

West Orange Public Schools



K-12 ELA Evaluation Committee

Board of Education Meeting
June 17, 2019

West Orange Board of Education

Ken Alper	Board President
Sandra Mordecai	Board Vice-President
Mark Robertson	Board Member
Cheryl Merklinger.....	Board Member
Terry Trigg-Scales.....	Board Member



West Orange Central Office Administration

Eveny de Mendez	Acting Superintendent
John Calavano.....	Business Administrator and Board Secretary

Committee Members

Elementary Teachers

- » Irene Fiory, K, Redwood
- » Lisa DeMichele, Gr. 1, Redwood
- » Carla Glomb, Gr. 2, Gregory
- » Paige Hoit, Gr. 3, Mt. Pleasant
- » Devin Lilburn, Gr. 3-5, Gregory (SE)
- » Tara Capra, Gr. 4, St. Cloud
- » Jennifer Tarullo, Gr. 5, Washington
- » Jennifer Bottarini, BSI K-2, Washington

Reading Specialists

- » Lesley Diglio, Redwood
- » Wendi Giuliano, Washington
- » Shari Ritter, Mt. Pleasant
- » Stephanie Ross, Kelly
- » Jennifer Sissman, Hazel

Secondary Teachers

- » Maheen Ahmad, Gr. 6, Edison
- » Arturo Rodriguez, Gr. 6, Edison
- » Kristin Paul, Gr. 7, Roosevelt (SE)
- » Carmen Gordillo, Gr. 8, Liberty
- » Tonio Favetta, Gr. 9, WOHS
- » Janine Sullivan, Gr. 9, WOHS
- » Kim Robinson, Gr 9 WOHS (SE)
- » Rana Elkadi, Gr. 10, WOHS
- » Teresa Harris, Gr. 11, WOHS
- » Charlene Muldrow, Gr 12, WOHS
- » Craig Champagne, Gr. 12, WOHS

Leadership

- » Tim Beaumont, Redwood
- » Marie DeMaio, Washington
- » Makeida Estupinan, Gregory
- » Michelle Martino, Liberty
- » Annette Towson, WOHS
- » Stephen Olshalsky, Acting ELA Supervisor, 6-12
- » Michael Figueiredo, Social Studies Supervisor

Co-Chairs

- » Denise De Martinis, ELA Supervisor, K-5
- » Liz Veneziano, Acting Asst. Superintendent
- » Eveny de Mendez, Acting Superintendent

K-12 ELA Evaluation Committee



EVALUATE THE K-12 ELA PROGRAM IN THE AREAS OF INSTRUCTIONAL MATERIALS, CURRICULUM UNITS, ASSESSMENT, AND STUDENT WORK IN ORDER TO ACHIEVE A COMPREHENSIVE AND COHESIVE K-12 ELA PROGRAM THAT ENSURES ALL STUDENTS ARE MEETING THE EXPECTATIONS OF THE NJSLS.

GOAL

EVALUATE THE K-12 ELA PROGRAM IN THE AREAS OF INSTRUCTIONAL MATERIALS, CURRICULUM UNITS, ASSESSMENT, AND STUDENT WORK IN ORDER TO ACHIEVE A COMPREHENSIVE AND COHESIVE K-12 ELA PROGRAM THAT ENSURES ALL STUDENTS ARE MEETING THE EXPECTATIONS OF THE NJSLS.

Objectives:

- Ensure *consistency* of district provided instructional materials across all grade levels.
- Evaluate district provided instructional materials, curricular units, assessments and student work for *alignment to current standards* in order to ensure *text complexity, evidence and building of knowledge*.
- Audit core instructional texts in regards to *diversity* and *variety of genre*.
- Evaluate findings and identify strengths and areas in need of improvement and make recommendations to achieve a *comprehensive and cohesive K-12 ELA program*.

