

Woodland Community Consolidated
School District 50



2013-2014 Strategic Plan Progress Report

December 17, 2013

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.

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

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

2013-2014 Strategic Plan Goals and Initiatives

Student Learning:

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

- Conduct feasibility study of possible options for full day kindergarten.
Completion Date – June 30, 2014
- Develop and implement a “Support for All” Task Force to assist students from low income households.
Completion Date – June 30, 2016

Financial Resources:

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

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

Internal Community:

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

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

External Community:

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

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

Completion Date – June 30, 2014

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

Completion Date – June 30, 2014

Technology:

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

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

Completion Date – June 30, 2014

Student Learning 2013-2014

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

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

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

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

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

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

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

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

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

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 3: Conduct a feasibility study of options for full day kindergarten

Action 1: Establish a Full Day Kindergarten Committee, which represents core classroom teachers, school administration and parents

- The committee has been formed with classroom teachers and administrators from the Primary and Elementary Schools. District level administrators representing transportation, facilities and finance are also part of the committee. Currently there is one parent on the committee. With only one parent, the team is concerned that is insufficient parental input. Personal outreach by school administration will take place to increase the level of parents input.
- The committee has met twice to date: November 20th and December 10th
- To communicate the progress of the committee a website was established:
<https://www.dist50.net/depts/curriculum/Pages/fulldayk.aspx>

Action 2: Investigate Full Day Kindergarten systems used in local districts and national models

- At the December 10th meeting information on the half day and full day options for every school district in Lake County was shared. This information included parental options and tuition costs, if applicable.

Action 3: Create a range of options and identify strengths and costs for best models

- Committee participants were divided into four groups representing each possible option. Each group is determining strengths and weaknesses of each option.
- The options under current consideration are:
 - Maintain the current system
 - Partial half day option for Parents
 - A select number of full day sections
 - All Students full day
 - Extended half day
- The team is evaluating each of the five options for strengths and weaknesses in: student instruction time, curriculum and assessment, staffing costs, facilities needs, specials, support programs and transportation needs.

Action 4: Present the range of options and strengths and costs to staff, parents, and students and evaluate feedback

Action 5: Present the range of options with strengths, costs and recommendations for the Board of Education

Action 6: Implement accordingly

Woodland Strategic Planning Student Learning – Goal 3 Full Day Kindergarten Investigation

Members present:

Stacey Anderson, Julie Venus, Katie Jones, Erin Landmeier, Hannah Brignon, David Brown, Ken Hyllberg, Allison Schmitt Ashley Brooks, Bob Leonard, Marianne Porreca

What: Conduct a feasibility study of options for full day Kindergarten. Board will be updated at least twice. We are to present a variety of options with factors like cost, staffing, facilities and more so the scenarios could be reviewed. Feasibility study should be complete by Spring 2014. Implementation date would be decided based on the scenarios chosen and amount of changes that would need to be made to be successful.

Begin discussions on Action Items (Brainstorming on these areas)

- **Model Options**
 - **Option 1 - Nothing**
 - Keep it the same
 - Full day students would stay the same with approx. 30% of K full day now (Dual, ESL, KPLUS, SPED)
 - **Option 2 - Partial Half-Day (opting out-parent choice)**
 - Parents could opt out of Full Day Kindergarten. An option for parents to only participate in a half a day would be available for those who do not want the whole day option. Student would leave the full day class half way through the day. There would not be half day sections only.
 - Half day would need to be determined-What time would students stay until.
 - **Option 3 - Some Half-Day sections (Capping it, based on # of classrooms, additional staffing, stages)**
 - Offer both Full day and Half day sections
 - How would this be determined?
 - Start with small number of sections and build
 - How would it work with late registers?
 - **Option 4 - All Students Full-Day**
 - 100% Full Day
 - No half day option
 - If parent wanted to pick their child-up early it would be a statement of intent and bussing would not be a possibility earlier in the day.
 - **Option 5 - ¾ Day. The Kindergarten day is shortened by an hour. (new scenario suggested)**
 - Define what is considered a whole day. What times would work?
 - Why this option? Any extended time K can get is necessary. Also a full day is long for 5 year olds. Offer less time in the day but more instruction. Possibly save if specials don't have to be offered as often and additional teachers wouldn't need to be hired?
 - **Option 6 - Hybrid (new scenario suggested) - ELIMINATED**
 - ½ Day and full day combined
 - Three days full, 2 days half. Students switch schedules
 - Group decided not to investigate because option would be confusing and cause conflicts with bussing.

