

HORTONVILLE AREA SCHOOL DISTRICT
STRATEGIC PLANNING

ACTION PLANS
QUARTERLY REPORT
NOVEMBER, 2009



Hortonville Area School District
Strategic Planning
Action Plans
Quarterly Report
November, 2009

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HORTONVILLE AREA SCHOOL DISTRICT
STRATEGIC PLAN
COMMUNICATION ACTION PLAN UPDATE REPORT
NOVEMBER, 2009

“We will effectively inform and engage ALL partners in education through the implementation of a multi-tiered communication framework.”

Communication Action Plan Quarterly Update: May 2009 – November 15, 2009

- May - Published 2nd District Newsletter – mailed to district residents in June 2009
- May – solicited quotes from content management system vendors
- July - new Director of Technology, Scott Colantonio, joined us in leading the development of the new website
- July/August – researched various content management systems
- August – selected CMS4Schools content management system
- September- formation of a website design team
- September - website design team addressed initial setup questions regarding district contact, basic design/color/graphics definitions, and training options.
- September – website design team researched 20+ schools’ websites
- September – website design team met with CMS4Schools for initial design template
- September - website design team examined the base setup requirements for our content management system (CMS4Schools).
- September - team reviewed digital pictures of school fronts for use as banners on the new website. Discussed the need to use generic/stock photos
- September – conference call with rep from CMS4Schools and discussed sample website design options for review.
- September – made decisions regarding design and presented concept design to Communication Action Team members
- October – organized a district wide website training schedule (Nov, Dec, Jan) utilizing subs, small and large group training sessions, one-on-one sessions, after school sessions
- October 14 – Early Release Day - Initial website training for staff at GMS
- October 19 – initial website training with CMS4Schools with representatives from all buildings. Each principal and his/her designee will be responsible for content on website and regular updates
- October –migrated necessary content from old website to new. Took pictures for banners
- October – continued communication of logistics with CMS4Schools for rollout of Nov. 1 for new website
- November 1 – New website went “live.”
- November – communication with teachers to transfer “old” websites to the new website
- November 10 – discussed standardization of website specifics and district wide forms
- November 11 – developed plans to support areas with limited content on CMS , reviewed enhancement quotes, discussed formation of a PR team to promote district and CMS support system, discussed a plan to adopt new district logo
- November 12-13 – attendance at WSPRS (Wisconsin School Public Relations Association)

Goals for the next three months (Dec, Jan, Feb, 2010) and beyond:

- Train all professional staff to create teacher web pages
- Publish 2nd District newsletter of the 2009-2010 school year
- Continue to add content and utilize website capabilities
- Survey open enrollment parents
- Research possible marketing plan alternatives

Submitted by: Scott Colantonio, Dan Ohlmann, Jason Hurley and Janice Zuege

HORTONVILLE AREA SCHOOL DISTRICT
STRATEGIC PLAN
CURRICULUM ACTION PLAN UPDATE REPORT
NOVEMBER, 2009

“All students will investigate and participate in learning opportunities appropriate to their individual needs and interests.”

The following 10 Action Plans (highlighted in blue) are those that emerged from the Curriculum Action Team in 2007-2008. Initially, four plans were targeted for implementation during the 2008-2009 school year. Those plans were II, VI, VII, and VIII. With the district-wide focus on 21st century skills (upon which ALL Curriculum Action Plans are based), related steps in other Plans are now being simultaneously addressed. As a result, progress is being reported on all Plans where action has been taken.

It should be noted that the **Curriculum Leadership Team** which was formed in accordance with Action Plan II, is the Team that is now overseeing *all* activities related to the other 9 Plans. Upon the establishment of the Curriculum Leadership Team, it became evident that all 10 action plans are related in their intent to improve rigor and relevance in the K-12 curriculum. The Curriculum Leadership Team has conducted two meetings thus far this year – October 7th and November 18th.

