



A Community of Learners

Informational Memo: 2019 Summer Curriculum Work

TO: School Board
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This past summer, teams of teachers met to develop work that will further the professional capacity of our staff and further develop our curricular programming. Focused work occurred under the guidance of the Office of Innovation, Teaching, and Learning, the Office of Technology, and the Department of Student Services.

The following table outlines the teams, area of focus, description of work and deliverables as a result of their summer collaboration:

Innovation, Teaching and Learning Office Sponsored Work			
Topic	Focus	Proposed Description of Work	Final Product of Work
Social Studies	Development of Learning Plans Grades 1, 2, 5 - 8	With the new KUDs completed and adopted, each grade level will further develop the Learning Plans for various units of study. The focus of the work will include incorporating the Inquiry process in the studies, researching new materials and resources, developing activities that build student understanding, knowledge and skills, and identifying assessments. In Grades 1 and 2, the work will be completed by a representative group of teachers and in Grades 5 - 8 by the entire Social Studies team.	<ul style="list-style-type: none"> Identification of new materials and resources Inquiry Study Ideas Menu of Activities Assessment Options <p style="text-align: center; color: blue;">Completed</p>

Social Studies	Resource Update 3rd Grade	In the spirit of presenting text with accurate information and free of bias, a third grade teacher will be evaluating and updating the <i>Living in Pioneer Days</i> booklet. The teacher will research historical accuracies of encounters between Natives and Pioneers and rewrite those sections of text. Additionally, a section that explains the impacts of the settler movement will be incorporated. All new sections will be written in a way that is appropriate for third graders.	Updated Version of <i>Living in Pioneer Days</i> Completed
Social Studies	Chicago Neighborhood Bus Tour Grade 4	A group of fourth grade teachers will work with the Chicago Architecture Center to tour neighborhoods and learn about their educational programs. This work will provide professional development for the new Social Studies Curriculum.	Professional Knowledge Learning Activities for New Unit of Study Completed
Language Arts	Digital/Print Resources and Inquiry Integration Grades K - 8	The LA Committee will focus on identifying and integrating digital and print resources into the KUD Learning Plans as a means of enhancing the existing curriculum and learning outcomes. They will also identify and clarify Claim Evidence and Reasoning skills. As a means of accomplishing this work, the committee will revisit and revise the Reading and Writing KUDs and unit learning plans for grades K-8 keeping digital resources and inquiry in the forefront. Throughout the upcoming school year the committee and grade level teachers will continue to explore integrating inquiry projects into the Learning Plans.	Updated Reading and Writing Unit KUDs and Learning Plans Completed
Language Arts	Word Study Grade 5	During the 2018-19 school year, the fifth grade team rolled out a new Word Study program. The teachers were pleased with the rollout and note that the students responded to the program in a positive manner and with the anticipated growth. This summer the team would like to reflect on the practices of the past year and make enhancements which will include pooling all of their resources, tweaking their word study plans and continuing the conversation around grouping, transfer and using skill time effectively.	Updated Word Study Plan Completed
Language Arts	Word Study Grade 6 - 8	Grade 6 - 8 Language Arts teachers will meet to continue the work of identifying resources and materials for vocabulary instruction. In addition they will articulate a progression and plan for student work. The focus will be on the following concepts/skills: Greek and Latin roots, connotations and denotations, derivations, and domain specific vocabulary.	Identification and Development of Materials and Resources Scope and Sequence for Vocabulary Instruction Completed

Math	Common Language Grades K - 8	During the 2018-19 school year, a task force from the Math Committee began the multi-grade level conversation of Common Language in Math. Information was presented to each grade level and feedback was gathered. During the summer, this information will be reviewed and organized in order to create a plan for the continued work with grade levels in the 2019-20 school year. The committee members will also research the topic using resources from national math organizations.	Updated Plan for Committee Work and Grade Level Conversations Annotated Resources for the Task Force Completed
Math	Home/School Connection Grades K - 4	Last summer the Elementary math facilitators created videos that provided families with information and directions about age-appropriate math games. They also created math kits with the needed materials (instructions, dice, cards) for playing the games. This summer they would like to create 200 new bags so that Kindergarteners and new families will receive the materials in the beginning of the year.	Math Kits for Kindergarten and New Student Families Completed
Math	Fact Fluency Grades 1 - 4	During the summer of 2018, 4 basic addition and subtraction fact fluency books and 4 basic multiplication and division fact fluency books were created. This goal is to create algebra-like books that require students to implement their basic fact skills flexibly.	3 number puzzle books for addition & subtraction facts 3 number puzzle books for multiplication & division facts Completed
Math	Just Right Games Grade 1	To support the initial transition into first grade, math facilitators and interventionists will create a menu of "just right games". The games will support Tier 1 Intervention and differentiation within the classroom. The games will help students, at varying skill levels, build their understanding of numbers.	A Collection of Differentiated Games Completed
Math	Math Forum Extension Platform Grade 5	The Skokie math facilitators will identify a year's worth of Math Forum problems for advanced 5th grade math students. The goal is to create a Google Classroom page where students can access and submit Math Forum problems. The student submissions will include an explanation of their thinking and a notice/wonder reflection. Teachers will then be able to respond back, encouraging revisions and resubmissions to the students through Google Classroom.	Math Forum Submission/Feedback Platform Completed