Areas Which Need to be Addressed for Each Option

- **Facilities**
 - **Classrooms**
 - Are there enough? Are they big enough? Bathrooms are not in every room, other equities like Smart Boards, space.

- **Playground**
 - We would need another playground due to the amount of students
 - KLC has a playground that could be an option for EC depending on what happens with KLC.
- **KLC**
 - How many classes do they occupy? How much do we profit from this arrangement?
 - Would they need to be relocated? (Intermediate has space)
 - What are the options?
- **Mobiles**
 - Would this be an option to investigate to keep all of K at Primary?
- **Head Start**
 - They occupy 3 rooms
 - They would need to be relocated.
- **Lunchroom**
 - Our current MPR is not big enough?
 - Could the kitchen handle hot lunch?
 - What additions would we need?
- **Transportation**
 - Who
 - Routing(Costs, combining routes)
- **Curriculum**
 - Schedule
 - Correspond to the CCSS
 - What would half day look like verse full day
- **Costs**
 - Staffing-Do we need additional besides teachers
 - Nurse
 - Social Workers
 - Psychologist
 - Specialists
 - Lunch Supervisors
 - Support Staff
 - Classroom
 - New Materials? Tables, Chairs etc...
 - Currently we have enough for about 4 classrooms (in terms of furniture, some curriculum materials, etc.)
 - New materials
 - Curriculum materials-What/how much would we need?
 - Benefits from transportation
 - 1 AM and 1 PM pickup/drop
 - How much would that save?
 - Playground
 - New Playground Cost-have the space, just need to create the playground.

Timeline

- Next meeting we will discuss this.

Brainstorm How to Do our Work

- Think about what the best way to do our work
 - Should we divide up by options
 - Should we divide up by factors?
- What do you need?
 - Maps of Primary
 - General Idea of Bus Routes

- Outline of what we currently do in K, different programs, start/end times, curriculum, specials, etc.
- What does a day in K look like right now time wise? How much instructional time is there? Break it down so we have something to compare to.
- Organize your thoughts, questions, and any information you have about surrounding districts and bring to our next meeting.
- Divide into groups and start tasks.

Metrics/Assessments

- Discuss objectives and assessment outcomes at next meeting

Parent Communication

- Parents need to know that we are investigating options
- Parent nights would need to be built in to introduce new model

Next meeting date: Tuesday, December 10th (4:15 p.m. @Primary School)

- We will be meeting at 6:00 p.m at a later meeting. We are planning to invite a couple of parents to be members of the committee. If you know of someone that has an incoming K student in the next few years, let Steve or Stacey know.

Additional comments/Thoughts

What about Restructuring??

- Thought is if we are going to do so many changes to Primary this could be an option?
- Option-K 2 buildings?
- 2 K-2 building. Primary stays K-maybe half day k
- Is there room at Intermediate for third grade?
- K-2 Dual Language school-The School of Dual
- Would it be more cost effective staff wise?
- What is best for our students and curriculum/instruction time should drive our decisions.
- This is beyond the scope of our charge unless there is benefits to present to the Board

Financial Resources

2013-2014

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

Initiative 1: Complete a long-range facility plan, which prioritizes operational and capital needs as well as planned building improvements

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

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

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

- Primary attained Leadership in Energy and Environment design (LEED) Silver status certification for Existing Buildings: September 2013.
- O & F leadership team and Cannondesign met several times during the summer to schedule and review the Decennial Health, Life and Safety surveys for Middle School and South Campus. The Board approved the “Required” violations and scheduled for the summer of 2014.
- The District submitted and was awarded a \$50,000 ISBE School Maintenance Grant for the Primary and Elementary West main entry doors this summer.
- The Board approved and submitted the ISBE School Energy Efficiency Grant (SEEG) at the November 26, 2013 Board meeting. If approved, the District would realize an approximate \$500,000 project for a District cost of approximately \$250,000. The projects would be to replace parking lot lighting with energy efficient lights, possibly LED.

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

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

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

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

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

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

Action 8: Report to the Board of Education

Financial Resources 2013-2014

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

Initiative 2: Increase funding through grants and corporate and organization donations

Refining Goal: The committee has been active in refining its goal and objectives to include the donations of both time and money as a measure of success. Increasing parent and staff and community involvement is a donation of time that should also be recognized with this goal.

