developed. During the science department meetings, the teachers will learn about the Core Concepts and Practices at a deeper level with a 'book study' by a National Science Teachers Association (NSTA) publication, *The NSTA Quick Reference Guide to the NGSS* by Ted Willard.
- FY17: Science staff will review the current Pearson products to determine if the current 6-year lease should remain with Pearson or if the units developed require a different resource.
- FY18: All middle school units will be in full implementation.

*Goal completed. Presented to the Board of Education May, 26, 2015
Full implementation of NGSS in classrooms 2017-2018 school year*

Student Learning 2014-2015

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.
- The Technology Committee discussed the need to provide students that do not have computer access at home the opportunity to check out a laptop during the school year. This will allow for the students to better equalize home support for students of low-income families.

The Development of the Woodland Breakfast Program

- Schools and the ESC administrative team have continued a dialogue with Arbor Management and school Breakfast Committees to plan for next year's breakfast program. District level committee meetings began in October and extended over the winter. Each school has also held their own committees to work out the details to provide all students, including low income that need breakfast to be best prepared for the academic day. The Middle School is working on Grab and Go kiosks and the Intermediate and Elementary schools are preparing for students to have breakfast immediately exiting the bus in the cafeteria. The Primary school students will have breakfast after all students have arrived at school.

2015 – 2016 Support for All Tasks

- Beginning in late September 2015 breakfast will be available to all Woodland students. The breakfast program will follow the free and reduced cost lunch program at Woodland.
- This fall the Technology Department will begin to allow students to check out laptops for a limited time span.
- Some schools have already scheduled book studies for next year on the book *A Framework for Understanding Poverty* by Ruby Payne.

Goal completed. Presented to the Board of Education May 26, 2015.

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
- Also serving on the committee were district level administrators, the Regional Manager for Champions, the Superintendent of Recreation for the Gurnee Park District, and the Head of Youth Services from the Warren-Newport Library.
- The committee met a total of 12 times from November 10, 2014 through the presentation on May 26.
- The committee met on November 10, December 2, December 18, January 6, January 27, February 18, March 3, March 10, April 8, April 16, April 23, May 22 and May 26.

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?

- Researched the following school districts: District 95 (Lake Zurich), District 73 (Hawthorn, Vernon Hills), District 118 (Wauconda), District 34 (Antioch), District 41 (Lake Villa), District 46 (Grayslake), District 79 (Fremont School District) and District 56 (Gurnee)

Common Findings

- Districts that transport students had more robust offerings and larger attendance.
- No district charged extra for the additional transportation services.

Action 4: Discover what research says about how extending the school day impacts student learning and/or social well being.

The research communicates the benefits for students when their school day is extended are academic as well as social-emotional. There is no doubt how much extending the school day helps students, especially those in the low socio-economic status category.

Requirements of effective programming:

- Research states that the extension of the school day is important to narrowing the achievement gap, especially for our kindergarten and first graders.
- It's not just the academics that matter; participation in enrichment programs shows great benefits for students.
- The quality of the program is key to a student's success.
- The more exposure and higher quality of programs show increased benefits for students.
- Mentoring is an important piece of after school programs. The benefits are seen for both mentors and mentees.
- After school programs need to be hands on, interesting, and quality enriching.
- If the program relates to what they are doing in school it is a plus, but is not a requirement.
- Certified staff should be the ones closing the achievement gap; the focus should be on kindergarten and first grade.

Benefits of the expanded school day:

- Students who regularly attend effective, after school programs have better grades, better school attendance, and better behavior.
- Graduation rates have grown by 20% for students participating in effective after school programs.
- Middle class children's self-assurance is enhanced in after school activities that require fees for enrollment and almost always require parents to have enough free time and resources to provide transportation.
- Organized sports, music, drama, and dance programs build self-confidence (with trophies and admiring adult spectators) and discipline in middle class children.
- Underprivileged parents find fees for such activities daunting and transportation may also be a problem.
- In many cases, organized athletic and artistic activities are not available in underprivileged neighborhoods, so underprivileged children's activities are more informal and less confidence building, and offer less opportunity to learn teamwork and self-discipline.
- Middle class children usually have a quiet place at home to read or do homework. Children in more crowded housing can less often escape television, conversation, or siblings.
- For children with inadequate housing, without quiet study space, homework creates further disadvantages.
- Children from underprivileged families are able to achieve some success during the school year but fall further behind in the summer because middle class children learn more or forget less in the summer months.

