

HORTONVILLE AREA SCHOOL DISTRICT
STRATEGIC PLANNING

ACTION PLANS
QUARTERLY REPORT
NOVEMBER, 2010



Hortonville Area School District

Strategic Planning

Action Plans

Quarterly Report

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Strategic Planning
Communications Action Planning Quarterly Update
November 2010

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

Communication Action Plan Quarterly Update: June 2010 – October 2010

- Summer Polar Bear Academy sessions on Website Training
- Summer Polar Bear Academy sessions on Skyward Training
- Developed timeline for fall District newsletter
- Printed and mailed fall newsletter
- In-service days in August and September included a menu of technology training for professional staff including: teacher website tools, basic digital tools., Turnitin.com, organizational tech tools, United Streaming and Destiny, PhotoShop, video conferencing, assistive technology
- Continued to add content to the website(s)
- Created a webpage design guideline document and checklist for professional staff.
- Start of the 2010 school year, all professional staff and HS students have open access. Restrictions for middle school and elementary students.
- Drafted an updated HASD Acceptable Use Policy (to be approved by Board)
- Published and mailed a paper district calendar
- Met with three firms and two individuals to request industry standard, best practices marketing information regarding defining a brand for our district, printing and making available online marketing resources, and recommendations for ongoing support to accomplish our goal of developing a marketing plan to showcase our excellent school district (values, strengths) which will ultimately help us to attract families to increase our enrollment.
- Discussed marketing options and process for marketing plan proposal
- Attended WSPRA (Wisconsin School Public Relations Association) Conference
- Discussed need to develop a timeline for implementation of digital citizenship for staff and students
- Work in progress: Align print and electronic communication (i.e., district calendar of events).

Next Steps:

- Winter newsletter
- Develop a CMS calendar of events subscription service. Service to be piloted with administration and secretaries. See web page <http://www.hasd.org/parents/districteventssubscriptionservice.cfm>
- Develop a proposal for a marketing plan, submit to admin team, and Board for approval
- Admin team to review AUP policy and submit to Board for approval
- Develop and provide Internet safety curriculum resources (scope and sequence)
- In-service professional staff with a shared understanding of each teacher’s responsibility to educate students regarding Internet safety.

- Plan and conduct NETS (National Education Technology Standards sub-release) workshop regarding Internet safety and digital citizenship:
 - what are the issues,
 - how to teach students (review scope and sequence of Internet safety curriculum),
 - incorporate into classroom routines/expectations
- Align print and electronic communication (i.e., district calendar of events).
- Superintendent webcast, possible “State of the District Address” to faculty
- Automated dialing service district-wide (provided funding is approved)
- Investigate a reader board – rotating messages at HHS on upcoming events
- Use Skyward for HS students to request courses for the 2010-2011 school year online
- Continue to educate and encourage parents to use Skyward
- Continue to provide training for professional staff for parents and students to collaborate with teachers from home using instructional tools such as the website, Learning Space, Share Point, Blackboard, and Turnitin.com
- Provide training for secondary staff in the utilization of Skyward for Gradebook message center, online test/assignment capability, and creating/emailing reports home to parents

Administrators: Janice Zuege, Jason Hurly, Dan Ohlmann and Scott Colantonio

Strategic Planning

Curriculum Action Planning Quarterly Update

June 2010

“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 three meetings thus far this year – October 7th, November 18th, and January 28th. The next meeting is scheduled for March 25th.

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.

November 2009 Update

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.

March 2010 Update

A good deal of discussion has been occurring relative to the integration of science, math, engineering and technology (STEM) within the high school Technology Ed curriculum via incorporating Project Lead The Way. Our Director of Education Technology, Scott Colantonio, has been instrumental in scheduling and overseeing tours of neighboring high schools where Project Lead the Way is in place. Our high school Technology Ed department members have created a vision for pursuing PLTW as well as improving course offerings related to the trades.

In addition, we are hoping to send several middle and high school teachers and administrators to the Wisconsin Model STEM Schools Conference (conducted by the International Center for Leadership in Education) in August. We hope to glean more information as to ways in which these content areas can be integrated. Greg Hall will be one of the presenters at this conference!

Interest has also been expressed and more discussion will be taking place regarding the possibility of integrating World Literature and Cultural Geography at the high school level. Our 2009-2010 high school English and Social Studies courses that have been integrated this year are progressing and yielding very helpful information as to the value of this instructional approach as well as supports that need to be in place to ensure the highest level of effectiveness.

Curriculum integration in terms of both STEM and the humanities is a critical component of the proposed middle level charter school. The charter schools flexible schedule will be an asset to accomplishing an integrated curriculum as oftentimes in the traditional setting scheduling can be a major challenge.

June 2010 Update

The two high school integrated classes (9th and 10th grade Social Studies and English) that were offered for the first time in 2009-2010 yielded mixed reviews. The 9th grade class was considered by both the students and teachers as having been a very successful experience (a high impact culminating experience took place in Madison at the state capitol) whereas the 10th grade class provided feedback that will be very valuable in minimizing some of the challenges encountered throughout the year and making improvements in 2010-2011. We continue to believe that creating these connections for students is a very effective and engaging way for them to learn and that a higher level of emphasis is placed upon developing the 21st century skills of collaboration and communication.