Action Plan I / Objective:

Integrate 21st century interdisciplinary themes (global awareness, civic literacy, financial/economic/business/entrepreneurial literacy, and health literacy) into core subjects (English, reading, language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics) – Create connections between disciplines that deepen student understanding.

Although many teachers design lessons that integrate curricular content, the 2009-2010 school year has been the first year when the daily schedule has been designed specifically to support the integration of English and Social Studies at the high school level (9th and 10th grades) and Math and Science at the 8th grade level.

Teachers who are involved in these integration endeavors (Kristi Compton, Karen Acker, Jenny Cornell, Anne Brahe and Greg Hall) have reported at recent Curriculum Leadership Team meetings that students are finding the learning both meaningful and challenging. We are discovering that it is definitely a shift for students (and parents!) to learn in a more non-traditional mode – one that does not require listening to the teacher, taking notes and taking a test, but rather, engaging collaboratively in projects that require multiple steps and that are assessed against a set of rubrics that define the quality and completeness of their work. We are also discovering that this kind of teaching requires considerable time for teacher collaboration. Research indicates that integrating curricular content is a better way for students to learn and as we continue to develop integrated coursework, it will become increasingly important to provide an infrastructure (planning time, daily schedule and training) that supports this kind of instructional approach.

Action Plan II / Objective:

Integrate 21st century interdisciplinary themes (global awareness, civic literacy,

financial/economic/business/entrepreneurial literacy, and health literacy) into core subjects (English, reading, language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics) – Commit to a long-term initiative to improve rigor and relevance in the K-12 curriculum.

Upon selecting the Rigor, Relevance and Relationships model that has been developed by the International Center for Leadership in Education (and made available to our District through CESA 6), we created a team of 13 teachers – from all 5 schools and representing both regular and special education – who are participating in 5 days of Rigor and Relevance Master Teacher training. Two days of training were attended in September and two days in October. The fifth day will take place in January.

Currently, these teachers are collaboratively developing “gold seal” lessons which they will be implementing in their classrooms. During the second semester, the teachers will be meeting to determine how they want to structure the training they will be providing for their colleagues in 2010-2011.

In addition to the Rigor and Relevance Master Teacher training in which our teachers are participating, our 5 Principals, 1 High School Associate Principal, the Director of Special Education and the Director of Curriculum are participating in three days of Leadership Summit Training. This training corresponds with the Rigor and Relevance training that the teachers are receiving.

Action Plan III / Objective:

Integrate 21st century interdisciplinary themes (global awareness, civic literacy, financial/economic/business/entrepreneurial literacy, and health literacy) into core subjects (English, reading, language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics) – Provide opportunities to explore and pursue an in-depth study of foreign languages.

No specific action has been taken with this Plan. However, within the framework of this year’s K-12 Curriculum Meetings (one of which will be a World Languages Committee), there will be discussion related to a possible World Language program evaluation. This evaluation could serve as a vehicle for future improvement initiatives that would enhance our existing foreign language program.

Action Plan IV / Objective:

Incorporate learning and innovation skills into instruction: creativity and innovation, critical thinking and problem solving, communication and collaboration – Informal grouping and regrouping in a variety of ways to meet individual learning needs.

During the 2008-2009 school year, a primary staff development thrust was on differentiated instruction. In addition to our Literacy Coordinators who focus continuously on differentiating literacy instruction at the elementary level, Gifted and Talented Education staff also provide on-going support in helping teachers group students in accordance with their learning needs. Learning plans do exist for special education students (IEPs) and some GATE students (DEPs).

Performance data that our MAP assessments yield aids in identifying the range of instructional levels that exist within a classroom. Teachers do use this data for establishing instructional groupings. However, many teachers continue to need support in using flexible grouping effectively so that students’ learning needs are being appropriately addressed.