- A committee was formed in September. The committee is comprised of three administrators, teachers and parents. Active recruitment for an additional teacher and parent continues.
- Four meetings were held from October to November.

Action 1: Investigate hiring part-time staff member to write grants, and or partner with other districts / organizations to share grant writer services

Action 2: Partner with other districts/organizations/corporations to seek and apply for grants

Action 3: Develop internal procedures for staff to access and make available key employees who can assist the staff member with writing and tracking the grant

- **Procedures:** The committee reviewed relevant Board Policies and Administrative Procedures to recognize the parameters we work within to achieve these goals. At this time we are not recommending any change to the policies reviewed.
 - 8:25 Advertising and Distributing Materials
 - 8:90 Parent Organizations, Booster Clubs, and Woodland Educational Foundation
 - 7:325 Student Fund Raising Activities
 - 6:25 Community Resources and Volunteers

Action 4: Increase projects and fundraisers in conjunction with Woodland Foundation and PTA for specific needs through external public relations efforts

- The amount of in kind time hours and funds given by the community, parents, staff and students for FY13 is an affirmation to the commitment of the community to Woodland School District 50.
 - The total hours donated to the district not including Community Service hours was 3,311.
 - The total funds donated to the district including but not limited to staff donations, PTA, and Woodland Educational Foundation was \$201,308.67

Action 5: Encourage staff and parents to seek and apply for grants (i.e. supplies, classrooms, teacher) by promoting effectiveness of ongoing grant writing and donations efforts

- A survey to staff was developed, administered and analyzed to gather baseline data on donations to the district (see FY13 Resources – Summary).
- The committee is looking at donors.org where teachers can post a project and anyone in the world can donate. This may be an option for staff whose grants do not get approved through Woodland Educational Foundation.
- Additional ideas were shared for how to communicate data with staff and parents.
- Website: We have begun discussions with technology to create a Grants and Donations webpage that will serve as a resource to staff and a portal for parents or the community to donate.

Action 6: Assess program effectiveness by tracking grant awards on an annual basis

- Tracking Progress: The committee developed a formal method to track progress on our goal to improve the amount of volunteer time and increase donations district wide.

Strategic Plan - FY13 Resources - Summary

Area	Hours			Funds		
	Community	Parent	Other	Community	Parent	Staff
Primary	127.00	524.00	102.00	\$832.17	\$12,441.19	\$4,801.43
Elem East	136.00	612.00	41.00	\$2,169.02	\$14,655.90	\$1,083.55
Elem West	139.00	630.00	74.00	\$872.03	\$22,366.86	\$3,151.96
Intermediate	45.00	304.00	20.00	\$2,171.56	\$21,650.31	\$3,300.00
Middle	73.00	342.00	66.00	\$4,675.41	\$28,832.94	\$2,902.50
District Wide	48.00	23.00	5.00	\$30,607.64	\$39,260.37	\$5,533.83
Totals	568.00	2435.00	308.00	\$41,327.83	\$139,207.57	\$20,773.27

DRAFT

Internal Community 2013-2014

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

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

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

- See PBIS Timeline and Implementation

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

- PBIS has changed the state recognition categories as of December 1, 2013 for the 2013-2014 to:
 - **Bronze:** Schools who self-assess and action plan around their implementation of PBIS using the Implementation Inventory during 2013-2014.
 - **Silver:** Schools that reach 80% fidelity on one or more tiers of the Implementation Inventory.
 - **Gold:** Schools that reach 80% fidelity on two or more tiers of the Implementation Inventory, and apply for recognition by submitting the following supporting documentation: 1) Tier 2/Tier 3 Tracking Tool, 2) multi-tiered student behavioral outcome data, and a 3) Multi-Tiered Action Plan or equivalent.
 - **Platinum:** Schools that reach 80% fidelity on all three tiers of the Implementation Inventory, and apply for recognition by submitting the following supporting documentation: 1) Tier 2/Tier 3 Tracking Tool, 2) multi-tiered student behavioral outcome data, 3) evidence of academic outcomes, and a 4) Multi-Tiered Action Plan or equivalent.
- Coaches will discuss new recognition process and determine new goal for FY14.

Action 3: Develop and implement Tier 2 interventions with fidelity

- Tier 2 consists of several levels of intervention depending on student need. These include: Check In/Check Out (CICO), Social Academic Instruction Groups (SAIG) Check In/Check Out and Social Academic Instruction Groups with Individualized Features, Brief Functional Behavior Analysis or Behavior Intervention Plan.
- All schools have students appropriately placed in CICO and began examining students appropriate for CICO and SAIG support.
- To date there are 263 students participating in this program.

