



*A Community of Learners*

## **Informational Memo: District Improvement Plan Mid-Year Update 2018-2019**

TO: School Board  
Superintendent Kocanda

FROM: Barry Rodgers  
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DATE: February 26, 2019

### **Background**

The Winnetka District 36 Improvement Plan focuses on math and reading for the 2018-19 school year. As described in the November 27 Board Memo, the District Improvement Plan provides clear **goals, action steps, and measures**. The format is designed to provide a comprehensive and user friendly format to serve as a driver for identified outcomes.

As part of the mid-year review of the District Improvement Plan, we gauge our efforts and results toward achieving our stated goals. This is accomplished by monitoring the progress in completing action steps and by utilizing data as defined by measures and targets. Winnetka utilizes a robust suite of assessments based on multiple measures to strengthen the improvement process. Assessments are administered throughout the year as indicated in the assessment calendar ([Link](#)).

All assessments are intended to be utilized to monitor growth, inform instruction, and personalize learning for every student. Summative assessments for the 2018-19 school year will be given this spring and reported as indicated in the District Improvement Plan.

A mid-year update reflecting the progress of our improvement processes including action steps is outlined in the 2018-19 District Improvement Plan Document. ([Link to Mid-Year Update](#))

### Highlights: Math

The Mid-Year Math Update demonstrates the District's efforts to strengthen the goal areas of mathematical content, behavior, and disposition. A continued emphasis on problem solving and task work has served to add rigor and opportunities for further challenge and enrichment. In addition, inquiry learning principles are being utilized to facilitate mathematical discourse and an overall deeper understanding of mathematical concepts and applications.

#### Highlights Include:

- Integrated Math Forum and complex problem solving tasks in grades 1-6.
- Inquiry principles integrated in grades 1-8 using "Notice and Wonder" activities.
- Elementary School units are being modified to include more open-ended/high ceiling questions.
- Math clubs at each elementary school have included an expanded set of new activities.
- Continued Development and implementation of K-2 intervention model including the use of the Illuminate Platform for tracking interventions.
- Strengthened home school partnership through the creation of math game videos created by facilitators for elementary school learners.
- Strengthened intervention practices in grade 5.
- To address fourth grade performance, sequencing has been modified to ensure that the mathematical strands of fractions and geometry align with state assessments.

### Highlights: Reading

As with math, there has been a focussed effort to incorporate inquiry skills into reading and ELA practices. In the study of both informational and literary texts, the argumentation principles of claim, evidence, and reasoning are being further integrated. To support our reading efforts, the District is continuing the implementation of new curriculum and materials in the areas of word study, vocabulary acquisition, and grammar and mechanics. In addition, the Language Arts Committee, ELA Facilitators, and Tech Specialists continue to curate and evaluate digital resources for classroom use.

#### Highlights Include:

- Middle school and junior high teachers continued to focus on Claim-Evidence-Reasoning to support argument driven inquiry within their Research Argumentative Essay Writing Units
- At Skokie and Washburne the Literacy Facilitator documented all digital resources in use and created a master guide to these resources including usernames and passwords.
- Language Arts Committee members joined the Social Studies Committee at the Holocaust Museum for an Inquiry Workshop on the February 18th Institute Day in order to build common language and understanding of inquiry based learning.

- The mid-year check with first graders indicates a need for a deeper dive with regard to students hitting growth targets. In response to quickly address additional needs for the cohort, we are examining early intervention timing, and in-class targeted small group work.
- Facilitators and the ITL Department supported the rollout of IXL with 7th and 8th grades. Identified teachers at 6th grade will pilot IXL as a vocabulary and grammar online program for students.
- New teaching resources were aligned with the Grammar-at-a-Glance curriculum document by grade level bands.
- Specific introductory skill lessons from the resources for explicit instruction were identified at each grade level.
- Expanded Guided Reading Libraries and school book rooms in all five schools.

### **Alignment with the District 36 Shared Vision**

Our Shared Vision holds that we support and challenge all learners to actively engage in their continual growth and achievement. The District Improvement Plan will serve to ensure that our students continue to grow and achieve in the areas of math and reading.

### **Next Steps**

We will continue to execute the stated action steps, administer assessments and review relevant data. An end of year report on the District Improvement Plan will be shared at the June 2019 Board meeting.