Evaluation Framework

Instructional Materials Evaluation Tool (IMET)

- ❖ *Text Complexity*
- ❖ *Evidence*
- ❖ *Knowledge*
- ❖ *Foundational Skills (K-2 only)*

Text Audit for Diversity

- ❖ *Copyright/ Genre*
- ❖ *Gender/ Race / Voice*
- ❖ *Appeal*
- ❖ *Relevancy*
- ❖ *Mirror/ Window*
- ❖ *Domains of Anti-Bias Education*

Quality Review Rubric for Lessons and Units (EQUIP)

- ❖ *Alignment to Depth of NJSLS*
- ❖ *Key Shifts in NJSLS*
- ❖ *Instructional Supports*
- ❖ *Assessment*

Student Work Protocol (SWP)

- ❖ *Understanding of task*
- ❖ *Proficiency with the NJSLS*
- ❖ *Depth of understanding and reasoning*
- ❖ *How rubric supports student understanding*

Committee Meetings

Dates	Task	Time
October 2, 2018	Introduction to Evaluation Framework	3:30-5:00 pm
October 16, 2018	Text Complexity/ Instructional Materials (IMET)	8:30-3:30 pm
November 13, 2018	Questions, Tasks & Assignments/ Instructional Materials (IMET)	3:30-5:00 pm
November 28, 2018	Building Knowledge/ Instructional Materials (IMET)	3:30-5:00 pm
January 9, 2019	Foundational Reading Skills/ Instructional Materials (IMET)	3:30-5:00 pm
January 30, 2019 (K-5 only)	Evaluate Units of Study/ Instructional Materials (IMET)	8:30-3:30 pm
February 14, 2019 (6-12)	Text Audit & EQUIP Lesson/ Units	8:30-3:30 pm

Committee Meetings

Dates	Task	Time
February 27, 2019 (K-5)	EQUIP Lesson/ Units	3:30-5:00 pm
March 13, 2019 (6-12 only)	Text Audit & EQUIP Lesson/ Units	3:30-5:00 pm
March 20, 2019 (6-12)	Student Work Protocol (SWP)	3:30-5:00 pm
March 21, 2019 (K-5)	Evaluate Units of Study/ Instructional Materials (IMET)	3:30-5:00 pm
April 23, 2019 May 2, 2019 May 15, 2019	Findings & Recommendations, Three Year Plan	3:30-5:00 pm
May 29, 2019	Review Presentation	3:30-5:00 pm
June 17, 2019	Board Presentation	8:00 pm

Instructional Materials Evaluation Tool (IMET)



Grades K-5

Instructional Materials, K-5

K-5 members of the ELA Evaluation Committee examined **district materials** and how they support the balanced literacy model.

Instructional Materials, K-2 Only

District Materials (FUNdations)

Instructional Materials	Evidence	
<i>Non-negotiable: Foundational Skills</i>	Strengths	Considerations
	<p>(+) Scope and sequence for foundational skills focuses on a progression of skills over the course of the first three years to build student understanding and use of the systems of correspondence that characterize written language.</p> <p>(+) Integrated systematic and sequential approach with frequent practice opportunities.</p> <p>(+) Diagnostic for assessment as well as guidance for instruction and remediation.</p> <p>(+) Purpose and understanding to develop connections between acquisition of foundational skills and making meaning.</p> <p>(+) Range and volume of reading to achieve reading fluency of grade level text required by the foundational skills standards.</p>	<p>No areas in need of improvement found.</p> <p>Continue to monitor and provide PD for new teachers through district certified facilitators.</p> <p>West Orange served as a model site in 2017-2018 and 2018-2019 for Nutley Public Schools as they implemented Foundations in Kindergarten and Level 1.</p>