It is anticipated that grouping methods will be an integral part of the Rigor and Relevance training that

will be provided for teachers next year. In the meantime, support for and workshops about flexible grouping is being provided to the extent that staff is available (Literacy Coordinators, GATE Coordinator and GATE Resource Teachers) and that the Staff Development calendar allows.

Action Plan V / Objective:

Incorporate learning and innovation skills into instruction: creativity and innovation, critical thinking and problem solving, communication and collaboration – Incorporate problem-based learning into the K-12 curriculum.

Teachers who are participating in the Rigor and Relevance Master Teacher Training are learning about the effectiveness of problem/project-based learning. Additionally, by December 11th, 12 teachers, administrators and board members will have attended visits to Valley New School which is a project-based charter school in Appleton. We anticipate that several more staff members will attend a third visit to VNS in January.

The teachers who are working with the integrated classes (9th and 10th Grade English and Social Studies as well as 8th Grade Math and Science) are developing project-based lessons on a regular basis. Updates regarding the effectiveness of these lessons will be provided for the Curriculum Leadership Team.

Greg Hall, Jenni Koenecke, Dan Lundstrom, John Brattlund and Zola Nimmer are very involved in exploring the possibility of a project-based charter school for our District. Administrators attended an informational meeting regarding project-based learning this summer. Several visits have been made to project-based charter schools (Appleton and Rhinelander), in-district meetings with interested personnel have taken place, a presentation was made to the Board of Education, a meeting took place with the president of HFT, and numerous contacts have been made with the DPI. Meeting notes from charter school team meetings are being provided for those interested. The goal is to share the vision of a Hortonville project-based charter school with the Board of Education in January and, upon Board approval, submit a charter school grant application in mid-April.

Action Plan VI / Objective:

Provide learning opportunities that require the application of information, media and technology skills – methods and tools for technology integration in learning.

As our new Director of Educational Technology, Scott Colantonio has been extremely busy introducing new technologies to staff and overseeing additional personnel who have been hired to assist teachers with using technology tools to improve their instruction. He has introduced such things as turnitin.com, conducted afterschool workshops (i.e. web conferencing), planned and presented technology updates at each administrative team meeting, and has become a member of the Curriculum Leadership Team which is a critical forum for promoting the value of technology integration.

Scott is working closely with both individual teachers on a district-wide basis as well as high school departments that have expressed an interest in updating their courses and the technology needed to do so (i.e. Project Lead the Way).

Keyboarding at the elementary level will continue to be discussed and options explored. The Computer Ed teachers and Business Ed teachers will be meeting on December 9th to discuss the scope and sequence of computer courses including the possible provision of Keyboarding instruction in the early grades.

Action Plan VII / Objective:

Design learning opportunities that foster the development of life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility) – Career Exploration.

Under the direction of Joel Newcomb, our recently hired .5 School-To-Work Coordinator, career clusters and pathways have been developed for our District. He continues to work with our Career and Technical Education (CTE) teachers to improve curriculum and promote the articulation of HASD courses with Fox Valley Technical College. The School Supervised Work Experience class is available to students who have an interest in working while acquiring high school credit.

As part of the new Comprehensive Guidance Curriculum, guidance counselors at the middle and high school levels are conferencing with students and parents in an effort to select courses that match students' interests and abilities while providing foundational learning for career clusters that seem to be most appropriate for them. Counselors will be integral to the implementation of any transition initiative that would be selected by the high school. (See Action Plan X.)

Action Plan VIII / Objective:

Design learning opportunities that foster the development of life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility) – Financial Literacy.

Financial Literacy is a high school course that was approved for implementation this year! Because it is a course that we believe would benefit all students, we will be reviewing the High School Graduation Requirement Policy and discussing the possibility of making the Financial Literacy course a required course.

Incorporating topics related to financial literacy at the K-8 level is taking on more significance. At various grade levels, the topic of financial literacy is incorporated into various curricular areas.

Copies of the DPI Curriculum Guide for Financial Literacy were provided for the Business Ed Department, the Family and Consumer Sciences Department and the 8th Grade Social Studies teacher (Economics is a primary unit in 8th grade Social Studies).