Math	Task Integration & Differentiation Grade 6	Sixth grade math teachers will thoughtfully integrate high-ceiling, low-floor tasks into the 6th grade curriculum, informed by Jo Boaler's new Mindset Mathematics book for 6th grade. They will also analyze each Illustrative Math 6th grade unit to determine areas for differentiation. This will include writing Inquiry questions, determining use of specific Math Forum tasks, and seeking continuity of hands-on experiences.	Integration of Jo Boaler 6th Grade Tasks in Scope and Sequence Inquiry Questions for each Unit Coherent Set of Hand-on Activities Completed
Math	<i>Becoming the Math Teacher You Wish You'd Had</i> Book Study Grade 7/8	The district math facilitator along with a group of 7/8 teachers (a new math teacher, a mentor, a special ed teacher, a veteran teacher) will take a deep dive into the book <i>Becoming the Math Teacher You Wish You'd Had</i> that explores the behaviors of Mathematicians (taking risks, making mistakes, asking questions, reasoning and proving, collaborating). This book exploration will help the teachers reflect upon how we as math educators can create classroom communities that empower all of our students as mathematicians. Reflections and strategies will be shared at the grade level meetings.	Google Doc Reflection Classroom Strategies List Completed
Math	Curriculum Review Grade 7	Washburne math teachers will be reviewing the curriculum with a focus on re-writing several lessons, learning to use algebra integer balance, examining the Inquiry tasks in the Big Ideas materials and developing several common assessments.	Updated Curriculum, Tasks, and Assessments Completed
Math	Algebra Review Grade 8	Teachers will examine Algebra anchor problems from New Trier to determine which ones can be integrated as assessments or tasks into our algebra class. They will sort questions from our Examview computer bank into chapters.	Enhanced Tasks and Test Bank Completed
Science	Earth Science Unit Grade 2	The Greeley 2nd grade team, along with the Science Facilitator, will create a learning plan for the Earth Science Unit that will capitalize on the natural resources (Lake Michigan and the bluff) utilized by Greeley School. The team also plans to use the 2nd grade Social Studies Curriculum as a guiding document for integration. The resources and activities compiled will be shared across the district.	Updated Learning Plan for <i>Earth's Systems: Processes That Shape the Earth</i> Completed
Science	Life Science Unit Grade 3	After piloting a new life science unit for third grade, an elementary science facilitator will develop both student and teacher resources to support the unit based upon reflections from the pilot.	Student and Teacher Resources for <i>How Can We Protect Animals When Their Habitat Changes?</i> Completed

Science	Curriculum Review Grade 5	The fifth grade team will review and revise the water transformation assessment, create an assessment for the chemistry unit, and continue to develop the ecosystem and earth's system unit to be more integrated.	Update Learning Plans and Assessments Completed
Science	Artist in Residence Grade 6	A team of sixth grade teachers will be planning for the Artist in Residence project with astronomer Dr. Jose Salgado that will occur during the 2019 - 2020 school year. Dr. Salgado will be guiding sixth grade students through activities that will enable them to communicate scientific concepts through the arts.	Student Produced Musical Piece with Accompanying Movie/Video Project Outline Completed
Science	Science Storage Rooms Skokie	With the increase of new materials, the Skokie science storage rooms will be reorganized and restocked to make for more efficient use by the teachers and students.	Organized Storage Space Completed
Science	Curriculum Review Grade 6	The sixth grade team will reflect upon the initial rollout of the new scope and sequence for the units of study. They will be making revisions to include a more cohesive story and to integrate additional hands on activities and labs for the more abstract Earth science content.	Updated Learning Plans Completed
Science	Curriculum Review Grades 7/8	After 2 years of teaching the NGSS based curriculum, the Washburne science department will take time to review and reflect on the sequence and productivity of the units.	Updated Learning Plans Updated Scope and Sequence Completed
Kindergarten	Literacy Development	To encourage phonemic awareness and early literacy skills, a pair of kindergarten teachers will be creating a compilation of songs and finger plays to be used by kindergarten and first grade teachers.	Fingerplay and Song Compilation Completed
Kindergarten	Visitor Information for Kindergarten Program	With a growing number of teachers wanting to observe a play based Kindergarten program, a pair of teachers will put together a guide with resource information to give to the visitors. This will include what to look for in the classroom, rules, pedagogy, as well as additional research and articles on the benefits of a play based program.	Visitor Folder with Guide and Additional Reading Materials Completed
Kindergarten	Fine Motor Skills	After identifying the need to increase the variety and frequency of fine motor tasks in the classroom, a pair of teachers will research and review meaningful fine motor experiences that can be easily accessed by all teachers.	Bank of Fine Motor Activities and Projects Completed