Instructional Materials, K-5

District Materials

Instructional Materials	Evidence	
	Strengths	Gaps
<i>Non-negotiable 1: Text Complexity</i>	<ul style="list-style-type: none"> (+) Variety of texts that meet the diverse needs of students along with exposure to different genres (+) Majority of texts represent range of text complexity appropriate for grade level (+) Appropriate read aloud texts that are slightly above grade level allowing exposure to rich language and vocabulary (+) Variety of texts aligned to other content areas (+) Texts allow opportunities to build upon background knowledge 	<ul style="list-style-type: none"> (-) Need for more recently published texts (-) Need for more multiple copies of texts for partner reading, book clubs, small group instruction (-) Inconsistent use of mentor texts per unit
<i>Non-negotiable 2: Evidence</i>	<ul style="list-style-type: none"> (+) Sample questions and writing prompts in alignment to standards 	<ul style="list-style-type: none"> (-) Inconsistent use of texts deem inconsistency of questions across grade levels (-) More modifications and scaffolds needed for SE and ELL
<i>Non-negotiable 3: Building Knowledge</i>	<ul style="list-style-type: none"> (+) Culminating tasks (PBA) at the end of each unit in which students demonstrate knowledge of topic (K-12, by June 2019) (+) Short and long research for students to develop expertise in a range of topics (+) Independent reading allows opportunities for students to connect to the topic explored (+) Nonfiction paired texts to build knowledge of content and concept Grade 5 	<ul style="list-style-type: none"> (-) Inconsistency in collection of texts around mentor texts to support knowledge with a focused line of inquiry (-) Need more of a systematic approach to build vocabulary

Instructional Materials, K-5

Findings and teacher feedback found **inconsistency in materials across elementary schools and the need for supplemental reading and writing materials to better support existing balanced literacy program.**

OPPORTUNITY:

K-3 ELA curriculum was in a revision process; committee members examined resources that would best support the existing balanced literacy program and recommended ***Units of Study as an instructional resource*** to be included in the revised units. Each K-3 curriculum unit references specific mentor texts, teaching points and mini-lessons outlined in the *Units of Study*.

Instructional Materials, K-5

Units of Study

Instructional Materials	Evidence	
	Strengths	Considerations
<i>Non-negotiable 1: Text Complexity</i>	(+) Research based and aligned to the NJSL (+) Texts represent a varied selection of genres to teach specific content and build knowledge (+) Range of appropriate text complexity for the grade as defined by standards and quantitative and qualitative analysis (+) Opportunities to regularly engage in a volume of independent reading (+) Variety of complexity levels that include a mix of informational texts and literature	Over the course of next year, all mentor texts will be used for direct instruction and modeling across schools. Collaboration and professional development will be provided to support teachers in using resource to plan with opportunity for teachers to debrief on units.

Instructional Materials, K-5

Units of Study

Instructional Materials	Evidence	
	Strengths	Considerations
<i>Non-negotiable 2: Evidence</i>	(+) Text dependent questions and tasks require students to draw on textual evidence as well as inferences from the text (+) Provides opportunities to engage students in evidence based discussions around grade-level topics and standards (+) Frequent opportunities for evidence based discussions and writing	Through professional development, ensure use of prompts and questions aligned to mentor texts are utilized and elicit evidence through discussion and writing.
<i>Non-negotiable 3: Building Knowledge</i>	(+) Provides nonfiction texts to build content knowledge and vocabulary to connect to the content explored through reading, writing, listening, and speaking (+) Provides opportunities for students to regularly engage in texts of their own choosing	Infuse additional nonfiction selections around each mentor text to support content knowledge and academic vocabulary.



Quality Review Rubric for Lessons & Units (EQuIP)

Grades K-5

Curriculum Units, K-5

EQUIP Rubric for Lesson and Units	Evidence	
	Strengths	Gaps
<p>1) Alignment to Depth of NJSL</p> <p>2) Key Shifts in NJSL</p> <p>3) Instructional Supports</p> <p>4) Assessment</p>	<p>(+) Units are aligned to NJSL and provide student understanding and transfer of learning</p> <p>(+) Units provide differentiation with modifications and scaffolds needed to meet the needs of diverse learners</p> <p>(+) Units provide opportunities for student engagement and fosters student mastery of the content</p> <p>(+) Provides greater student accountability and independence</p> <p>(+) Performance Based Assessments are authentic and assess both reading and writing goals</p>	<p>(-) Inconsistency in grammar skills per unit</p> <p>(-) Lack of consistent mentor texts per unit of study</p> <p>(-) Inconsistency in writing expectations in narrative, opinion, and informational writing across grade levels</p>

