



Winnetka Caucus Spring Town Meeting

Enhancing Value: Progress and Future Plans
May 18, 2011

Leadership Changes In District Administration 2010-2011

▶ **Superintendent**

- ▶ Dr. Herrmann resigned Superintendency effective June 30, 2010
- ▶ Drs. Friedman and Cull serving as interim Superintendents: July 2010 – June 2011
- ▶ Dr. Thomas Hagerman hired by Board in early 2011 and will officially start in July 2011

▶ **Assistant Superintendent for Curriculum, Instruction and Assessment**

- ▶ Position elevated from Curriculum Director
- ▶ Trisha Kocanda started July 2010

▶ **Principals**

- ▶ Crow Island: Dr. Julie Pfeffer
- ▶ Hubbard Woods: Hiring in process

▶ **Chief Financial Officer**

- ▶ Dr. Shelley Clark retiring after 17 years
- ▶ Dr. Susan Pingitore will start in July 2011

▶ **Human Resources Director**

- ▶ New Position in 2010
- ▶ Dr. Maureen Cheever will begin in July 2011

Plank 1: Strategic Planning

▶ RECENT HISTORY

- ▶ Initiated in 2009
- ▶ Postponed due to leadership changes

▶ FUTURE PLANS

- ▶ Successful strategic planning efforts require a full and active commitment from the Superintendent
 - ▶ New strategic planning process will be led by Dr. Hagerman who has:
 - ▶ Led comprehensive strategic planning processes as Superintendent in two other school districts
 - ▶ Extensive specialized training
 - ▶ 13 years of experience with site-based and District-level strategic planning working with a wide array of stakeholders
 - ▶ Taught graduate level classes and presented at national workshops

Plank 2 (A): Development of assessment protocols and communication of student progress

- ▶ **Assessment Plan available on District website**
 - ◊ At each grade level, student progress is measured in a consistent way across the District at least 11 times per year.
- ▶ **New Assessments 2010-2012**

ASSESSMENT	TYPE	GRADES
GRADE Reading	Diagnostic, Program Evaluation	3-8
Local Common Writing	Diagnostic, Program Evaluation	2-8
Nationally-Normed Math (TBA)	Diagnostic, Program Evaluation	3-8

Plank 2 (A): Development of assessment protocols and communication of student progress

- ▶ Conferencing & Reporting Updates 2010-2011
 - ▶ Language Arts curriculum revised; spring reporting documents updated accordingly for alignment with new curriculum
 - ▶ GRADE assessment data informs spring reporting; parent report to be mailed in June
 - ▶ Selected data management system for implementation next school year to assist in student progress monitoring

Plank 2 (B): Determination of Student Preparedness/Evaluation of Staff and Programs

- ▶ **Program evaluations** utilize data from the assessment plan and staff/student feedback. This includes:
 - ▶ Assessment Review: screeners (r-cbm, m-cap, MAZE), standardized assessments (ISAT, GRADE, ERB), common assessments (Math-YEA)
 - ▶ New Trier Freshman Perception Survey
 - ▶ Staff feedback is included at committee, grade level, and transition meetings
 - ▶ The data management system will support our work in this area
- ▶ **Staff evaluation** process updated 2010-2011. Use of data to evaluate staff not an objective at this time.
 - ▶ At this time, any plan to use student achievement data to evaluate staff performance must be agreed to by the teachers (105 ILCS 5/24A-4).
 - ▶ Student achievement data will a required factor in teacher evaluation on September 1, 2016 (105 ILCS 5/24A-2.5(4))
 - ▶ Board plan is to study, with the cooperation and assistance of the teachers, a plan that uses student data in a meaningful way to help teachers improve their practices and enhance student learning

Plank 2 (C): Consistency Across Grade Levels and Schools

- ▶ Curriculum expectations consistent across all schools
- ▶ Instructional strategies vary to meet the needs of students (differentiated instruction)
- ▶ Actions in 2010-2011 to support this:
 - ▶ **Columbia Teachers College** at every school to train on common process writing approach
 - ▶ **Essential Literacy Agreement** implemented: teachers adhere to practice common instructional strategies in reading, writing and research
 - ▶ **Math statement** regarding common elementary math materials written to guide the upcoming review
 - ▶ Communicated **common framework** and implemented district-wide professional development for **differentiation**
 - ▶ Teachers met regularly to **collaborate** regarding best practices and align curriculum, especially in the area of writing