Financial literacy will be included as a topic of discussion at December 9th K-12 Math Curriculum Meeting.

Action Plan IX / Objective:

Design learning opportunities that foster the development of life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility) – Business Partnerships.

We have had several meetings this year with representatives from a local business who have expressed an interest in establishing a school-business partnership with our District. Together, we will be looking for ways that our students can benefit from an opportunity to learn in this “real world” setting.

The Curriculum Leadership Team has discussed the interest that exists in the private sector to be involved with our schools and realizes that if these partnerships are going to be established, it is the schools that must take the initiative. The School-To-Work Coordinator position has been and will continue to be

integral to establishing these partnerships. As an example, Joel Newcomb will be meeting with the Hortonville Chamber of Commerce and will talk about how schools and businesses can work together. Nevertheless, establishing a strong relationship with area businesses is a responsibility that we all share – it does not fall solely to our School-To-Work Coordinator. Establishing effective school-business partnerships will be a topic on future Curriculum Leadership Team agendas.

Our School Supervised Work Experience program has definitely been helpful in strengthening relationships with businesses and we anticipate this program will grow.

Action Plan X / Objective:

Design learning opportunities that foster the development of life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility – Study Skills.

The high school is currently considering two options for helping students transition from middle school into high school – Challenge Day and Link Crew. (These may be alternatives to the development of actual courses that are suggested in the Action Plan.)

Challenge Day is a day-long, culture setting process that “ignites a movement of compassion and positive change known as the *Be The Change* movement.” Appleton, Kimberly and Neenah have all had Challenge Days and Winneconne is organizing one for January. It does require considerable funding but the school needs to have a plan in place prior to seeking funding. Those interested are welcome to visit the website – www.challengeday.org – and learn more about the impact this day has on students and schools.

Also being considered at the high school level is a high school transition program entitled “Link Crew.” It is built on the belief that, via mentoring and establishing caring relationships, junior and senior level students can help younger students be successful in school.

Submitted by: Zola Nimmer

HORTONVILLE AREA SCHOOL DISTRICT
STRATEGIC PLAN
EARLY CHILDHOOD EDUCATION ACTION PLAN UPDATE REPORT
NOVEMBER, 2009

Early Childhood Action Plan III
Child Development Days

“All students, including our youngest learners, will demonstrate the necessary skills to achieve continuous academic and social progress.”

A Look Back:

- Members of the Child Development Days Action Planning Committee include: Julia Andersen, Kelly Emerine, Kerry Franklin, Sue Krentz, Jean Kubisiak, Diane Nackers, Sara Ratchman, Chrissy Belau, and Julie Resch.
- Over the past 3 months plans for the First Annual Hortonville Area School District’s Children’s Fair have been finalized.
 - The HASD Children’s Fair for three and four year olds will be held on November 17th-18th, at Shepherd of the Hills Church in Greenville.
 - The Fair will provide families with young children information on child development and connect families to related community resources.
 - Children will have an opportunity to participate in educational and play activities while their parents browse displays of community resources for preschool children and speak with school district staff members about their child’s results of the “Ages and Stages Questionnaire” and overall development.
 - Twenty community resources have signed up to have displays at the Fair.
 - After completing the developmental screening questionnaire, parents will have an opportunity to review the results with a speech language pathologist and receive information to support their child’s development. Resources will be available to give to parents who may have concerns about vision, hearing, nutrition/eating problems, sleep problems, toileting, sensory issues, speech and behavior.
 - Follow up appointments will be scheduled for December 7, 2009 for children who need to be rescreened.
 - To encourage an early interest in reading, children attending the fair will have an opportunity to select a free children’s book to take home.
 - The Fair was publicized via print ads in the County Post, Post Crescent West, Buyers Guide, Bargain Bulletin, in school newsletters, radio and television public service announcements, displayed on community sign boards and through direct mailing of an informational flyer to area preschools, day care and churches. Additionally posters were delivered by staff members to area doctors’ offices and businesses.
 - Parents attending the fair will be asked to complete an evaluation of the fair and provide input to the committee planning for next year’s Children’s Fair.