The high school Tech Ed Department participated in a number of school visits for the purpose of developing a plan to incorporate Project Lead The Way into the Tech Ed curriculum. Tech Ed teachers worked closely with Scott Colantonio, Director of Educational Technology, to plan and conduct presentations regarding their vision for improving the Tech Ed curriculum. A presentation was made to the Curriculum Leadership Team and the Team will be demonstrating support of the Tech Ed improvements (Project Lead the Way) via the drafting of a "Curriculum Leadership Perspective" which will be shared with administrators.

The plan to integrate World Literature and Cultural Geography is on track and will be presented to the High School Curriculum Committee for further discussion in the fall.

The integration of math and science that took place at the 8th grade level ended on a very successful note and, providing the daily schedule can support it, the same integrated approach is anticipated to occur again in 2010-2011.

November 2010

On August 16th and 17th Greg Hall, Bruce Lutz, John Brattlund, Bruce Carew, Deb VanDalen and Chris Hansen attended the 1st Annual Best practices in STEM education conference in Wisconsin Dells (<http://www.leadered.com/WIstemAgenda.html>). Greg Hall and Bruce Lutz presented in a session called “Engaging Learners Through Collaborative STEM Projects” which was well attended and very well received by conference goers. All attendees expanded their knowledge of how an embedded STEM curriculum will benefit the district and gained insights into ways to make those changes.

The high school tech ed department has continued its work on Project Lead the Way (PLTW) by submitting their grant application to the PLTW on Nov. 5th, 2010. In addition, the Curriculum committee work yielded the first PLTW course, Introduction to Engineering Design to be added to the course handbook for the high school for the coming year. Director of Technology, Scott Colatonia, has worked with a variety of stakeholders to advance the process of ensuring the proper resources are in place to make PLTW a success. He is currently working with both the technology and facilities committees to communicate the direction and support needed to ensure PLTW at HASD is a program that other schools will envy.

Note: Action plan II (Rigor, Relevance, and Relationships) has significantly increased cross-curricular dialog and lesson development.

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.

November 2009 Update

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.

March 2010 Update

Administrators and teachers completed the Rigor and Relevance Master Teacher and Leadership Summit Training in January. The Rigor and Relevance Team of teachers all developed “gold seal” lessons which were reviewed by ICLE personnel and either have delivered or will be delivering these lessons to their students. Team members also met in February to discuss and plan district-wide training initiatives for the 2010-2011 school year. The Team will be meeting again in March to complete the development of a survey for teachers as well as a survey for students that will be administered yet this April. The results of these surveys will provide information that can be shared with teachers and used to guide the focus of Rigor, Relevance and Relationship training in the upcoming year. A recommended training plan will be developed by the Team and shared in June with the Professional Development Committee as it will be important to ensure that adequate time is provided throughout the year for training activities.

Two of the three teachers who are involved in the planning of the proposed middle level charter school participated in the Rigor, Relevance and Relationship training and will be incorporating the principles of the Framework in the proposed school’s program of instruction.

June 2010 Update

Members of the Rigor, Relevance and Relationships Team met in March, May and June to outline how training will proceed in 2010-2011. A request for training time was shared with members of the Professional Development Planning Team on June 8th and 9th. Following discussion, it was decided that the RRR Team would provide a full day of in-service training on August 25th, an afternoon of training on the October Early Release day, and regular “sound bites” of training and sharing during faculty meetings throughout the school year. Teachers may elect to incorporate a goal into their PGPs to work on shifting instructional lessons into a higher quadrant. A survey will be administered at the end of the school year and teachers will have an opportunity to celebrate their accomplishments in terms of improving the rigor and relevance in their instructional lessons.

November 2010

On August 25th of 2010 the Rigor, Relevance and Relationships Team presented a full day of inservice to the entire staff. The R, R and R framework concepts were presented and the idea of reaching for greater student learning and engagement through “Quadrant D Lessons” were presented. This professional development was well received and executed with great professionalism. Survey data back from the staff indicated that most staff rated the training as good or excellent. Follow up training was accomplished on Oct. 20th during a regularly scheduled half day of professional development. This follow up training provided examples of best practices, a focus on the “relationships” portion of the framework, and time to collaborate and work on implementing the framework into the curriculum. Again, the staff survey data indicate a very positive response to the training. The district will continue to advance the use of the Rigor, Relevance and Relationships framework. The framework itself has been added to the Build Your Own Curriculum software so that teachers can show evidence of how they are using it in their practice.

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.

November 2009 Update

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.

March 2010 Update

In preparation for an outside evaluation of our World Languages Program that will be conducted on March 19th, a "HASD World Languages Self-Study Report" was compiled by Janet Rowe, K-12 World Languages Coordinator. The contents of this very comprehensive document contain:

- An overview of each of our five schools
- A World Language Department Statement
- A copy of Curriculum Action Plan III
- An overview of major changes in our World Language program since the addition of Elementary Spanish in 2001
- The current sequence of World Language instruction
- Assessments in German and Spanish
- A description of our Elementary Foreign Language (FLES) Program
- World Language teaching staff
- Key issues at all levels – elementary, middle and high school
- Pertinent attachments

The evaluation team will include experts in the field of world languages (a university professor and teachers) as well as the DPI World Language consultant, Pam Delfosse. Recommendations in relation to the cited key issues (to which administrators also had input) will be provided as guidelines for further District action.