- During the months students are in school, they typically attend for only 6 hours each weekday. In afternoons, evenings, and weekends, middle class children have more intellectually stimulating experiences, are exposed to more sophisticated adult language, and benefit from more economic security.
- If the achievement gap does not grow during the regular school day, schools are probably doing a great deal to narrow it during the regular school day, but these efforts are offset by gap-widening experiences in after school hours.
- Strategies to close the achievement gap cannot ignore traditional non-school hours.
- Investments must be made to expand the definition of schooling to cover those crucial out-of-school hours.
- The most important focus of this investment should be early childhood programs, however, the quality of these programs is as important as the existence of the programs themselves.
- Providing after school and/or summer experiences to underprivileged children that are similar to middle class children are essential to narrowing the achievement gap.
- After school experiences should not be restricted to just extra math and reading practice. Remedial instruction should be part of an adequate after school and summer program, but only one part.
- The advantage of middle class children comes from the self-confidence they acquire and the awareness they develop of the world outside their homes and immediate communities from activities like organized athletics, dance, drama, museum visits, recreational reading, and anything else that develops their inquisitiveness, creativity, self-discipline, and organizational skills.
- One of the main reasons why people leave poverty is specific experiences they have outside regular school hours that provide new opportunities.

Action 5: 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.

Feedback from Woodland District 50 Community Partners

Champions – Parents want them to continue mini-summer camps that offer programs and activities such as cake decorating, Young Rembrandts (arts & drawing), Amazing Athletes, trips to Lake County Forest Preserve, Grayslake pool, weekly water play days, etc. Next summer Champions wants to implement a robotics class and continue weekly off site trips.

Additional programs:

- Programs offered at a cost: Little Language Stars, Computer Bug, Amazing Athletes, Pottery Club
- Champions could provide a discount if parents are part of an after school program at Woodland from 4:30-6:00; they would escort students to programs and pick them up.

Warren Newport Library – Offers after school programs: 1) Elementary level - Book discussions, STEM programs, Technology workshops 2) Middle School level - Tweens Read, Tweens create (crafts), Anima, Paper Roller Coaster Madness, Star Wars Mini Golf, Spanish storyteller, movie matinees, Lego class, etc. Programs are full and have waiting lists. Warren Newport Library has revamped the registration process so the same participants don't fill up all the classes.

Gurnee Park District – Shared results of a community survey. There was interest in passive recreation activities, kinesthetic activities, fitness/nutrition activities, walking club, biking, spin class for middle school students, nature activities, youth sports leagues and activities – gymnastics & tumbling, swim programs, and chess. Yoga has been popular with preschoolers. Activities that could potentially be provided at school: Fitness activities, walking activities, biking activities, nature related activities or educational programs, youth sports leagues or activities. Other activities in need that could involve transportation: gymnastics or tumbling activities, swim programs.

Woodland Teachers and Staff - The consensus was a desire to expand programs we currently offered to students, especially for low socio-economic status students, while implementing a systematic transportation option. The staff feels strongly about increasing the number of after school academic programs as well as enrichment programs. They want District 50 to facilitate a stronger relationship with our community partners (ie: WTHS, Gurnee Park District, Champions, etc.) and coordinate program offerings with them. By working together with our area partners and providing transportation, more students can be reached.

Action 6: Presented the range of options with strengths, costs and systemic recommendations to the Board of Education at the May 26 Board meeting.

Below is a description of options and how they would impact costs.

- Option 1 - Maintain Current Programming - \$90,315 within budget parameters
 - There are numerous options currently available to Woodland students that have been built over time.
 - Technology offers academic supports for students during non-school hours.
 - Only students in academic supports that are invited to attend by the school receive transportation.
 - Academic supports are capped with limited attendance to minimize the total cost.
 - Primary School - Early Start (12 session, 3 hour summer program) is funded through Title I funds. Fourteen instructional staff at \$34,000 and 9 driver wages \$6,000.
 - Elementary Schools - Clubs plus, 45 sessions per year for students requiring assistance in reading and math. At a cost of approximately \$21,910. Transportation for students in reading and math intervention is \$14,625.
 - Intermediate School - CATS program, clubs and intramurals budgeted are \$20,000. Transportation for CATS shared with Middle School and added into their cost.
 - Middle School - CATS program, clubs and athletics are budgeted at \$30,000. Transportation for CATS program for Intermediate and Middle School students is \$11,780.
- Option 2 - More Comprehensive Programming - \$172,920 – need an additional \$81,920 in the budget.
 - 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. Transportation is the key issue in expanding the level and variety of additional programming.
 - Students that stay after school for additional support, by volunteering teachers, could also take the bus home.
 - Primary School - Continue Early Start summer program at a cost of \$40,000 from Title I funds.