Building Instructional Support, K-5

- Integrate *Units of Study* into the ELA curriculum as an instructional resource in order to strengthen and support balanced literacy approach and provide:
 - *Access to quality instructional materials across district, in all schools, grade levels and classrooms*
 - *Consistent integration of mentor texts in each unit for direct instruction and modeling*

Building Instructional Supports, K-5

Next Steps

- Review, evaluate and integrate instructional resources into the balanced literacy model that support grammar/ language and vocabulary to ensure:
 - *Consistent explicit instruction for grammar/ language skills across district, in all schools, grade levels and classrooms*
 - *All students demonstrate command of the conventions of standard English grammar and usage when writing or speaking*

Professional Development



Grades K-5

Professional Development, K-5

Findings and teacher feedback found **inconsistency in knowledge and understanding of current literacy practices** and the **need for adequate professional development to gain deeper mastery of the approaches and instructional practices** in existing balanced literacy program.

OPPORTUNITY:

All K-5 teachers (GE, SE, BSI, ESL) and Reading Specialists attended full day professional development days led by a balanced literacy consultant, trained directly under Lucy Calkins (Teachers College, Columbia University) for both reading and writing:

- *Pillars of Reading Instruction*
- *Components of Balanced Literacy*
- *Types of Writing*
- *Steps of the Writing Process*
- *Structures of Reading and Writing Workshop*

K-5 Professional Development 2018-2019

Balanced Literacy Professional Development	Teacher Feedback
<ul style="list-style-type: none">● <i>Pillars of Reading Instruction</i>● <i>Components of Balanced Literacy</i>● <i>Types of Writing</i>● <i>Steps of the Writing Process</i>● <i>Structures of Reading and Writing</i>	<ul style="list-style-type: none">● Developed a deeper understanding of the Components of Balanced Literacy● Further understanding of read aloud with accountable talk and mini lessons in reading and writing workshop through use of demonstration lessons● Clearer understanding of the characteristics of leveled texts and expectations for small group instruction● Gained useful and practical teaching strategies to implement within the literacy block

Professional Development

Next Steps, K-5

- Professional development for 2019-2020 will ensure:
 - *Smaller participant groups of teachers*
 - *Half-day professional development sessions rather than full day*
 - *Focus on conferencing with students in reading and writing workshop*
 - *Utilizing rubrics effectively to target specific needs in writing*
 - *Support of the Units of Study in the form of demonstration lessons at site schools*
 - *Push in / coaching is facilitated by Reading Specialists to further support instruction in components of balanced literacy*

Instructional Materials Evaluation Tool (IMET)



Grades 6-8, 9-12

Instructional Materials, 6-8/ 9-12

Middle school and high school members of the ELA Evaluation Committee examined **district materials** and how they support and align to the ELA New Jersey Student Learning Standards.

Instructional Materials, 6-8

Instructional Materials	Evidence	
	Strengths	Gaps
<i>Non-negotiable 1: Text Complexity</i>	(+) Variety of texts are included; mix of modern and traditional texts from different time periods and represent a varied selection of genres (+) Texts utilize complex text structures and depict exceptional craft and vocabulary for analysis, discussion, and emulation (+) Readers asked to consider different viewpoints from their own (+) Whole class novels and majority of book club are on grade level and recently published	(-) Level of complexity for some texts is on the lower end of grade level band (-) Some texts are outdated
<i>Non-negotiable 2: Evidence</i>	(+) Sample questions and writing prompts align with standards RL.1, RI.1, W.9 (+) Sample questions and prompts require evidence based responses	(-) More opportunities for students to elicit and articulate evidence via speaking & listening