In the spring, we will be administering the "Standards-based Measurement of Proficiency" to our 5th year Spanish students. This assessment will provide us with hard data to help us know what our students are achieving as they leave their high school Spanish program of study. It assesses student language proficiency as measured by the American Council of Teachers of Foreign Language (ACTFL) proficiency guidelines.

In response to the conversation regarding 4K, interest has been expressed by the World Language Department to be involved in conversations. Research indicates that the very early ages are the best years for children to "acquire" foreign language skills as opposed to later years when the brain has already grown into a "learning" mode. This is also why including foreign language study was initially proposed to begin at the Kindergarten level.

June 2010 Update

Following a review of the results of the self-study that was completed in March and the strong interest that existed in improving the faltering German program at the high school level, programming options were extensively investigated and a detailed report was compiled and presented to the Board of Education. The report, "Hortonville Area School District World Language Program: Long-Range Plan for Recommended Program Improvement, Spring 2010" was developed by the following study team members:

- John Brattlund, Hortonville Middle School Principal
- Bruce Carew, Greenville Middle School Principal
- Scott Colantonio, Director of Technology
- Bob McIntosh, Hortonville High School Principal
- Wendy Neyhard, Hortonville High School Associate Principal

Zola Nimmer, Director of Curriculum
Janet Rowe, District World Language Program Coordinator
Janice Zuege, Hortonville Middle and Hortonville Elementary Associate Principal

Contents of the document included:

National Standards for Foreign Language Learning
Characteristics of Highly Effective Foreign Language Programs
Factors to Consider in Choosing a Language for the K-12 Curriculum
Traditional and Technical Approaches to World Language Instruction
Perspectives
World Language Programming Options
Rationale for Recommended Program Improvement Options
Long-Range Plan for Recommended Program Improvement

At the June 14th Board meeting, all recommendations for the 2010-2011 school year were approved!

November 2010

After approval of the recommendations in June the 2010-2011 school year has begun with German offered in HES at the 2nd grade. A “phased in” approach will continue over the coming years to ensure no students will change course prior to getting to 8th grade. Parents, for the most part, have been supportive of the change.

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.*

November 2009 Update

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.

March 2010 Update

Because of the regularly scheduled performance assessments that are administered in grades K-4, flexible grouping has become a standard practice in our elementary Literacy Collaborative classrooms. In-district, common assessments are also being developed and administered in elementary math. These, too, serve to guide in the grouping of students for whom targeted instruction has been identified. Flexible grouping is also employed in our high school integrated classes.

Given the use of our MAP assessment data, an improved understanding through professional development focusing on differentiated instructional strategies, continued identification of students with specific gifts and talents and the increased importance we are placing on developing common assessments in the middle and high school grades, flexible grouping has and will continue to become a more standard practice. Also, as Response to Intervention procedures become more defined, flexible grouping will take on added importance.

June 2010 Update

Although no additional or specific initiatives have been taken in regard to this action plan, it is anticipated that grouping students will be a topic that will be addressed in Rigor, Relevance and Relationships training. Grouping students in different ways is a means of making instruction more relevant for students.

November 2010

One new initiative that will assist in group in the middle school and high school is the potential addition of the ACT EXPLORE/PLAN assessment. In much the same way the NWEA MAP exam provides teachers with data on specific strands, the ACT EXPLORE/PLAN assessment will give teachers feedback on specific content area strands and skills using the College and Career Readiness Standards to inform the instruction. This assessment is currently being discussed with a variety of district stakeholders to implement this exam.

Wendy Neyhard, Anne Brahe and Kristi Compton have started to discuss the notion of rearranging traditional class structures into cohorts, student learning communities and/ or other innovative structures. They are currently looking to expand the dialog across the high school so that additional voices can be heard.

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.*

November 2009 Update

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.

March 2010 Update

Problem/project-based learning is an important component within the Rigor and Relevance Framework. Focusing on real-life predictable and unpredictable problems is an essential part of teaching students to be innovative, think critically and creatively and work collaboratively toward a productive end. Teachers who participated in and completed Rigor, Relevance and Relationship training this year have developed gold seal, project-based lessons that incorporate problem-solving. During the 2010-2011 school year, these trained teachers will provide training for their colleagues in the development of similar lessons.

This year we will be completing the 2nd year of a 2-year pilot that incorporates more problem/project-based learning in Applied Algebra. The Applied Math Made Easy (AMME) approach appears to be more engaging thereby facilitating their understanding of math concepts.

Project-based learning is a important component in our integrated courses (high school social studies and English as well as 8th grade math and science), but is becoming an approach that more teachers are exploring within their individual classroom instruction. An increasing number of teachers are developing rubrics to help evaluate projects as opposed to merely assessing knowledge and concepts.

Involving students in problem/project-based learning opportunities such as First Lego League and First Tech Challenge is becoming an increasingly important goal. We are in the throes of establishing FLL teams at the middle level and will be attending a meeting on March 10th regarding the establishment of a Fox Valley Robotics Lab in which we would hope to participate.