- For each of the three remaining schools the addition of transportation would likely 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 budget to \$24,000 and with 6 months of transportation for 3 days a week transportation costs are \$42,120.
 - Intermediate School - Increase programming budget to \$24,000 and with 6 months of transportation for 3 days a week. Transportation is included in the Middle School budget.
 - Middle School - Increase programming budget to \$36,000 and with 6 months of transportation for 3 days a week. Transportation is \$46,800 for both Intermediate and Middle School students.

 - Option 3 - Ideal Level of Programming - \$288,200 – need an additional \$197,200 in the budget
 - Increase the number of students that can participate in academic supports and develop additional enrichment programming.
 - Provide transportation home Monday through Thursday for the entire school year for all scheduled and unscheduled after school activities including athletic activities.
 - Primary School - Continue Early Start summer program at a cost of \$40,000 from Title I funds.
 - For each of the three remaining schools the increase of 4 days a week all school year of transportation would likely 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 budget to \$30,000 and 4 days of transportation each week totals \$79,200 annually.
 - Intermediate School - Increase programming budget to \$30,000 and Transportation is included in the Middle School budget.
- Middle School - Increase programming budget to \$45,000 with 4 days a week of programming. Transportation is \$104,000 for both Intermediate and Middle School students.

Goal completed. Presented to the Board of Education on May 26, 2015

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
- The models were provided to the Board in December 2014. As the new Board of Education begins to develop its protocols, it is recommended that the Board review the suggested Communication Connections and Engagements model and collectively discuss their next steps.
- The Board of Education engaged in discussions regarding Board protocols at its June 11 meeting. Included were samples derived from IASB, area school districts and Woodland-adopted protocols from 2011.

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			

External Community 2014-2015

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

As this goal is one that we will continue to monitor and maintain, we wanted to provide the Board with an update regarding how the district continues to support and communicate with these targeted populations.

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

- The External Community Committee continued to meet throughout the school year. Minutes were taken to document progress and are posted on the website.
- Committee members include representatives from Village of Gurnee, Woodland Middle School, Woodland Elementary East, Re/Max, Gurnee Chamber of Commerce, Warren-Newport Library, Lake County Chamber of Commerce, Latino Coalition, parents, and community.

Additional Outcomes

- Committee discussed several ideas, of which the following were implemented in coordination with the Warren Township Senior Center:
 - Middle School fall concert for senior citizens
 - Senior citizen invitation and participation at Elementary East Halloween concert
 - Senior citizen invitation and participation at Elementary East Readers are Leaders Day
- Future outcome to include conducting a survey of senior citizens to assess their wants from Woodland.
- Woodland Primary School introduced Try New Things Day in May of 2014 as a way of bringing in community organizations and businesses to the schools and providing them with the opportunity to interact with students and share insight into their business. In its second year, the event continues to be very well-received and a great opportunity for the community and businesses to engage and support the schools.

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

- Last June, the Superintendent and Public Information Specialist met with Mayor/City Administrator Steve Pannell to discuss outreach strategies with Spanish-speaking families. The district set up a Proof of Residency station at Park City Village Hall last fall, which resulted in 23 families attending Woodland's event. Mayor Pannell has also offered for us to use Park City Village Hall as a location should we wish to host future events such as Kindergarten Registration.

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

- The district newsletter, *The Woodland Insider*, was introduced to the community last July. At this time, the newsletter is mailed out to all taxpayers two times a year. The district is finalizing its third newsletter to go out in late June.
- The Village of Gurnee invited Woodland District 50, Gurnee District 56, Warren Township High School District 121 and Gurnee Park District to collaborate and produce a joint community newsletter in August of 2014 for distribution to all taxpayers. Based on the positive response from last year's newsletter, the Village will also include Gurnee Park District in this year's publication which is set to go out again in August.