Kindergarten	Documentation of Nature & Movement Inquiry Project	A pair of kindergarten teachers will be using a Reggio-inspired approach to document the six-week inquiry project about Movement and Nature completed with students in the Spring of 2019.	Slideshow Presentations Handout Form of Documentation Completed
Kindergarten	SEL Executive Functioning	In our district's efforts to define social-emotional learning, understanding the role of Executive Functioning is central and critical in this discussion. A kindergarten teacher will be collecting research and summarizing findings for the grade level team, so that they have a common framework from which to start. This research may also inform possible intervention ideas.	Collection and Summaries of Articles for Team Members Completed
6th Grade 2 teams	Integrated Units	During the 2018 - 2019 school year, two sixth grade teams independently developed a yearlong project that integrated the science and social studies curriculums. After a successful inaugural year, the teams will be reflecting upon and revising components of the experience. Both teams have invited other staff members to participate in the enhancements for next year.	Revised Scope and Sequence, Projects, and Lessons Completed
7th/8th Grade Team Discover	Integrated Units	During the 2018-2019 school year, Team Discover implemented and evaluated a 7-week pilot to develop an integrated program and schedule. Revisions and alterations were proposed for a potential year-long integrated program. The summer work will focus on structural programming, assembling libraries of resources for inquiries, developing scaffolded sets of lessons for different types of projects, and developing data-keeping procedures, along with ways to best incorporate push-in support.	Revised Integrated Curriculum Plan Completed
Music K - 4	Music Curriculum Framework	Two elementary music teachers will create a new framework for how to share and think about the curriculum that is delivered at each grade level. During the summer, they will iron out ideas and create a new framework that would be a distillation of our current curriculum. Each grade level would be defined by 3-4 deep conceptual understandings pulled from our curriculum and one social emotion concept focus.	Updated Scope and Sequence Completed

SEL	6th Grade & Winnetka Public Nursery School Collaboration	Using Carleton Washburne's 1940 article regarding the collaboration between the Winnetka Public Preschool and the middle school students as an inspiration, a sixth grade team (2 classroom teachers, social worker and special education teacher) will be re-envisioning their collaboration with the WPN with a focus on social emotional learning.	Framework for preschool/middle school collaboration Completed
SEL Committee	Summer Institute Debrief	Members of the SEL committee will debrief the Summer Institute shortly thereafter in order to have a fresh perspective of the staff's big takeaways, action plans, and needs. The committee will use this debriefing to create a framework for their work in the 2019-20 school year. The debriefing will also help the administration and staff work together to define the District SEL goals.	Vision/Plan for the 2019-2020 school year Completed
World Language	Curriculum Development	As part of the curriculum review process, World Language teachers will work on curricular projects related to their level and language taught. Projects include: developing proficiency-based assessments, new movie talk units, an online grammar resource, cultural units, curriculum maps, and supplements.	Updated Learning Plans Completed
Technology Office Sponsored Work			
Technology	K-4 Resource Center Team	The Resource Directors from the three elementary buildings will crosswalk ISTE and AASL standards to coordinate a cohesive K-4 library program.	Updated Framework and Guidelines In progress Example
Technology	PodPi	Two Resource Directors will be trained in the use of Podpi. After the training, they will be developing the curriculum for implementation in the upcoming school year.	New PodPi Course to Launch in the Fall Presentation for AISLE in October Completed
Technology	Teacher Websites	Teachers who have an existing web presence will be invited to move the platform to the new Blackboard system which will connect it to the district website.	New Link to Classroom Website Teachers introduced to website options. Additional training will take place in Fall 2019.