In January, the Board of Education approved the drafting of an application to establish a project-based middle level charter school. This school's instructional design will emphasize the importance of applying learning to issues, situations or conditions that exist on a local, regional or global basis.

June 2010 Update

The findings from the high school AMME pilot project were shared with members of the Board of Education at a May Board Curriculum Committee meeting as well as the Board of Education meeting on June 14th. Catherine Lovett and Anne Stangel were teachers who were involved in the pilot. A comparison of grades and test scores of traditional Applied Algebra and AMME students was provided along with sample problems and student comments regarding their AMME classes. Another Board Curriculum Committee meeting has been scheduled for May 28th at which time all members of the math department will again be invited to discuss the results of the pilot.

Although indications have been very positive that the application for Hortonville's middle level charter school, Fox West Academy of Collaborative Learning, will be approved, as of yet there has been no confirmation.

In anticipation of the approval of the middle level charter, high school teachers (Kristi Compton, Anne Brahe and Jared Kruger) have had several conversations with Wendy Neyhard and Danny Goldberg, Wisconsin Charter Association consultant, relative to a problem/project-based high school charter. The interest in a high school charter is encouraged by our Board of Education in that students who are successful in the middle level charter may open enroll out of the District if we do not have an opportunity for them to continue their learning in this problem/project-based mode. Discussions will continue with the hope of drafting and submitting an application for a high school charter in the spring of 2011.

Problem/project-based learning is a topic that, again, will be addressed in Rigor, Relevance and Relationships training as it is a vehicle for improving student engagement and helping them apply solutions to real-world, predictable and unpredictable, problems and situations.

November 2010

Project-based learning has continued to be a focus for curriculum implementation. The Rigor, Relevance and Relationships training conducted as ensured that ALL teachers are considering ways to incorporate “real-world unpredictable situations” into the classroom. IN the framework for R, R, and R these activities are called Quadrant D lessons. It has been articulated to the staff that these project-based lessons should be appearing in the writing of their curriculum. As we continue to work on these kinds of lessons, assessment of these kinds of activities has been challenging. Additional work in the assessment of project-based Quadrant D lessons needs to be addressed.

Integration of the Applied Math Made Easy and Applied Algebra curriculum has begun and has been reported back to the Curriculum Committee. Although it is early in the school year progress is being made to ensure the projects in AMME are making their way into the Applied Math curriculum.

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.*

November 2009 Update

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.

March 2010 Update

Providing students with learning opportunities that require the application of information, media and technology cannot be accomplished without establishing a viable infrastructure and sustainable systems of support. For that reason, a great deal of effort has been and is continuing to be devoted to various initiatives some of which include:

- Installing a fiber optic connection between the Greenville and Hortonville campuses. This will be taking place in June!
- Implementing and providing training in the use of Skyward's capabilities (i.e. importing WKCE data, using the food service management component)
- Creating, maintaining and providing training as it relates to the our District's website
- Continuing to discuss issues related to content and spam filtering
- Establishing a process to review new software (aligned with District needs),evaluating the software (academically, technically), purchasing the licenses, deploying the software and providing the necessary training
- Providing interns to support training requests
- Reviewing data warehousing options
- Exploring the state's new Multi-dimensional Data Analysis Tool which allows the manipulation of student performance data on the WKCE
- Installing Follett's Destiny Library Manager
- Developing course selections for the Summer Academy

That Action Plan VI exists affirms the impact that technology has on curriculum and instruction. Teachers in the District are excited and ready to move forward with the implementation of modern technologies that are engaging for students and, as a result, positively affect their learning. Training and information is continuing to be provided in areas including but certainly not limited to:

- Teacher and student collaboration with online documents (i.e. turnitin.com)
- Video-conferencing
- Student collaboration with online services
- Online course availability
- Documenting student performance (LLI data management, standards-based grading)
- Using data collection software (i.e. probeware in secondary science classrooms)
- SmartBoards
- Improving access to student instructional resources
- Providing student access to instructional information via individual teacher's websites
- Improving curricular consistency and accessibility through Build Your Own Curriculum
- Ensuring support for new curriculum initiatives such as Project Lead The Way
- Exploring the offering of KSCADE blended learning courses

Middle and high school teachers have been meeting to review the scope and sequence of our computer education courses. The Computer Applications curriculum will need to undergo revision given the skill level with which students are coming into both the elementary and middle level grades. Woven into this discussion is the need that has been identified to teach keyboarding at the elementary level.

June 2010 Update

During the 2009-10 school year, IT staff worked hard to improve opportunities for students and staff in the Hortonville Area School District. Following are accomplishments that relate both directly and indirectly to the integration of technology into instruction:

Improve staff productivity and communication opportunities by providing modern infrastructure and network services.