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

Action 5: Evaluate program advancement and implementation improvements

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

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

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

- During the first quarter approximately 97% of our students were not referred to the office for disciplinary reasons.
- All schools are incorporating student representatives on PBIS teams in order for students to have a voice in PBIS. This includes planning, assisting in creating lessons and assemblies and gathering student opinions on PBIS overall.
- All schools have one to two parents on PBIS committees. All committees in the schools are meeting at least monthly to discuss data and changes needed.
- A PBIS District Leadership Committee meeting was held on September 9, 2013. On December 9, 2013 an electronic update was sent to all committee members. Community stakeholders on the committee include representatives from Woodland including administration, psychologists, Warren Township staff, Gurnee Park District staff and parents.

Additional Outcomes:

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

- Elementary East and West
 - Overall, approximately 96% of students have never been referred to the office for discipline at Elementary for first quarter.
 - Elementary West had a 33.3% decrease of students and Elementary East had a 26.5% decrease of students referred to the office compared to first quarter 2012.
 - All families have received the behavior matrix and PBIS welcome letter. All families also received an “At Home Behavior Matrix” to help reinforce positive choices at home.
 - At Elementary West during Curriculum Night there was a PBIS table with members of the committee available to answer questions. Parents received an informational pamphlet and were asked to fill out a short survey of their understanding of PBIS.
 - Elementary East held a PBIS training session for first grade Spanish speaking parents at their Home School Connection Night.
 - Currently 34 Elementary West students are participating in the Check In Check Out (CICO) Program. 32 of those students are meeting their goal of 80%. Elementary East has 30 students participating.

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

- Woodland Middle School
 - For first quarter 97.7% of students did not receive a disciplinary referral.
 - In order to obtain the next level of PBIS recognition the Middle School has been focusing on increasing the number of students receiving Check In/ Check Out (CICO) support with at least 50% of the enrolled students responding favorable to the intervention. In order to be considered as responding, students need to earn an average of 80% of their daily points for six weeks. Currently, there are 128 students enrolled in CICO which is approximately 5.6 % of the population. Of those students 56 students 43.8% are currently responding.
 - The ROAR student advisory group comprised of 25 students began meeting in November.
 - In comparison to first quarter 2012 classroom referrals decreased 5.7%, hallway referrals decreased 46.5% and bus referrals decreased 45.7%

- Through a recommendation from a parent member of the Universal Team a Parent Resource Fair was added to 6th Grade Curriculum Night. All Exploratory, Physical Education, Learning Resource Center, and Special Service staff had stations in the gym. Parents were also able to meet with community resources such as Warren Youth and Family Service. Computers were available allowing parents to go to the district's website and sign up for Family Access.

PBIS District 50 Overview

Tier Implementation	Building	Data	Training	Barriers	Cultural Responsiveness
2013-14 1 and 2	All Buildings	SRT Tier2/3 Tracking BoQ Pol ODR Attendance Grades	Tier 1 Refresher for Staff Tier 2 Training for Staff Tiers 2/3 Training for Coaches	Personnel Cost Time	Awareness Take Staff Survey Parent Survey (Intermediate) Student Leaders (Int/MS) Diversity/Poverty Training for All
2014-15 1, 2 and 3	Primary (1/2) Elementary (1,2) Intermediate (1,2,3) Middle School (1,2,3)	SRT Tier2/3 Tracking BoQ Pol Tier 3 Out of Home Tool ODR Attendance Grades	Tier 1 Refresher for Staff Tier 2/3 Training for Staff	Personnel Cost Time	Awareness Take Staff Survey Parent Survey Student Leaders (int/MS)
2015-16 1, 2 and 3	All Buildings	SRT Tier2/3 Tracking BoQ Pol Tier 3 Out of Home Tool ODR Attendance Grades	Refresher Training for all levels	Personnel Cost Time	Parents Survey Student Involvement Staff Training

“Can’t Ignore the ROAR”

External Community 2013-2014

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

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

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

- Meeting held in October with Executive Director of Gurnee Park District (GPD).
 - Discussion ensued regarding GPD's use of Woodland facilities and overlap of agency use in the community including consideration of conducting a community survey to assess community facility usage and use of Woodland schools.
 - Initial limiter is the potential loss of revenue for surrounding community agencies.