- The cost of the Fair will be covered with district special education flow-through funds as this is a child find activity. Current costs include:
 - Facility rental \$260
 - Resource materials to give to parents attending the Fair \$300
 - Books to give to children attending the Fair \$250

A Look Ahead –

- Following the fair the committee will:
 - Meet with the children and their parents who were identified to be in need of additional or follow up screening on December 7, 2009
 - Compile a detailed report of expenses and statistics including the number of children screened, input from parents and community agencies attending the fair for use in planning the 2010 Children's Fair

Submitted by:
Jean Kubisiak
November 13, 2009

**Early Childhood Action Plan III
Full Day Kindergarten**

A Look Back:

- The plan to pilot Full Day Kindergarten has been operationalized.
- Five full day sessions have been implemented at Hortonville Elementary School. Five full day sessions and one half day session have been implemented at Greenville Elementary School.
- 225 students are receiving full day services. 17 students are enrolled in the half-day session.

A Look Ahead:

- With this being a pilot year, a method to assess and report its effectiveness will be developed. Student performance and parent/teacher surveys are among the assessment tool possibilities.

Submitted by:
Larry Sikowski
November 16, 2009

Early Childhood Action Plan III Four Year Old Kindergarten Programming

A Look Back:

The 4 K Interagency Collaborative Council has been working diligently since last March.

- Representatives from community agencies, day cares and schools have met five times since March 16th, 2009 on 4 K programming.
- Personnel that have been associated with this endeavor are:
Angie Hodkiewicz, Play and Grow; Brenda Johnson, Jean Gloudemans, YMCA; Becky Morrin, Sandy Vosters, St. Edwards; Kelly Emerline, Sue Krentz, Tree house Preschool; Chris Baxter, Hillside Preschool; Deb Fuller, St. Mary's; Dick Huebner – Immanuel Lutheran; Linda Montonati, Bethlehem Lutheran; Ruth Chvojicek, 4K Community Collaborative Consultant, CESA 5; Jody Mediam, Barb Krause, Alicia Quinn, Parents; Amy Polley, Andrea Domask, Angel Stoddard, Christine Belau, Dawn De Guelle, Larry Sikowski, Nancy Stoinski, Pam Schuette, HES School Personnel; Amanda Frenkel, Teri Dillenberg, Trina Gannon, Laurie Wagner, GES School Personnel; Jean Kubisiak, Harry Steenbock, District Personnel
Personnel interested but have not attended any meetings are: Julie Metten, Little Mittens; Carolyn Kinnerk, Sunshine Daycare(one meeting); Laura Brenneke, Come Unto Me Child Care.

To date we have had five meetings and accomplished the following:

- Designed, distributed and compiled results to a 4K survey. The results of the parent survey have been very favorable of 4K programming.
- Various work group members completed 4K site visits to Portage, Seymour and St. Matthew's in Allouez
- A strategic planning day was held on August 3rd. Ruth Chvojicek,
- 4K Community Collaborative Consultant facilitated the day with the 4K Interagency Collaborative Council to develop the HASD Guiding Principles for Early Learners. We also established work groups and listed the tasks for each group to complete prior to the implementation of 4K. The groups created are: Child Services/Programming, Family involvement/Parent Services, Organizational Structure and the Steering Committee
- Site visits by the Steering committee were made to the YMCA, Play and Grow, Hillside Pre School, St. Edward's and Treehouse Preschool to visit possible 4 K sites.

A Look Ahead:

The 4 K Interagency Council will meet again on December 4th. Reports will be shared from work groups. Discussion will be held who is interested in writing a 4 K programming start-up grant if available. Work Groups will prepare a proposal for a possible pilot of 4 K programming for School Board approval in February.