Plank 3: Foreign Language

- ▶ Curriculum Review initiated in February 2011
- ▶ Site visits occurred to Township and North Shore school districts in March 2011
- ▶ Parent survey created and open through May 31st
- ▶ Summer 2011 work planned to begin developing program revision options based on research, teacher expertise, and parent input
- ▶ Desired date for implementation of revised program and curriculum is fall 2012

Plank 4: Rigor, Differentiation and Enriched Learning

- ▶ One of the District's goals is to provide challenging curriculum for ALL students through proactive planning and high-quality learning goals
- ▶ District Differentiation Leadership Team created--meets and plans regularly
- ▶ District-wide professional development approach to Differentiation developed, along with 5-year goals
- ▶ Differentiation expectations embedded in new teacher evaluation tool

Planks 1-4 Require Staff Professional Development to Enhance Curriculum and/or Educational Practice

- ▶ District-wide staff development time is approximately 25 hours per year
 - ▶ Institute Days
 - ▶ Early Release Mondays
 - ▶ Grade Level Meetings
- ▶ During the 2010-11 school year, professional development hours were allocated to support major initiatives in curriculum and instruction:
 - ▶ Language Arts: 50%
 - ▶ Differentiation: 30%
 - ▶ General Collaboration: 20%
- ▶ Staff initiates professional development outside of school hours
 - ▶ 37 courses were offered by the Winnetka Teachers Institute (WTI) this year. Over 275 teachers took advantage of these opportunities.
 - ▶ Approximately 50% of teachers earned Initiative Units this year.

Plank 5: Consideration of Progressive Education

- ▶ Progressive Education philosophy continues to be important to the District
- ▶ Progressive Education will provide the philosophical foundation for strategic planning
- ▶ A description of Progressive Education practice in the 21st century is important and will be one product of the strategic planning process
- ▶ Will include input from all stakeholders — parents, community, staff, students

Plank 6: Use of Supplemental Academic Resources

- ▶ The use of a tutor to help a child is an individual parent choice
 - ▶ Neither the District nor the Board has any right to weigh in on this choice
- ▶ Students should not require tutoring in order to receive instruction necessary to progress from grade level to grade level
- ▶ Evaluation of curriculum and instruction requires a range of inputs (both the quantitative and qualitative inputs described earlier) and when weaknesses are identified, improvements are made

Plank 7: Disclosure of Financial Information

- ▶ District 36 website has been redesigned to make financial information more accessible to users
- ▶ Current financial information under discussion by the Board is posted prior to monthly Board meetings on the District website
- ▶ Board packets are now available online

Financial Information	Annual Financial Report
Financial Information - Main	This document is filed with the ISBE after completion of the budget.
Annual Financial Report	
Annual Statement of Affairs	ISBE Annual Financial Report - 2009 - (Excel Spreadsheet)
Audit	ISBE Annual Financial Report - 2008 - (Excel Spreadsheet)
Budget Presentation	ISBE Annual Financial Report - 2007 - (Excel Spreadsheet)
Contracts	ISBE Annual Financial Report - 2006 - (Excel Spreadsheet)
Employee Salary Range	ISBE Annual Financial Report = 2005 - (Excel Spreadsheet)
Financial Profile	
ISBE Budget	
Vendors	
Frequently Asked Questions	

2010-2011 Highlights

- ▶ All five Winnetka Public Schools were again named to the **State Academic Honor Roll**.
- ▶ The Winnetka Public Schools received a **2011 Bright Red Apple Award** for educational excellence. Only 73 out of 868 (8%) of school districts in Illinois received the award in 2011.
- ▶ The Winnetka Public Schools were all included in the **top 35** elementary schools in Cook County in the annual **Chicago Magazine** ranking. The Skokie School and Carleton Washburne School were numbers two and five respectively.
- ▶ Standard and Poor's recently awarded District 36 a **AAA rating**. Only 68 schools in the nation achieved this ranking.
- ▶ Welcomed over 900 educators and community members to hear **Dr. Carol Dweck** speak to her research related to *Mindset*.