Developed industry standard fiber network plans to improve network services between Hortonville and Greenville campus locations

Developed industry standard network equipment plans to improve network services in all buildings

Deployed a new financial and student information system (Skyward) with modern grade book and family access services

Deployed student request scheduling and online summer school registration services (Skyward)

Successfully uploaded Wisconsin DPI required data for WSLs and ISES (Skyward)

Replaced failed network equipment at Greenville MS, Hortonville ES, and Hortonville HS

Facilitated the installation of new data drops in many classrooms, offices, and work areas

Upgraded Internet access services from 5 M/s to 10 M/s with approved plans to provide 20 M/s as of July 1, 2010

Deployed a content management system to serve as the district's website and provide all staff with opportunities to share online learning resources (i.e., teacher webpages, blogs)

Teamed with media services to install a new web-based library circulation system (Destiny) with modern research tools

Modified SPAM filter settings based on technical options and user feedback regarding "missed messages."

Improve student and staff performance by increasing access to modern technology.

Installed hundreds of new computers for students and staff use within Greenville ES and Hortonville HS including new mini-labs of desktop computers at GMS, HMS, and HHS

Upgraded nearly a thousand computers with the latest system/security and application updates

Installed new software over the network to improve software support district-wide

Deployed epals and turnitin.com services in pilot groups at secondary schools for teachers to share online comments regarding student work and moderate online class discussion groups

Introduced e2020 services and media server to provide students with modern virtual learning courses and significantly reduce technical support requirements

Evaluated and tested new software including assistive technology software, music and science department specific

Assisted technical education staff to develop a plan for the modernization of trades classes and the introduction of engineering courses aligned with Project Lead the Way

Assisted with MAPS testing by updating client software, providing student data via Skyward, and uploading test data

Trained administrators to access the Wisconsin DPI data warehouse tool (MDAT)

Beginning to plan for DPI standard fitness data logging (Fitness Gram)

Tested and deployed Lego robotics software at HMS

Assisted with charter school technology planning

Provided support and resources to conduct video conferencing events including kindergarten collaborations to history lessons from experts outside the district

Reduce expenses and improve services by adjusting technology related financial obligations..

Increase staff performance by providing technology professional development services.

Conducted multiple NETS workshops for all office staff and educators regarding use of the student

information system (Skyward) to meet operational needs
Provided “just-in-time” training support for Skyward IEP duties using IT and Skyward staff in all buildings
Provided “just-in-time” technology training support upon request using UW-interns
Conducted multiple sub-release workshops to help office staff and teachers publish content on the new website aligned within web publishing guidelines
Coordinated the summer academy workshops based on district priorities and feedback from staff
Within IT department, continued professional education to support demands

November 2010

HASD teachers actively integrated technology skills into subject area instruction. From interactive whiteboard lessons (SmartBoard) to social bookmarked Internet resources, our teachers encouraged students to be active learners. Within guided activities, student created curriculum projects using digital cameras, digital voice recorders, and presentation tools (PowerPoint, MovieMaker). To promote learning at school and at home, teachers managed webpages loaded with instructional resources. Across many grade levels, students participated within great online projects (teacher webpage blogs, Turnitin.com discussions, wikis), exchanged teacher-managed email messages (epals.com) with students across the world, learned from teacher and peer comments on uploaded documents (Turnitin.com). In science labs, students collected data with digital probes (Vernier, PASCO) and analyzed results using graphing software. This year, more students completed assignments using assistive technology tools, such as word prediction (WordQ) along with scan-and-read services (Kurzweil). Students improved academic skills by participating in technology enhanced learning activities.

A group of HASD educators participated within the KSCADE blended learning workshops this summer. As a result, these teachers began development of hybrid courses in mathematics, social studies, English, and world language subjects. Using Internet-based tools (Blackboard, Elluminate.com, wikis, teacher webpages), students will see newly developed courses loaded with online and traditional activities to meet the needs of our 21st century learners.

Our technical education leaders researched modern engineering and trades curriculum options. We toured model classrooms (Oshkosh, Green Bay, Brillion schools) to observe students working with new equipment on industry standard projects. As a result, the team presented a plan for modern technical education instruction including Project Lead the Way curriculum within future HHS courses. Additionally, our technical education teachers will invite community partnerships to support the immediate and anticipated demands for student managed engineering, manufacturing, and construction projects.

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.

November 2009 Update

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.)

March 2010 Update

Business relationships are continuing to be strengthened through our high school students' involvement in the School Supervised Work Experience program.

Our Career and Technical Education (CTE) teachers are continuing to participate in interdepartmental meetings to establish Career Pathway Plans of Study for our students as well as refine department visions and related curriculum goal. An articulation agreement has recently been established with our Small Engines course and Fox Valley Technical College. This agreement will provide students who enter FVTC and pursue this program of study with advanced standing status.

Three teachers (Math and Tech Ed) are presently participating in a 3-day workshop on Math-in-CTE. This workshop will be helpful in developing ways in which math and tech ed can be integrated.

Our Tech Ed Department has created and shared with the administration a vision for program growth that focuses on course improvement in the area of the trades as well as instruction related to the field of engineering (Project Lead The Way). This vision will be shared also with members of the Curriculum Leadership Team at an upcoming meeting.

June 2010 Update

High School Tech Ed teachers presented their vision regarding future Tech Ed Programming (Project Lead the Way as well as the trades) to members of the Curriculum Leadership Team. In an effort to help staff better understand the types of trades-related learning opportunities available to student, the MIT (Massachusetts Institute of Technology) Mobile Fab Lab was on site in the District from May 11th through May 27th. During this time, students and staff had the opportunity to use "state of the art" machines housed in a 32' trailer that has traveled around the nation to various Technical Colleges.