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

- The district collaborated with the Gurnee Chamber of Commerce and Lake County Chamber of Commerce to develop a Business Education Roundtable that began meeting in July of 2014.
- The Roundtable group is made up of Superintendents from Districts 50, 56 and 121 as well as business representatives from the Gurnee Chamber of Commerce and Lake County Chamber of Commerce (Northwest Community Bank, Attorney, Key Lime Cove, Ameriprise Financial Advisor).
- The Roundtable group has met five times
- Roundtable has provided Woodland support in various ways
 - Providing scholarships for Summer Wonders students
 - Assisting the district acclimate its guest Spanish teachers for their August arrival
 - Exploring the development of a Speakers Bureau this fall

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

- The External Community Committee has explored ways to engage with its senior citizens with counsel from the Warren Township Senior Center.
 - In October, Elementary East invited residents of Heritage Woods to their Halloween Sing on October 24. The school set up VIP seating area for them.
 - In April of 2015, Elementary East invited senior citizens to attend its Readers are Leaders event, which was very well received.

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

- As previously noted, the External Community Committee discussed various events that are included above under Action 5.

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

- A district retiree serves on the district's External Community Committee.

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

- A realtor serves on the district's External Community Committee.

Action 9: Develop a Facebook page for the district

- The district launched its Facebook page on July 1.
- It has been primarily used as a one-way communication channel. Followers include area organizations, businesses, media and community. The Woodland community has been very supportive of the district's effort to communicate via social media.
- February 19 Twitter Verification: Woodland formally notified of its verification. Verification is currently used to establish authenticity of identities of key individuals or brands on Twitter. An account that is verified has a blue verified badge--you will see this oftentimes associated with celebrity accounts. Because we have had issues in the past with students making their own accounts, we felt it was important to establish the account and made the request to Twitter in January.
- A few points of interest:
 - The district's Facebook page has 1,616 likes.
 - The district's Twitter account has 1,001 followers.
 - Average number of social media posts per week: 5-7.
 - 1,941 Tweets via Twitter to date.
 - 83% of our Facebook followers are women vs. 17% are men.
 - 52% of our Twitter followers are women vs. 46% are men.
 - 47% of our Facebook followers are between the ages of 35-44.
 - The top noted interest of our Twitter followers is "Business and News."

Goal completed June 30, 2015

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 June: November 12, December 16, January 21, February 18, February 26 (Apple Briefing), March 10, April 14, April 23, May 5-May 13 (Site visits), May 12 and June 10.
- 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.
- Developed technology survey for all teachers at all schools. Committee members distributed and collected the survey results in January.
- Special Education committee members survey 100% of staff and developed matrix for technology requirements by grade and school including assistive technology requirements.
- February 2015 - Developed vendor presentation requirements and discuss what the committee wanted to hear from each about education and transforming the classroom.
- February 2015 - Met to review PARCC requirements.
- February 2015 - Google came on site to present an overview of Google applications and Google for Education

- March/April 2015 – Met and hosted onsite visits from Microsoft, Google and Apple
- Director of Technology and Department did onsite technology reviews at Stevenson High School District 125, Carmel High School, Warren High School District 121, Gurnee School District 56, Elk Grove School District and conducted conference calls with Naperville School District 203, Main South School District 207, New Trier High School District 203, Zion School District 6 and Leyden School District 212. Gained insight into the deployment, management of technology including Chrome and iPads, how they administer devices during the day, rules and agreements in place for devices going home with students, how they secure the Internet and run updates and purchase applications.
- April 2015 - Several committee members and Woodland Staff attended the Apple Briefing and Google Symposium.
- May 2015 - Several committee members and Woodland Staff visited several school districts sponsored by Apple to review how curriculum and technology was being used in the classroom. The staff created a shared Google Document and posted notes and pictures from all the schools they visited for the committee to review.
- May/June 2015 – Met to finalize the classroom requirements and the subsequent technology recommendations for each school based upon the extensive data the team collected and viewed during presentations and school visits.
- Working with Steve Thomas the committee used an online independent tool to Alliance for Excellence in Education to evaluate Woodland School District readiness for 1:1 technology. The tool has 7 areas of evaluation and an overall rating. Schools that have been 1:1 districts for a while are scoring 8 on a scale of 10. Woodland scored 3-4 indicating the need for professional development not only for staff but for administration as well in order to be successful. The committee recommends we use this tool to measure our progress and success of a 1:1 rollout.
- Committee recommends a blended approach to support the requirements. This included iPad Mini's at K-2, iPads 3-5 and Chromebooks 6-8.

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 discussed 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 with the help develop curriculum requirements and finalize technology worksheet
- Special education met with district staff and developed curriculum based requirements for both classroom student use as well as assisted learning technology.
- Dual language developing curriculum based requirements for both classroom student use as well as assisted learning technology
- Developing data assessment and intervention requirements for district and student use
- Data assessment and intervention requirements for district and student use have been defined by the Teaching and Learning Department with MAP, Data Director and PARCC still key.
- Several curriculum adoptions will take place over the next five years. A review of those requirements as they happen will need to continue. Teaching and Learning is purchasing materials for both digital and hardcopy. The technologies we are reviewing will fully support them.

