



*A Community of Learners*

## **Informational Memo: 2015 Summer Curriculum Work**

TO: School Board  
Trisha Kocanda, *Superintendent*

FROM: Alison Hawley, *Director of Curriculum, Instruction & Assessment*

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As a result of the major curriculum reviews that have been conducted for World Language, Math, English Language Arts, Kinetic Wellness, Science, and Fine Arts, each content area is in need of summer hours to further develop or revise their curriculum and/or assessments.

Each content area group listed below is comprised of grade level representatives that will carry out the work each grade level team has prioritized. District level committees and the grade level teams have collaboratively agreed on the summer work agendas, or have been given the opportunity to provide feedback on the work that will be conducted. The completed products will be shared across the grade levels and buildings. Summer work is led by the curriculum committee chairs, content area facilitators, and in grades K-4, teacher representatives from each elementary school building.

Major components of summer work include the following:

1. Development and revision of curriculum KUDs
2. Revision of curriculum scope and sequences
3. Development of curriculum learning plans to integrate range of resources
4. Identification of tasks for high-readiness learners
5. Development and integration of instructional strategies
6. Training in best practices
7. Design of Winnetka University

The following table outlines the content area, grade level, and products that will be developed during the 2015 Summer:

<b>Content Area</b>	<b>Grade Level</b>	<b>Product</b>
Math	K-2	Revised scope and sequence; creation of unit-specific math center options for targeted practice.
Math	3	Revised scope and sequence; learning plans that will integrate instructional resources; tasks for high-readiness learners.
Math	4	Pre- and post-assessments for each unit; extension activities for high-readiness learners, and math boxes for daily computational practice.
Math	5	Collection of supplemental projects, tasks, and challenge activities.
Math	6-8	Revised scope and sequence, learning plans to integrate resources into curricular units, CPM3 technology training.
Math	Math Facilitators	Development of Math Talks to incorporate into classroom instruction to support computational fluency and mental math strategies.
Math	Parent Education Team	Creation of grade-level specific information for Winnetka Parent Institute (WPI) and the District website.
Language Arts	K-8	Development of reading curriculum KUDs; plans for word study, grammar, spelling, and handwriting.
Language Arts	7-8	Creation of common, integrated reading and writing units, and a toolbox of differentiation strategies for advanced readers.
World Language	1-8	Realignment of KUDs, creation of

		Voluntary Reading (VR) materials.
Kinetic Wellness	K-8	Engage in professional development focused on Health and Wellness curriculum; complete Health curriculum KUDs.
Science	K-4	Finalize KUDs and begin development of learning plans.
Science	5	Continue unit development based on Inquiry Project pedagogy.
Science	7-8	Professional development related to new content and <i>Next Generation Science Standards</i> (NGSS).
Music	5-8	Review and integration of resources that align from 5th through 8th grade.
Social, Organizational, and Academic Readiness Program (SOAR)	5-8	Development of social emotional integration plan; training plan for associates and staff; review of current resources and determination for needed resources; develop communication plan for program staff, general education staff and parents
Winnetka University	N/A	Finalization of documents: guidelines for WU credit; documents for submission of proposals; guidelines for proposal acceptance; draft of potential class offerings.

Once the summer work is completed, the building representatives will share revised curriculum, resources, and instructional strategies with their grade level colleagues in their buildings. Curriculum work will continue throughout the year in the following configurations:

**District grade level release meetings:**

Each grade level, K-8, will meet three times a year (fall, winter, and spring) for three hours to collaboratively review curriculum, resources, and engage in professional development. Agendas are created in conjunction with grade level or department chairs

and the instructional facilitators.

**Building level meetings:**

Beginning in the fall, all content area teams K-8 will meet weekly for 60 minutes to engage in professional learning communities to review student work and reflect on teaching practices. These weekly meetings allow for regular communication around curriculum implementation and student engagement.

**Committee level meetings:**

The District curriculum committees will conduct seven meetings across the school year (three Institute Day meetings and four after school meetings) to work on District curriculum, instruction, and assessment goals. The District committee representatives provide building-level feedback to inform decision-making to support consistency and alignment across the grade levels and buildings.

In addition to the curriculum work that is being conducted this summer, there are several trainings that will be conducted to support best practices and innovative and design thinking:

**Summer Reading Institute**

Columbia University's Teachers College will conduct a four day reading institute in August on best practices reading instruction grades K-8. The institute offers three sections for grades K-2, 3-5, and 6-8 to engage in best practices reading strategies for both fiction and nonfiction reading. Teachers College is well-known for its rigorous approach to reading and writing that is grounded in 25 years of educational research.

**Technology Training**

Teachers have been presented with several professional learning opportunities throughout the summer. Some conference choices were GooglePalooza, Leyden 1:1 Summer Symposium and Meaningful Educational Technology (MET) Conference. Additionally, David Davis will be offering a Technology Summer Camp guiding teachers through various tech challenges at their own pace.

**Summer Institute**

The two-day Institute will be facilitated by Grant Lichtman, author of [#EdJourney: A Roadmap to the Future of Education](#). Faculty will engage in conversation and action steps around *Design Thinking*. Mr. Lichtman will open the Institute speaking to what other schools around the country are doing to best prepare students for their futures in a rapidly changing world. By the end of the first day all faculty will have engaged in collegial collaboration towards creating more opportunities for experiential learning.