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

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

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

Action 5: Submit proposal to Board of Education

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

Action 7: Determine facility usage, resources and budget requirements

Action 8: Determine possible class, activity and staff schedules

External Community 2013-2014

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

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

- Committee formed with two meetings held in October and November. Minutes taken to document progress. See enclosure.
- Committee members include representatives from Village of Gurnee, Woodland Middle School (WMS), Re/Max, Gurnee Chamber of Commerce, parents, and community.

Additional Outcomes

- Ideas explored by committee include: Development of Middle School cooking for senior citizens, singing Christmas carols to nursing homes, Trick-or-treating at nursing homes, hosting seniors at elementary schools to teach lessons about their lives via an informal Speakers Bureau, hosting a class for seniors re: Facebook.

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

Additional Outcomes

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

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

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

- Met with Gurnee Chamber in October. Interest was expressed re: collaborating with Woodland in the future.
- Suggestion was made to include surrounding chambers in order to develop relationships with surrounding business communities.

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

- Elementary West third grade students painted portraits for the residents of Sunrise Assisted Living in December. Portraits were hand-delivered to resident by the students.
- Woodland Primary held Math, Music or Movement activities last spring and invited senior citizens to participate with small groups. The event was so well received that the school will hold another event in the spring.

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

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

- After consulting with a district retiree regarding Woodland interest in senior outreach, she met with local senior housing officials, all of which have expressed an interest in working with the district.
- External Community Committee has developed ideas for consideration to connect with senior population.

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

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

Action 9: Develop a Facebook page for the district

Additional Outcomes

- The district's introduction to social media via its Twitter account that was launched in December of 2010 continues to grow in followers each month. Primarily used as a one-way communication channel, followers include area organizations, businesses, media and community. To date, the district's Twitter account has over 570 followers.

External Community 2013-2014

Initiative 3: Develop and implement a digital district tool ("dashboard") to monitor and communicate district goals to the public

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

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

Action 2: Develop dashboard samples for Board review

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

External Community Subcommittee
October 9, 2013

Present: Jennifer Tempest Bova, Erik Jensen (Village of Gurnee), Claudia Arroyo (Woodland Middle School), Kathy Limon (Woodland Middle School), James Smith (Remax), Nickie Bellini (Elementary East), Pat Termini (Community Member) and Dale Message (Community Member)

Meeting called to order at 4:30 p.m.

Review of Goals:

The meeting began with a review of the district's strategic plan process that began in October of 2012. The committee reviewed the strategic plan outline that included the vision, mission, beliefs, core values, initiatives and goals approved by the Board of Education on April 23.

Review and discussion of Action Plan Steps:

Develop a partnership that includes an ongoing relationship with senior community and students.

Discussion ensued regarding engaging with senior citizens in the community. It was shared that local senior housing associations had expressed an interest to engage with the district. The committee further discussed development of more initiatives to include seniors, such as adult education (i.e. social media classes), as a way to bring them into the schools. The thought of bringing seniors in to work with students was also discussed and will be brought back for further discussion. The group thoroughly endorsed the concept of seniors coming in and reading to students. Grandparents Day, which was an event held years ago at Woodland, was also discussed as a huge success from the senior prospective but, if reintroduced, it would need to be reworked to make sure that it would logistically work going forward. Potential solutions for issues such as moving grandparents around the school were discussed.

Write, edit, design and mail district newsletter to all taxpayers twice a year.

Discussion ensued regarding the importance of a print newsletter. Village of Gurnee shared how often its newsletters are printed. The committee discussed various aspects of a newsletter including funding, configuration, what kind of topics to cover and timing. The committee discussed best times to release the newsletter. The group decided that the beginning of the school year and either the beginning of the spring term or end of the school year were the most logical times. The topic of exploring different funding or cost control methods, including the possibility of limited advertising as a means of keeping costs down was also discussed.

Engage with Chamber of Commerce to determine interest in hosting a meeting in one of the schools.

The committee discussed the district's relationship with the Lake County Chamber of Commerce in addition to that with Gurnee Chamber. It was suggested to hold a meeting with surrounding chambers as a good method of building those relationships.

Meet with Park City officials to determine best practices to communicate with Spanish-speaking families.

The committee discussed current programs in district designed to engage Spanish-speaking parents in encouraging student literacy ("Latino Family Literacy") and the status of those programs and the desire to bring elders in with those students to help develop their literacy. Further information regarding Woodland Middle School's Latino Family Literacy will be shared at the next meeting.