Action Plan 1.2: Director of Technology will send out and complete 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 BYOD district (Bring Your Own Device)
 - Do you have a Learning Management System
 - What technology is deployed in the classrooms
- Survey was sent to all Lake County schools and other Illinois State Schools. In total 200 school districts were surveyed and 128 responded.
 - 1:1 with Technology
 - Yes – 17%
 - No – 45%
 - Some – 38%
 - Support of Bring Your Own Device (BYOD)
 - Yes – 44%
 - No – 56%
- Data was reviewed by the committee and used to plan next steps for two areas of interest. First, that Microsoft, Google and Apple were the most frequently used solutions at school districts. Second, that for learning management systems Google, Schoology and Canvas were the most frequently used. The committee contacted and setup site presentations with all three providers.
- In April the committee worked with Warren Township High School who had sent out a separate survey for their 1:1 initiative. Their survey asked a number of questions that the Woodland Technology Committee was asking. How do other school districts handle technology fees and what are they? Do school districts offer insurance and maintenance programs and who pays for them? What are other school districts doing about extended warranties and repairs to broken units? Lastly does every student in a 1:1 initiative take the computers home and do the families sign an agreement prior to taking them home? The committee wanted to once again learning lessons from other school districts who have deployed devices in a 1:1 scenario for a while.

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

- Working with principals at Elementary, Intermediate and Middle School we defined the PARCC testing requirements matrix based on the number of tests, number of testing days and number of sessions per day. The matrix will determine the number of technologies needed for each school to test each grade. Currently we can only support 3rd grade and one grade at Middle School.
- We have developed plans and requirements to be included in the student use requirements for each school based on options for 1:1 to be presented to the Board.
- Created the requirements matrix for each school for PARCC. When all students grades 3-8 are PARCC testing and assuming 20 days of testing we will need the following number of devices per school: Elementary-67 per session, Intermediate-214 per session and Middle School-328 per session. These are dedicated computers used only for PARCC testing for 4 straight weeks.

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.

- In lieu of forums the principals conducted technology-planning sessions at each school with the leadership teams and then distributed the technology survey to all staff for input.

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

- Committee distributed survey and collected results in January
- Participation was 100% at Middle School, 70% at Intermediate, 58% at Elementary and 80% at Primary.
- Survey results can be found in the Technology Executive Summary, Appendix D.

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

- February/March 2015- Committee completed review of Common Core Standards and found a consortium that did a nice job translating it into technology requirements of Common Core for 1:1 initiatives. Recommendations include technologies that support those requirements.

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.

- Based on survey results and our school survey data we hosted three vendors in March and April.
- The three vendors, Microsoft, Google and Apple focused their presentations on how their solutions would change education and what would we and should we expect at Woodland School District 50 if we chose their solution.
- The presentations were about transforming our classrooms and the professional development required for our staff.
- The committee sponsored and attended with several staff members the Apple Briefing and the Google Symposium. These were hands on events in April and May so our staff could understand clearly the solutions and technologies each company would recommend we use in the classroom.
- The committee and several staff attended Apple sponsored days at area schools so staff could see transformation in the classroom and how technology is used in integrating changes to instruction.

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.

- The committee met with PTA in February. Parent feedback included a blended approach so students would be exposed to more technologies. They did not want one device. They also wanted a greater emphasis on Office Products; Word, Powerpoint, Excel, Acces.
 - Parents who couldn't attend provided feedback as well.
- Met with parents and discussed technologies. Parents supported the idea of us looking at Chromebooks for both function and cost.

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.