Department of Student Services Sponsored Work

SEL	Creating a Respectful Lunchroom Environment Skokie	The lunch supervisors participated in a 1/2 day workshop with Amy Cohan from NSSED in May to establish common expectations for the 4 lunch periods. They will meet again for another 1/2 day in August to ensure that the lunch periods have consistent practices.	Common Lunchroom Expectations Common Language Completed
SEL	Mindful Room Skokie	As a means of supporting students' SEL needs, the social workers at Skokie would like to create a <i>Mindful Room</i> is where students can go to take a break or schedule mindful moments throughout their day to help with their emotional and behavioral regulation. This summer they will research what is needed/best for a room like this, order materials, and set up the room.	Creation of a Mindful Room Postponed
SEL	Executive Functioning Support in General Education Classrooms Skokie	Next year in one of the 6th grade co-taught teams, there is an increase of students demonstrating challenges in executive functioning skills. In order to be proactive, the two classroom teachers, special education teacher and the social worker will be meeting to discuss classroom set-up and strategies to be implemented from the start of school. This will ensure a smooth transition and provide the teachers with appropriate materials and strategies to implement from day one.	List of Classroom Strategies Decisions about Classroom Set-up Completed
SEL	SEL Libraries Hubbard Woods	The HW SEL Committee has worked with CLTs to identify 5 SEL books per grade level that will be used for the purposes of teaching common SEL concepts and themes across each grade level. Each grade level has selected a different set of books. Summer work will enable staff to create lessons for each book (25 books in total) and follow up activities to reinforce the concepts over time.	Class Lessons and Activities to Support SEL Development Completed
MTSS	Writing Intervention Toolkit for Skokie	During the 2018-2019 school year a team of teachers developed a 6-week writing intervention that teachers could implement into their Skills period. The intervention was piloted and feedback was collected. The team will meet in the summer to review feedback and compile an updated Writing Intervention Toolkit that can be used by teachers at Skokie during the 2019-2020 school year.	5th - 6th Grade Writing Intervention Toolkit Completed
MTSS	Tier 2 SEL Interventions Washburne	A team consisting of special education teachers, social workers and school psychologist will build a framework of Tier 2 SEL interventions in order to have more options for students who are struggling with Social/Emotional difficulties.	Variety of Tier 2 SEL interventions Completed

MTSS/DSS	Progress Monitoring Tools Skokie	Considering the school's desire to expand and refine the progress monitoring procedures for both MTSS and Special Education, four Skokie staff members will meet to explore and define tools that measure growth within the MTSS or special ed classes, exit criteria that's reliable and valid, and progress monitoring tools for classroom teachers to use after students have exited.	Additional Tools that Measure Growth Exit Criteria Completed
DSS	Protocols for School Psychologists	The school psychologists will work to develop protocols for referrals, intervention, evaluation, eligibility and IEP/504 plan development.	Protocols for all District Buildings Completed
DSS	Roles of Specialists	A group of DSS staff will work to outline roles and responsibilities as means to develop clear guidelines for the work of each role and to inform the development of updated job descriptions for DSS staff positions. Roles to review include school psychologist, special education teacher, speech pathologist, social worker and interventionist. All proposed job descriptions will be shared with Human Resources.	Defined Roles and Responsibilities Updated Job Descriptions Completed
DSS	Procedures and Protocols Washburne	Last summer the special education staff wrote procedures and protocols for moving students at Washburne onto and off of Special education services. This also included students returning from and going to outplacement. This summer these processes will be reviewed and refined to reflect current practices.	Updated Procedures and Protocols Completed
Summer Professional Development Opportunities			
New K-5 Teachers	Implementing Investigations 3 Online Course	Three new teachers will participate in an online course that will introduce them to the philosophy and structure of the Investigations 3 materials.	Further Development of Math Instruction Completed
Math	Illustrative Math Training Grade 5	During the 2019-20 school year the fifth grade team will be utilizing the Illustrative Mathematics materials for the first time. In preparation for this rollout, the team (classroom teachers, special education teachers and math facilitators) will be participating in a 2 day workshop with an Illustrative Mathematics staff developer.	Learning Plans for Unit 1 Staff Familiarity with New Materials Completed
Math	Illustrative Math Material Orientation Grade 6	The building math facilitator will meet with the new special education teacher to familiarize her with the Illustrative Math curriculum. Accommodations and differentiation will be a focus of the work.	Teacher Familiarity with the Curriculum Strategies for Differentiation

			Completed
Technology	The iPad Field Guide: Designing Instructional Experiences for Today's Learner	The Tech Integration Specialists (TIS) will be offering a half-day workshops focused on the use of the iPad in the classroom. In the workshop, teachers will learn strategies on classroom management, balancing iPad use into the classroom workflow, and enhancing student creativity. Teachers will also explore new Apple apps and brainstorm ways in which to integrate them into classroom activities. TIS will be available for follow-up support throughout the school year in a variety of different ways.	Further Development of Technology Integration Completed