Submitted by:

Laurie Wagner

November 16, 2009

HORTONVILLE AREA SCHOOL DISTRICT
STRATEGIC PLAN
FACILITIES/EQUIPMENT/TECHNOLOGY ACTION PLAN UPDATE REPORT
NOVEMBER, 2009

“In partnership with our community, we will facilitate an on-going analysis of facilities and equipment to develop and communicate our comprehensive plan to meet short term and future needs of our District.”

Background:

Several team members met numerous times to update the third Friday counts and number of rooms to the optimal/critical capacity spreadsheets. Current, updated third Friday counts (including all day kindergarten) and room counts brought the enrollment capacity data up-to-date. Recently, a Power Point presentation was presented members of the HASD Board of Education Facilities Committee for feedback. The team received positive feedback from the presentation.

Over the course of the next quarter the team will be preparing a facilities report including the following:

1. **Executive summary**
 - Timeline
 - Focus of Plan
 - Identifying important issues
 - Brief Conclusions
2. Description of District/Buildings including maintenance and transportation/athletic complex
Maps/Pictures
3. Mission/Plans/Beliefs
4. Strategic analysis of Building capacity/enrollments including transportation and maintenance facilities?
5. Global analysis recommendations for future
6. Communication of the plan

Submitted by Bruce Carew and Brad Mullins

HORTONVILLE AREA SCHOOL DISTRICT
STRATEGIC PLAN
PROFESSIONAL DEVELOPMENT ACTION PLAN UPDATE REPORT
NOVEMBER, 2009

“We will enhance the culture of learning by providing ALL staff with the tools to continue timely, professional development around data and student needs.”

Activity for March, 2009 - November, 2009

In June of 2009 our previous work culminated with the first ever “Professional Development – Committee Planning Event.” This event was held at Greenville Middle School on June 11th and 12th, 2009. A 55 member team comprised of teachers and administrators representing all buildings and curriculum areas met to focus our professional development activities for the 2009-2010 school year. As a result of our two day planning session, the focus was narrowed and the structure for each of the teacher training sessions was outlined. The team members then accepted the mission to go back to their respective buildings, share this district vision and assist the administration in the execution of the professional development.

Action Plan I – TIME – Measurable Objective: “The district will provide consistent and continuous staff Development time, monthly or weekly, within the existing school day for all staff.”

- All early in-service time is planned for the 2009-2010 school year
- Staff Meetings, Team Planning Time, etc. are utilized for professional development
- Administrative support in hiring substitutes/covering classes is ongoing

Action Plan II – FOCUS - Measurable Objective: “The Individual staff development goals for ALL staff members will be collaboratively developed between the individual staff member and administration. The individual’s goal will be linked to district, building, team/department, and personal goals.”

- Needs Assessment was conducted and data used to determine focus areas
- June 11th & 12th committee narrowed focus to technology, Rigor, Relevance & Relationships, 21st Century Learning. Survey results indicated the preferred methods for training sessions.

Action Plan III – ACCOUNTABILITY - Measurable Objective: “There will be Accountability and measure of progress and success that is connected to a Supervision/Evaluation Plan for ALL staff.”

- PGP – A Professional Growth Plan process was developed on June 11th & 12th. Its purpose is to encourage staff members to set goals related to the professional development focus.
- Staff and administrators will meet three times during the school year to discuss, refine and evaluate Professional Growth Plans.

Action Plan IV – TECHNOLOGY

- 21st Century Learning and our Needs Assessment both indicate the importance of technology as a component of professional development and effective instruction.
- Administrators and staff will look to the PGP's to support the implementation of technology goals.

What's Next.....

- Evaluate current use of professional development and determine effectiveness and impending needs.
- Communicate progress to staff and stakeholders throughout the district.
- Prepare for planning days in June of 2010.

Submitted by Sally Radke and Wendy Neyhard