- April/June 2015 - The technology department met with Apple and went over the possible recommendations and received quotes for technology, professional development and leasing.
- April/June 2015 - Met with eight Chrome vendors and received quotes for technology and discussed professional development options.
- May 2015 - Discussed leasing options with Capital One and with Providence Capital.
- The State Board of Education put out a notice that school districts leasing technology could submit an application for a federally supported program guaranteeing lease rates of 2%. We shared with the leasing companies who offered to math the 2% requirement.
- After reviewing the data, current technology deployed, parent feedback, school survey data, vendor recommendations, curriculum requirements over the next five years and PARCC requirements the committee will present three options to the Board:
- Option One
 - Year one - Applications would be submitted by staff based on criteria developed by the committee to receive a classroom of technology as long as the staff member met and agreed to all requirements including, certification in Google, certification in Learning Management System (LMS), agreeing to meet once a month to provide planning and feedback and agreeing to participate in training staff in year two of the program. Allocations would be as follows: Middle School (2 teams), Grades 3-5 (12 classrooms), Grades K-2 (5 classrooms).
 - Year Two - Begin 1:1 with minis at K, iPads at grade 3 and Chrome at grade 6
 - Year Three - Continue with 1:1
 - Year Four - Complete 1:1 rollout
- Option Two
 - Year One - Implement iPads at Grades K, 3 and MacBooks at Grade 6
 - Year Two - Implement iPads at Grades 1, 4 and MacBooks at Grades 7
 - Year Three - Implement iPads at Grades 2, 5 and MacBooks at Grades 8
- Option Three (Financially Drive)
 - Committee recommends we transform our classrooms with our youngest students K-5. Omitting them would not be recommended. Our PARCC requirement 3-8 involves working within our budget. Option 3 would support the 1:1, PARCC requirements and financially reduce our commitment.
 - Year one - Rollout 1:1 to grade 3 with iPads and grade 6 with Chromebooks
 - Year two - Continue 1:1 rollout

- Year three - Replace technology currently in place K-2 and complete 1:1 rollout 3-8
- Committee recommends the staff at Primary and Intermediate receive new laptop technology as schedule on the current lease strategy in FY17. All staff in will receive laptops. In FY18 it is the recommendation that staff technologies be reviewed and the device and cost per staff member be reduced to match the technologies used by the students if possible.
- In addition the Teaching and Learning Department in FY18 would review all instructional lab requirements and the technology required since our students will be advanced in the 1:1 rollout. Again a reduction in cost for technology would be required.
- Reallocation recommendation by the committee would include the following.
 - iPads would be relocated from Middle School to K-5.
 - Asus laptops would be reallocated from grades 1-3 to Middle School.
 - Intervention labs would not be replenished and would phase out with 1:1 rollout. This includes reduction in computers in our LRC's.

Goal completed. Presented to the Board June 25, 2015

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
- As part of Summer Wonders devices will be sent home with students as a pilot for a much broader program.
- In 2016 the Technology Department will work with district leadership to develop and offer a device loaner program for families. This will aid in the transition as we move to more 1:1 technologies for families who do not have access to technology.
- Continue to partner with the Newport Library for use of their technology and Internet access.

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

- Comcast, Sprint, AT&T and T-Mobile have programs where families can get reduced Internet for \$10.00/month by showing that they are a free and reduced family of the Woodland School District.
- In order to help families who still cannot afford Internet we did a preliminary investigation and found that businesses in and around the Woodland boundaries would offer up free WiFi access to our students and all we ask is that they not be required to purchase any food or items.
- Logo developed for that businesses to display notifying students that it is an approved Woodland partner with Internet Access.
- Students will have access to WiFi at Gurnee Park District, Teen Center, Library and other municipality buildings.
- We have developed a plan to introduce "hot spots" in our parking lots that families could use in the front of our schools after hours by sitting in the parking lot. We would work with O&F to develop signs we could attach to light poles in the parking lot to designate the locations.

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

- Intermediate and Middle School extended the hours of computer access after school as a part of their after school programs.
 - Woodland Middle School hours: 7:30am-7:50am and 2:30pm-4:00pm
 - Woodland Intermediate hours: 3:20pm-4:00pm

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

- Middle and Intermediate School currently have staff working with students in after school programs in the labs.
- In FY16 Elementary School to define possible after school program offerings as part of their current programs.

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

- The Technology Department will work with the district leadership in FY16 to establish a year round loaner program while we transition to more 1:1 technologies.

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

- Loaner program started this summer as part of the Summer Wonders.

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

- LRC's are already extending their hours beyond the school day.
 - Middle School and Intermediate sponsor after school programs to assist students in the labs.
- Elementary Schools to explore after school program additions for technology use.
- Middle School and Intermediate both have available lab hours established before school for student use as part of the Compass Learning, Lexia and MobyMax intervention software.

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

- Current curriculum has lab and LRC access established. Depending upon the 1:1 recommendations and actions the Teaching and Learning Department plans to review the instructional labs, curriculum and the frequency of use in the daily schedule and will revise in FY17.

Goal completed. Presented to the Board June 25, 2015