Meet with realtors annually to determine ways to communicate news and information about the district.

The committee discussed why events and engagement are importance for the district and the concept of "trust" between the district and its residents. An article from the Chicago Tribune was shared that explained how strong school districts improve home prices. The committee discussed what information realtors could discuss with their clients re: school districts.

The next meeting will be held on Thursday, November 7 at 4:30 p.m.

External Community Subcommittee
November 7, 2013

Present: Jennifer Tempest Bova, Tiffany Drake (Woodland Middle School), Craig Hathaway (Gurnee Chamber of Commerce), Carrie Suarez (Parent), Erika Ledzion (Woodland Middle School), Erik Jensen (Village of Gurnee), Claudia Arroyo (Woodland Middle School), Kathy Limon (Woodland Middle School), James Smith (Remax), Nickie Bellini (Elementary East), Pat Termini (Community Member) and Dale Message (Community Member)

Meeting called to order at 4:30 p.m.

Seniors Working with Students:

As part of a followup from last month's meeting, Kathy Limon spoke with the Middle School Learning Resource Center media specialists regarding introducing a program for senior citizens to work with students. One point of concern that was raised was second floor access.

The committee also discussed the development of a new program at the Middle School involving Warren High School students tutoring Middle School Spanish students. More to be shared in the new year as the program matures.

Ideas to explore:

- Development of a cooking club where Middle School students cook a meal for senior citizens at the Warren Township Senior Center. If the program is well-received, a next step could involve inviting senior citizens to the Middle School. Jim Smith offered to follow up with Warren Township Senior Center to seek their interest in this sort of a program. Pat Termini had engaged in previous discussions about community outreach with Woodland and Warren Township was most receptive.
- Singing Christmas carols to nursing homes
- Trick-or-treating at nursing homes
- Inviting senior citizens to the elementary schools to teach lessons about their lives via an informal Speakers Bureau
- Hosting a class for seniors re: Facebook. Students could assist teacher volunteers. Seniors would be introduced to the schools, students could welcome them as they visited.

Latino Family Literacy:

Flyers were sent out to Middle School families to seek interest regarding this program. The goal would be to enrich literacy routines at home and provide parents with university resources. The program will be 10 weeks long with babysitting and homework assistance provided. It is expected to begin in the late fall.

Elementary Home/School Connection:

Nickie Bellini shared an update regarding Elementary East's new initiative with parents to help them support their children at home. It also includes a vocabulary session run by speech pathologists as well as information on PBIS.

The next meeting will be held on Wednesday, January 15 at 4:30 p.m.



Technology Strategic Planning November 18, 2013

1. Attendees Introduction

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Brittany Gossell
Sharon Anday
Lilli Melamed
Allison Schmitt
Erin Landmeier
Deb Pelletiere
Judy Ryan
Darlene Lipcynski
Tim Trimble
Joy Barbknecht
David Brown**

2. 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

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

Items Discussed:

- Should we survey staff on topics of interest regarding technology professional development?
Brainstorming on this topic:
 - a. PD committee did survey staff last January on this topic. Expect that we will cross paths on this as we both have the same end goal of professional development.
 - b. What should we ask & when should we ask it
 - c. What type of things based on the school or roles?
 - d. What's available?
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 - i. Project/booths/tents-sharing opportunity
 - j. Long term classes, seat hours
 - k. Want better professional development and grad credit

3. Timeline:

Possibly report or bring proposal to the Board of Education by April 2014

Publish catalog and go live in May so staff can sign up

Summer offerings-small with growth to come

4. Homework:

Committee agreed to research neighboring districts and districts where committee members have connections to gather data on what other places are doing.

Data Gathering Plan:

Kate Luxon-Sunset Ridge in Northfield, Arlington Heights, Libertyville HS

Lilli-Highland Park & Grayslake

Grayslake HS & Wilmette-Brittany

District 155-Dann

Old Orchard MS-Darlene

Stevenson & Glen Ellyn-Allison

DesPlaines, Gurnee 56-Joy

Warren-Deb P.

Zion, Winthrop Harbor, and Waukegan-Stacey A.

Questions created by the committee to ask these districts:

Do you have a current paid program?

How are your staff compensated? Are there options for compensation?

Is there a formula?

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Next Meeting: December 9, 2013, 4:00 @ESC

Future Agenda items:

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- Team reviewed the professional development survey that was sent out and Stacey distributed a copy to everyone for review.
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