A presentation was made by Hortonville students who were involved in a competitive robotics endeavor to the Board of Education as a way of demonstrating how knowledge and skills learned in school can be applied to solving real-world problems.

In filling the vacant high school position in Business Education, an emphasis was placed upon finding a teacher with experience in developing students' understanding of and interest in the field of marketing.

November 2010

Again, a significant development in the area of career exploration is the potential adoption of the ACT EXPLORE/PLAN assessment which includes a career planning element. This plan would have students in the 8th, 9th and 10th grades taking assessments that would encourage a dialog with guidance counselors, parents and students about college and career readiness. This will enhance the data used with Comprehensive Guidance Curriculum to ensure students are challenging themselves to reach their potential.

Marketing I and Sports and Entertainment Marketing were added to the 2011-2012 course description booklet after a new business education teacher was hired.

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.

November 2009 Update

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.

March/June 2010 Update

This course is in place and the High School Curriculum Committee is planning to include the topic of making this a required course for graduation on an upcoming agenda.

November 2010

Financial Literacy has now been made a required course for all students starting with those graduating in the year 2013.

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.

November 2009 Update

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.

March 2010 Update

Several science, math and tech ed teachers along with the Director of Technology and the Director of Curriculum participated in a tour of Fused Innovations. As a follow-up, tech ed teacher, Bob Pruchnofski, will be involving his Solid Works (CAD 2) students in a partnership with Fused Innovations.

Joel Newcomb has given presentations to both the Hortonville and Greenville Chambers and provided an update regarding school-to-work initiatives and career-related curriculum developments for the Curriculum Leadership Team at the January 28th meeting.

One of the goals of the proposed charter school will be to establish partnerships with local businesses because real-world application of learning is one of the cornerstones of the school's philosophy.

June 2010 Update

Surveys were distributed to a number of local businesses in an attempt to identify ways in which our schools (elementary, middle and high school) can partner with area businesses. Feedback from the survey is anticipated to be shared during the 2010-2011 school year.

November 2010

Mr. Newcomb presented the results of the surveys sent out to local businesses at the School to Work Advisory committee on November 4th, 2010. Unfortunately the response rate was lower than expected so the committee decided to resubmit the surveys with some follow up work done by Joel in the hopes of getting a better response this time.

Currently, the district is in partnership with fifteen area businesses in a variety of curricular areas. Mr. Newcomb is always looking for additional connections. Currently he is working with Scott Colantonio to look for partnerships which will enhance and advance Project Lead the Way.

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.

November 2009 Update

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.

March 2010 Update

In late January, several teachers participated in Clintonville's Challenge Day experience. Funding remains an issue should this option be pursued.

Link Crew training is being investigated. Although there is money to support this trainer-of-trainers model, no training opportunities are currently available in Wisconsin. Consequently, other training opportunities are being explored.

In terms of helping students develop life skills, it should be mentioned that several of our guidance counselors, high school administrators and school psychologists are participating in trauma training with the intent of developing a district-wide trauma protocol manual. As members of our school family, we do experience traumatic events and although we've provided emotional support for our students in times of crisis, it will be of value to have protocols in place that help us, as professionals, deal with trauma on a cognitive/procedural basis so we can maximize our effectiveness when the need arises.

June 2010 Update

In June, a team of high school staff along with parents and community members participated in a 1 ½-day high school strategic planning initiative from which a mission statement and three tactics emerged:

Mission Statement: Hortonville High School will provide ALL students an equitable, relevant, quality education within a safe and positive environment where skills, knowledge and attitudes are developed for success in our global society.

Tactic #1

Relevant Learning Environment: We will create a relevant learning environment by providing educational options which accommodate individual student needs.

Tactic #2

Diversity: We will establish and demonstrate a culture of respect by creating a learning environment that explores the diversity and celebrates the contributions of all people.

Tactic #3

Communication: We will utilize all available communication resources to improve relationships among members of our learning community.

Implementing steps that relate to these tactics and maintain a focus on the high school mission are vehicles for accomplishing Action Plan X.

Wendy Neyhard has kept the administrative team apprised of the purpose of and need for a District Crisis Team as well as a protocol manual that can be referenced if and when crisis situations arise. Interest has been expressed in further training for both administrators and crisis team members.

November 2010

Greenville Elementary school began the 2010-2011 school year with a new initiative called PBIS or Positive Behavioral Intervention System. The purpose of PBIS is to teach students the skills necessary to achieve a "fluency" of appropriate behaviors in life, just as we would academic skills. The outcomes for the PBIS program include:

Create a more positive culture at GES which will make life in school better for ALL students. Create clear and consistent expectations among all ADULTS for how behaviors are taught and reinforced to children.

Reward students (with Polar Pride Tickets) for positive behaviors which can be turned in for a weekly drawing.

For a look at videos that were made by GES staff to educate students go to:

<http://www.hasd.org/schools/ges/pbis.cfm>

Expansion of PBIS at Hortonville Elementary School will happen at the start of the next school year.