Instructional Materials, 9-12

Instructional Materials	Evidence	
	Strengths	Gaps
<i>Non-negotiable 1: Text Complexity</i>	<p>(+) Majority of text meet qualitative and quantitative criteria for complexity, increase in complexity as year progresses</p> <p>(+) Texts display notable craft such as layered and complex themes, symbolism, author’s milieu, depth of characters and multiple lenses through which a reader can interpret and read the text</p> <p>(+) Short stories provide concrete teaching paradigms of specific elements of literature such as setting, mood, characterization, plot, irony, and figurative language</p>	<p>(-) Some titles are outdated</p> <p>(-) Some characters and situation may be have difficult for students to relate to</p> <p>(-) Differentiation of texts and complexity of texts within honors and college prep texts</p>
<i>Non-negotiable 2: Evidence</i>	<p>(+) Tasks, assignments, and questions are varied, text-dependent and require students to use textual evidence to support rationale</p> <p>(+) Frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and analytical thinking required by the Standards at each grade level</p>	<p>(-) Some Performance Based Assessments are text specific, ensure all are text dependent to allow for more teacher and student flexibility and choice of texts read in each unit</p>

Instructional Materials, 6-12

Instructional Materials	Evidence	
	Strengths	Gaps
<i>Non-negotiable 3: Building Knowledge</i>	<p>(+) Performance Based Assessments require students to demonstrate knowledge of topic/ content/ concept</p> <p>(+) Shared research per unit, repetitions of research process in group and supported settings to develop the expertise needed to conduct research independently</p> <p>(+) Short and long research to encourage students to develop expertise in a range of topics</p> <p>(+) Independent reading allows opportunities for students to connect to the topic/ content/ concepts explored</p> <p>(+) Nonfiction paired texts to build knowledge of content and concept</p>	<p>(-) A more systematic approach to vocabulary is needed to ensure consistent instruction and practice across all grades</p>



***Quality Review Rubric for Lessons & Units
(EQuIP)***

Grades 6-8, 9-12

Curriculum Units, 6-8/ 9-12

Middle school and high school members of the ELA Evaluation Committee examined **curriculum units** to determine the quality and alignment to the ELA New Jersey Student Learning Standards to in order to:

- *Identify exemplars/ models for teachers' use*
- *Provide constructive criteria-based feedback to curriculum writers*
- *Review existing instructional materials to determine what revisions are needed.*

Curriculum Units, 6-8

EQUIP Rubric for Lesson and Units	Evidence	
	Strengths	Gaps
<p>1) Alignment to Depth of NJSLS</p> <p>2) Key Shifts in NJSLS</p> <p>3) Instructional Supports</p> <p>4) Assessment</p>	<p>(+) Units aligned to NJSLS and reflect the depth to which students must be assessed</p> <p>(+) Instructional supports are provided to ensure all students have multiple opportunities to engage with text of appropriate complexity for the grade level</p> <p>(+) Units are designed to cultivate student engagement and foster student mastery of the content</p> <p>(+) Incorporation of new texts over past three years to include more current, more diverse texts</p> <p>(+) Performance Based Assessments are authentic and thorough</p> <p>(+) Clear & explicit purpose for instruction</p> <p>(+) Student accountability for independent reading</p>	<p>(-) Single genre focus in some units, need more of a balance of informational and literary texts within each unit</p> <p>(-) Inconsistent practice and assessment of vocabulary and language</p> <p>(-) Digital literacy, need to increase digital texts and additional texts for complexity and relevancy</p> <p>(-) Lack of balance between on-demand, process writing, shorter texts/projects</p>

Curriculum Units, 9-12

EQUIP Rubric for Lesson and Units	Evidence	
	Strengths	Gaps
<p>1) <i>Alignment to Depth of NJSLS</i></p> <p>2) <i>Key Shifts in NJSLS</i></p> <p>3) <i>Instructional Supports</i></p> <p>4) <i>Assessment</i></p>	<p>(+) Units align to the New Jersey Student Learning Standards and the shifts in NJSLS</p> <p>(+) Units provide instructional guidance and depth of rigor for teachers</p> <p>(+) Scope and sequence provides teachers guidance on pacing</p> <p>(+) All units include PBAs to assess transfer goal of unit and depth of student understanding</p> <p>(+) All units include instructional supports for special education and ELLs</p>	<p>(-) Many Performance Based Assessments are essay based, can revise to include more authentic, real world experiences and variety in product</p>

