



Informational Memo: 2016-17 Teaching & Learning Overview

TO: School Board
Superintendent Kocanda

FROM: Barry Rodgers, Director of Innovation, Teaching & Learning

August 16, 2016

As we begin the 2016-17 school year, we are in the process of developing our School Improvement Plans and focusing our efforts on the continuous advancement of our curriculum. At the September School Board Meeting, we will provide a more detailed outline of our revised School Improvement Plan process, aligning to our Shared Vision. We will share the School Improvement Plans with the Board in October.

In advancing student growth and achievement, our efforts are predicated upon District level and school level data and the on-going curricular work of our administrators and teachers. In order to realize the greatest amount of impact for students, we will focus on how the curriculum specifically impacts teaching and learning.

Our commitment includes implementing the curriculum with fidelity and looking for opportunities to support teacher practice and promote innovation. This is best facilitated by utilizing avenues and structures we have in place to engage our community of learners. Structures, which embed internal accountability, include:

- ☐ Classroom visits - Observing student learning and conferring with teachers
- ☐ Teacher collaboration - Utilizing the Collaborative Learning Teams (CLT), Committee Structures, release time and Grade Level Teams
- ☐ Administrator collaboration - Working closely with Principals in supporting building goals
- ☐ Parent collaboration - Offering two-way communication for parents on how to best support their child's education
- ☐ Professional Learning - Aligning professional development (such as WU, facilitator coaching, Institute Days, etc.) with our vision and goals

- ☐ Formal goal setting - Setting individual goals with teachers, school goals, and district goals to support continuous improvement efforts

These structures intentionally promote meaningful discussion, goal setting and reflection, focused on teaching and learning. This approach is proven to support high levels of student growth and positive outcomes for all students.

Growth and Achievement Measures

The shared vision emphasizes the importance of continual growth and achievement. Over the past few years, assessment has been changing due to the implementation of new state standards, new state assessments, and an evolution of the desired outcomes for our students. This has been a challenge facing public school districts across the state and across the nation. In this changing environment, Winnetka has been responsive in adapting its assessment portfolio. Therefore, this year the District is introducing the following new District-wide assessments:

- ☐ Measures of Academic Progress (MAP)
 - ☐ Grades 3-8/math and reading
- ☐ Silicon Valley Math - Performance-based assessment
 - ☐ Grades 2, 3, 6 & 7
- ☐ Math Disposition Survey (pilot)
 - ☐ Grades 4, 5, & 8
- ☐ KIDS assessment (state required)
 - ☐ Kindergarten
- ☐ Fitnessgram (state required)
 - ☐ KW classes

A complete listing of our assessment portfolio and calendar can be found here: [D36 Assessment Calendar](#)

In addition to our standardized assessments, it is also important to note that some of the richest data we obtain regarding our students' academic and social emotional growth comes from the daily observations of our high-quality teachers with students.

2016-17 Curriculum Highlights

English Language Arts (ELA):

- ☐ Implement new reading units in all grades
- ☐ Continue to develop expertise in further reading instruction with the Teachers College of Columbia University Professional Development

- ☐ Set goals and targets for District Improvement Plan utilizing:
 - ☐ PARCC assessment
 - ☐ MAP assessment
 - ☐ Teachers College Reading Assessment
 - ☐ Reading Inventories

Math

- ☐ Set goals and targets for District Improvement Plan focused on the following three areas: mathematical content, math practices, and disposition/attitude toward math. Assessments utilized include:
 - ☐ PARCC assessment
 - ☐ MAP assessment
 - ☐ Silicon Valley Math assessment
 - ☐ Math Disposition instruments
 - ☐ Numerical Fluency assessment
- ☐ Respond to Winnetka Mathematics Program Evaluation (Northwestern University and University of Illinois-Chicago) findings and recommendations related to materials, curriculum, instruction, and professional learning
- ☐ Attend Dr. Jo Boaler's workshop hosted by Wilmette District 39
- ☐ Continue to pilot early math interventions

Science

- ☐ Continue work with FOSS Physical Science Investigations and Engineering Design Challenges for grades 1-4
- ☐ Implement initial units aligned with Next Generation Science Standards (NGSS)
- ☐ Develop and practice "Three dimensional learning"
- ☐ Embed STEAM Integration

Social Studies

- ☐ Initiate new digital textbook (*Discovery Education*)

KW/Health

- ☐ Implement new curriculum
- ☐ Implement FitnessGram digital platform that assesses and supports the five components of health related fitness: Aerobic Capacity, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition

STEAM

- ☐ Expand the program to all five schools
- ☐ Increase student access to maker/STEAM spaces
- ☐ Further develop maker/STEAM spaces
- ☐ Continue digital portfolio (SeeSaw) to monitor student growth and progress

World Language

- ☐ Update curriculum due to students' improved functional language proficiency

Fine Arts

- ☐ Continue to embed design thinking
- ☐ Explore opportunities to integrate STEAM activities

The collective efforts of all curricular areas reflect the vision of Winnetka and are designed to support excellent instruction and meet the learning needs of all students.

Working with our dedicated teachers, our goal is to ensure that the student experience is engaging and impactful. We will keep the Board apprised of our progress throughout the school year.