On November 18, 2010 Dan Ohlman and five teachers attended Link Crew Information Session to get this exciting initiative established at HHS. The following description really shows how this program enhances our school culture and promotes positive student interaction:

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. The Link Crew high school transition program provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming.

Link Crew begins with a powerful orientation day that makes freshmen excited and proud to be attending their new high school and allows them to begin developing relationships and strategies that will contribute to their high school success.

After orientation, Link Crew continues, providing a variety of both Academic and Social Follow Up Activities throughout the year. Academic Follow Ups are lessons presented by trained Link Leaders during visits to freshman classes; Social Follow Ups are events organized by your Coordinator team in which the freshmen and Leaders attend fun school sponsored social events together.

Link Crew's goal is to provide schools with a structure in which students make real connections with each other. Through this program, students learn that people at school care about them and their success. Link Crew is the high school transition program that will increase attendance, decrease discipline referrals and improve academic performance at your school.

Administrator: Christopher Hansen

Strategic Planning

Early Childhood Education Action Planning Quarterly Update

November 2010

Here is some information on Creative curriculum ~ the adopted program for 4K. It has the Center approach:

- *Creative Curriculum*®, the country's leading scientifically based, comprehensive curriculum for programs serving children from birth to age 5. We believe that curriculum should be integrated with high-quality assessment, professional development, and family connection resources to create a well-rounded program that addresses the needs of early childhood education professionals, children, and their families.
- *The Creative Curriculum*® helps you plan and implement a developmentally appropriate program that promotes children's social-emotional development and learning in the core areas of literacy, mathematics, science, and social studies. It combines the latest research and the freshest ideas into a forward-thinking approach to learning--one that honors creativity and respects the role that teachers play in making learning exciting and relevant for every child in their classrooms.
- Our unique approach is designed to inspire teachers, to help them create a high-quality learning environment and, most of all, to support their important efforts as they open doors to successful learning.
- With *The Creative Curriculum*®, every program can put together a complete system that promotes positive outcomes for all children, including English-language learners, children with disabilities, and advanced learners.

The 2010-11 Goals for the Early Learning Committee are as follows:

- Four Year Old Kindergarten (4K) programming was implemented September 1st, at the following community sites: Treehouse Preschool, Fox West YMCA, Play and Grow Learning Center, Hillside Preschool and St. Edward. In addition, an afternoon section is offered at Hortonville Elementary.
- The District Technology Department will continue to provide training in Skyward our district student management system. Training sessions have been completed in taking attendance and report cards.
- Procedures for placement and transportation of 4 K enrollees at community sites will be reviewed and revised.
- The 4K staff spent five days prior to school starting attending staff development sessions on curriculum, and evaluation of 4K programming.
- This year the community collaborative goals will continue to focus on refining curriculum, assessment, instruction and reporting to parents.

Administrators: Laurie Wagner, Larry Sikowski, Jean Kubisiak

**Strategic Planning
Facilities / Equipment / Technology
Action Planning Quarterly Update
November 2010**

“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.”

From March 2008 to April 2010 Hortonville Area School District (HASD) school and community representatives met to strategically plan for the future of our district's facilities, technology, and equipment that will help lead the district further into the 21st century. The committee's major goal was to create planning documents that can be annually updated to provide our community with a snapshot of such issues as school capacity, building usage, inventories, and warranties.

The committee evaluated each building for optimal and crisis capacities. Optimal capacity is defined as “the most favorable enrollment per classroom in each designated level for teaching/learning to occur.” The following is the current percent of optimal capacity in each building compared to last year:

<u>Projection</u>	<u>2009-10 Optimal Capacity</u>	<u>2010-11 Optimal Capacity</u>	<u>Potential Five Year 2015-16 Optimal Capacity</u>
Hortonville Elementary	107.3%	108%	120.2%
Greenville Elementary	114.7%	113.9%	126.5%
Greenville Middle	91.3%	95%	104.33%
Hortonville Middle	82.5%	85.4%	82.5%
Hortonville High School	100.8%	97.4%	103.69%

HASD ENROLLMENT GROWTH *5 Year Intervals

	<u>2004-09</u>	<u>2005-10</u>
HES	11.34%	15.69%
GES	11.01%	2.16%
HMS	-3.46%	1.23%
GMS	9.82%	10.47%
HHS	6.45%	0.46%

HASD ENROLLMENT TOTALS BY BUILDING

	<u>00-01</u>	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>
HES	511	507	424	425	441	427	431	430	454	491	494
GES	712	742	632	620	645	696	709	741	729	716	711
HMS	560	622	538	502	492	486	474	470	475	475	492
GMS			376	460	499	516	516	504	521	548	570
HHS	840	874	949	996	1055	1080	1159	1165	1129	1123	1085
Building Totals	2623	2745	2919	3003	3132	3205	3289	3310	3308	3353	3352

Bruce A. Carew met on October 19, 2010, with the HASD Facilities Committee to review the Strategic Facility/Equipment Plan. With direction from the Board the plan can move forward. Because the report was never formally accepted by the Board of Education he recommended the following:

Facilities

Accept the report on facilities requesting:

- Optimal/critical spreadsheet updated annually and reported to Board.
- 3rd Friday of September Count updated annually and reported to the Board
- District Facility Summary individual school summary; classroom usage; and school usage maps updated every other year 2011, 2013 etc.
- Set up a small committee to review transportation facility recommendations
- Information published on website

Equipment/Technology

Accept the report on equipment/technology requesting:

- Annual Report and addendums for Technology/Transportation/Maintenance and Activities
- Business office oversee annual report and process
- Select individual to oversee report preparation (work with directors)
- Board establishes 3 year priority list for data. **Example:** 2011- Roofs, floor tile; 2012- Large equipment over \$3,000 air-conditioning units, boilers etc. 2013???
- Survey the Board for their top priorities for items to inventory

Administrators: Bruce Carew

Strategic Planning
Modern Educational Services
Action Planning Quarterly Update
November 2010

New Strategy

“District stakeholders research, develop, and implement educational services of the future and impact all district operations (i.e., facilities, communications, teaching and learning, staff development, technology) independent of historical limitations in space, time, and obligations.”

Overview:

From the March 2010 planning meeting, the strategic planning members created a new group called, “Modern Educational Services,” to prepare for the future. The new planning team is composed of business, education, and community representatives excited about finding ways of meeting student needs in the 21st century. The team meets every two weeks to discuss educational requirements, brainstorm ideas, agree upon expectations, and help us define innovative solutions. Given looming financial challenges and ongoing demands to improve student learning, we must develop new ways of providing educational services.

Accomplishments:

The modern educational services team defined required elements as the foundation for our planning process. **We believe critical starting/input points include individual learning aspects, cultural aspects, educational resources, political legal requirements, and community aspects.** Within future solutions, we will factor how the brain works, various learning styles, and student interests and talents as individual learning aspects. At the same time, state laws and adopted state and federal standards significantly influence future educational service plans. Based on feedback from community partners and educational strategies, **students must development strong 21st century skills.** In addition to knowing core content skills, our graduates must be innovative, critical thinkers, good problem solvers, along with meeting business, industry, and community requirements. By defining system requirements first, future solutions incorporate critical input and output factors.

Our strategic planners recently brainstormed characteristics of meeting student learning needs. Within future solutions, **we must develop innovative ways to offer relevant learning opportunities.** Our primary focus points include project based learning, community collaborations, individualized learning, proficiency skills based outcomes, flexibility in learning, diverse global learning environments, mentorships, and the need for facilitators to support learning.

Goals:

Regularly, our team must review input and output factors along with characteristics of modern learning solutions. In groups, planners will define action steps to produce new ways of meeting student learning needs.

We very much appreciate your support in preparing our students and school district for the future.

Administrators: Scott Colantonio

Board Member: Bill Murphy

Strategic Planning

Professional Development Action Planning Quarterly Update

November 2010

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

<http://www.hasd.org/curriculum/professionaldevelopment.cfm>

For the past 5 months the goals for this committee were as follows:

- Communicate, plan for, and execute the professional development initiatives identified at the June Planning Days.
- Collect and analyze staff input regarding professional development opportunities; make changes accordingly.
- Refine and update the professional development web site. Collaborate with technology director to expand the web sites to become a professional development tool.
- Continue studying the issue of time as we more clearly outline activities and the structure of the trainings.
- Integrate Curriculum and Technology expertise and training to enhance teaching

Communicate, plan for, and execute the professional development initiatives identified at the June Planning Days.

- Shared all professional development plans with district stakeholders via, email, web site and in administrative and staff meetings
- Carried out the welcome back activities for the beginning of the school year
- First three teacher In-service days - Supported defined initiative presentations on Rigor, Relevance and Relationships, Technology, Wellness and RtI
- September 22, Early Release Day – Designed and assisted in implementation of Technology sessions and curriculum collaboration meetings
- October 20, Early Release Day – Supported the Rigor, Relevance and Relationship team in presenting Quadrant D lessons and strategies for building strong relationships within the school community

Collect and analyze staff input regarding professional development opportunities; make changes accordingly.

- Conduct, analyze, and act upon pre and post professional development surveys as indicators of staff needs and satisfaction related to training sessions
- Conference with staff members regarding their Professional Growth Plans to determine time, focus, relevance, incorporation of 21st Century Skills and accountability measures
- Listen and share subjective information from staff in relations to on-going professional development

Refine and update the professional development web site. Collaborate with technology director to expand the web sites to become a professional development tool.

- Expand resources list to include initiative definitions, best practices in teaching, curriculum and lesson design tools and examples of exemplary teaching
- Calendar all professional development opportunities within the school year with details and pictures
- Continue web site professional development training for committee members

Continue studying the issue of time as we more clearly outline activities and the structure of the trainings.

- Access and analyze how and if we are using time effectively
- Continue to construct creative ways to schedule time for collaboration and professional development for all staff members
- Continue to research best practices in time spent for professional development

Integrate Curriculum and Technology expertise and training to enhance teaching

- The Director of Technology and the Curriculum Director joined this professional development team
- Supported and collaborated with the Director of Technology in the development of relevant training opportunities for staff
- Supported and collaborated with the Director of Curriculum Director to integrated professional development initiatives with curriculum initiatives

Administrators: Sally Radke and Wendy Neyhard