Text Audit



Grades 6-8, 9-12

Text Audit, 6-8/ 9-12

Middle school and high school members of the ELA Evaluation Committee examined **core texts** in the areas of:

- *Copyright*
- *Genre*
- *Gender*
- *Race*
- *Voice*
- *Appeal*
- *Relevancy*
- *Domains of Anti-Bias Framework:*
- *Identity*
- *Diversity*
- *Justice*
- *Action*

Text Audit, 6-8

Text Audit	Evidence	
	Strengths	Gaps
<i>Copyright</i> <i>Genre</i> <i>Gender</i> <i>Race</i> <i>Voice</i> <i>Appeal</i> <i>Relevancy</i> <i>Mirror/ Window</i> <i>Domains of Anti-Bias</i> <i>Education</i>	(+) Texts are relevant to student experience at the middle school level (+) Texts provide opportunities for students to encounter characters that are windows and mirrors (+) Diversity in short stories reflect population of West Orange (+) Recent selections for Book Club further reflect the population and voices of students of West Orange	(-) Little diversity in the representation of specific groups (Hispanic/ Latinx, Asian, people with disabilities, immigrants, religious, and LGBTQ identities) (-) Majority of nonfiction does not reflect the interest of students

Text Audit, 9-12

Text Audit	Evidence	
	Strengths	Gaps
<i>Copyright</i> <i>Genre</i> <i>Gender</i> <i>Race</i> <i>Voice</i> <i>Appeal</i> <i>Relevancy</i> <i>Mirror/ Window</i> <i>Domains of Anti-Bias</i> <i>Education</i>	(+) Variety of genres represented across grade level courses (+) Most of the texts are developmentally appropriate and appealing to students (+) Some texts mirror experiences of WOHS students (+) Texts provide students with opportunities to thoroughly explore the various aspects of literature, such as theme, figurative language, motifs, symbolism, rhetorical appeals, etc.	(-) Range in authors, more works by authors who represent a broader range of cultural experiences and perspectives (-) Justice & Action texts, need for more texts that promote a critical look at bias, a healthy construction of individual identity, and challenge prejudice or injustice

Next Steps, 6-8/ 9-12

- Review, evaluate and recommend additional texts to provide students a broader exploration of perspectives, viewpoints and genres to ensure:
 - *More diverse authors, characters and topics*
 - *More appealing informational texts*
 - *More contemporary texts as core texts or companion to classics*
 - *More digital texts to ensure students encounter all text types*
- Evaluate a variety of research based instructional resources for grammar/ language instruction and vocabulary acquisition and determine a highly effective yet easily accessible resource for direct instruction.

ELA Evaluation Committee



Three Year Plan

Year 1: 2018-2019

September- June 2019

- ELA Evaluation Committee
- Revision of K-3 curriculum
- Professional Development: K-5 Balanced Literacy
- Implementation of revised middle school curriculum
- Infusion of differentiation into middle school curriculum units
- Expanded middle school book club selections
- Revised high school Performance Based Assessments

June 2019

- Professional Development: Revised K-3 Curriculum
 - Walkthrough of newly revised curriculum and *Units of Study*, K-3
 - Launch Balanced Literacy Teacher Resource Site
- Development of 2019-2020 PD schedule to support use of *Units of Study*, K-5

Elementary: K-5

<p>Year 2 2019-2020</p>	<ul style="list-style-type: none">● Revise grades 4-5 curriculum to align with <i>Units of Study</i> (4-5)● Develop horizontal and vertical articulation for teachers to collaboratively plan lessons and units● Develop coaching schedule with Reading Specialists to support teacher needs● Gather feedback from teachers on the use of <i>Units of Study</i> and additional needs● In partnership with Library Media Specialists, continue to expand classroom libraries to broaden choice and variety for students.● Professional Development: Unpacking the <i>Units of Study</i>
<p>Year 3 2020-2021</p>	<ul style="list-style-type: none">● Develop and present literacy nights for parents and guardians● Infuse Creole and Spanish Independent Reading books (2-5)● Expand coaching schedule and identify best practice classrooms● Continue to expand classroom libraries to expand choice and variety for students.● Professional Development: Using Mentor Texts to Lift the Level of Student Work
<p>Year 4 2021-2022</p>	<ul style="list-style-type: none">● Develop differentiated Professional Development based on teacher needs● Continue to expand best practices through instructional rounds and lab sites● Continue to expand classroom libraries to expand choice and variety for students.● Professional Development: Using Interactive Writing and other Components of Balanced Literacy to Scaffold Writing Skills

Secondary: 6-12

<p><i>Year 2</i> <i>2019-2020</i></p>	<ul style="list-style-type: none">● Examine middle school curriculum units to ensure cohesive flow of instruction and genre and resequence if needed.● Implement 7th and 8th grade book clubs throughout the school year rather than as a stand alone unit.● In partnership with Library Media Specialists, build additional complex literary and informational texts into identified units to include more current and diverse authors, relatable characters, contemporary issues and digital texts to increase student engagement.● Examine and reorganize texts used in Honor and CP courses to ensure ample differentiation in titles and complexity.● Complete revision of high school Performance Based Assessments to ensure authentic tasks that provide students variety in product.● Work with other departments to further infuse reading and writing across content areas.● Professional Development: Selecting Complex & Diverse Texts, Teaching Struggling Readers● Cohort 1: Drew University Partnership/ National Writing Project
<p><i>Year 3</i> <i>2020-2021</i></p>	<ul style="list-style-type: none">● Continue to build middle school classroom libraries to expand student choice and variety● Continue to add texts to include more current and diverse authors, relatable characters, contemporary issues and digital texts to increase student engagement.● Professional Development: Thematic Approaches to Reading & Writing, Teaching Diverse Texts● Cohort 2: Drew University Partnership/ National Writing Project
<p><i>Year 4</i> <i>2021-2022</i></p>	<ul style="list-style-type: none">● Revise core curriculum to a more thematic approach to include a balance of genres and texts that explore the Domains of Anti-Bias Framework within each unit● Professional Development: UbD Curriculum Design● Cohort 3: Drew University Partnership/ National Writing Project

District: K-12

<i>Year 2</i> <i>2019-2020</i>	<ul style="list-style-type: none">● Review, evaluate and implement instructional resources that integrate explicit grammar instruction into curriculum● Explore and implement resources that better support word study/ vocabulary, 3-12● Professional Development: Effective Approaches to Language Instruction
<i>Year 3</i> <i>2020-2021</i>	<ul style="list-style-type: none">● Support and monitor use of instructional resources that integrate explicit grammar instruction into curriculum● Develop word study/ vocabulary scope and sequence, 3-12● Professional Development: Effective Approaches to Word Study
<i>Year 4</i> <i>2021-2022</i>	<ul style="list-style-type: none">● Support and monitor use of instructional resources that integrate explicit grammar instruction into curriculum● Implement word study/ vocabulary scope and sequence, 3-12

Additional Explorations

In addition to developing the three year plan, the committee also discussed exploring the following to further strengthen the West Orange ELA program:

- *Establish an Elementary/MS/HS Writing Mentors program*
- *Further develop the WOHS Freshman Research Orientation to include continuation in grades 10-12*
- *Train select students to assist teachers in the WOHS Mountaineer Writing Center*
- *Evaluate high school courses and electives to ensure diverse topics and themes, student interest/ relevance*
- *Implement in-house field trips to complement curriculum for all students*

Additional Explorations

In addition to developing the three year plan, the committee also discussed exploring the following to further strengthen the West Orange ELA program:

- *Review and revise approach to summer reading to increase student engagement and encourage choice and further build literacy culture*
- *Develop and conduct family outreach such as Parent/ Student Book Clubs and Literacy Nights*
- *Develop ELA Parent Resource Site to strengthen the home/ school connection*
- *Develop stronger community partnerships such as the WO Public Library, Luna Stage, etc.*
- *Develop a strong Literary Culture across the community, district, schools and content areas*



Thank you!