

West Orange Public Schools



ENGLISH LANGUAGE ARTS *PROGRAM EVALUATION UPDATE*

Presented at:
Board of Education Meeting
January 28, 2019

West Orange Board of Education

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K-12 English Language Arts Program



**TO ACHIEVE A COMPREHENSIVE AND COHESIVE K-12 ELA PROGRAM
THAT ENSURES ALL STUDENTS ARE MEETING THE EXPECTATIONS OF
THE NEW JERSEY STUDENT LEARNING STANDARDS.**

OVERARCHING GOAL

TO ACHIEVE A COMPREHENSIVE AND COHESIVE K-12 ELA PROGRAM THAT ENSURES ALL STUDENTS ARE MEETING THE EXPECTATIONS OF THE NEW JERSEY STUDENT LEARNING STANDARDS.

Goal 1

- Establish English Language Arts Evaluation Committee to 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.

Goal 2

- Develop elementary curriculum aligned to the NJSLS and balanced literacy approach to ensure consistent use of mentor texts to target teaching points.

Goal 3

- Provide high quality professional development for all K-5 teachers to gain a deeper understanding of the approaches and instructional strategies of Pillars of Reading Instruction, Components of Balanced Literacy, Types of Writing, Steps of the Writing Process and Structures of Reader's and Writer's Workshop.

GOAL 1

English Language Arts 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 1

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.

ELA Evaluation Committee 2018-2019 Action Plan

Major Activities	Resources	Date/ Timeline	Findings/ Status
Purpose of ELA Evaluation Committee	Introduction	October 2, 2018 3:30-5:00 pm	Committee gained understanding of purpose, defined instructional materials
Understand the Shifts in the Standards Evaluate Anchor/ Core Texts for Range of Text Complexity	Understanding the Shifts, Non negotiable 1 Instructional Materials Evaluation Tool (IMET)	October 16, 2018 8:30 am-3:30 pm	Majority of Anchor/Core Texts represent range of text complexity appropriate to grade level and increase over the course of the year.
Understand Text Dependent vs. Text Specific Questions Examine Questions, Tasks and Assignments for Evidence	Question, Tasks and Assignments Instructional Materials Evaluation Tool (IMET)	November 13, 2018 3:30-5:00 pm	Majority of Question, Tasks and Assignments are dependent and specific of texts to elicit evidence from text in response. In K-5, inconsistent texts deem inconsistency of questions across grade levels.
Finalize Non- Negotiable 1 and 2 and review process as tools to date	Building Knowledge Instructional Materials Evaluation Tool (IMET)	November 28, 2018 3:30-5:00 pm	Committee collectively agreed that we have maximized the use of the IMET.
Examine materials that 1) build knowledge systematically and 2) develop foundational reading skills systematically. Communicate K-12 ELA Plan	Instructional Materials Evaluation Tool (IMET)	January 9, 2019 3:30-5:00 pm	Materials provided build knowledge around topics. More materials can be built into units around topics/ themes to increase consistency across grade levels. Lack of systematic academic vocabulary. Students have opportunity to regularly engage in a volume of independent reading in grades K-8. Infusion of independent reading in grades 9-12 inconsistent. FUNdations provides comprehensive and systematic foundational reading supports are in place in K-2. Additional findings not aligned to ELA shifts, lack of systematic language study and need to increase consistency in writing expectations across grade levels.
Evaluate Units of Study as resource for Reader's Workshop (K-5)	Instructional Materials Evaluation Tool (IMET)	January 30, 2019 8:30-3:30 pm	
To evaluate current curricula units to ensure alignment to NJSLS, key shifts in the ELA standards, instructional supports and assessment ar	Educators Evaluating the Quality of Instructional Products (EQUIP) Text Audit Tool	February 14, 2019	

GOAL 2

Curriculum Development



DEVELOP CURRICULUM ALIGNED TO THE NJSLS AND BALANCED LITERACY APPROACH TO ENSURE CONSISTENT USE OF MENTOR TEXTS TO TARGET TEACHING POINTS IN READING, WRITING, LANGUAGE AND SPEAKING & LISTENING ACROSS ALL GRADE LEVELS.

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Objectives:

- Include strategic teaching points and mini-lessons aligned to specific mentor texts for each unit.
- Align curriculum to research based resources and provide those resources to all teachers across grade levels to ensure consistency in rigor and depth of content aligned to the Balanced Literacy approach.
- Develop guidance in the systematic instruction of language and academic vocabulary.
- Expand resources that ensure representation of the diversity of the West Orange student body and variety of genre.

Curriculum Development 2018-2019 Action Plan

Major Activities	Staff	Resources	Date/Timeline	Outcome(s)
Establish a committee of curriculum writers	K-3 Teachers K-5 ELA Supervisor	Curriculum writing contracts	Sept. 2018- June 2019	Curriculum writers will develop reading and writing units for K-3.
District PD for Curriculum Writing	District Curriculum Writers and Content Area Supervisors	Curriculum Development Resources	November 1, 5 & 19, 2018	Curriculum writers develop understanding of curriculum design and philosophy.
Professional development of ELA content in ELA curriculum development	K-3 Teachers ELA Consultant K-5 ELA Supervisor	Schedule for Curriculum Writers Units of Study: Reading with Mentor Texts	December 3, 2018	Curriculum writers engage in vertical articulation to develop scope and pacing of units to ensure consistency across grade level curriculum units.
Unpack Units of Study as instructional resource to support curriculum development	K-3 Teachers ELA Consultant K-5 ELA Supervisor	Units of Study: Reading with Mentor Texts	January 17, 2019 (Units 1 & 2) February 5, 2019 (Units 3 & 4) March 4, 2019 (Units 5 & 6)	Curriculum writers build in teaching points in reading, writing, speaking & listening and language with corresponding mentor texts aligned to NJSL for reading and writing units to provide consistency and equity in materials across grade levels.
Communication and walk through of curriculum units with K-3 teachers	K-3 Gen. Ed., Spec. Ed, BSI, ESL, Reading Specialists ELA Consultant K-5 ELA Supervisor	Final Curriculum Units (K-3 Reading & Writing)	<u>Kindergarten</u> May 21, 2019 <u>Grade 1</u> June 3, 2019 <u>Grade 2</u> June 11, 2019 <u>Grade 3</u> June 13, 2019	K-3 ELA teachers will develop an understanding of new curriculum and be prepared for implementation through user friendly units with targeted teaching points and district provided mentor texts. Glean feedback from teachers to inform next steps.
Communication and Feedback	K-3 Teachers	Survey	June 2019	Feedback will be used to provide additional professional development and support throughout 2019-2020 school year.

GOAL 3

Professional Development



PROVIDE HIGH QUALITY PROFESSIONAL DEVELOPMENT FOR ALL K-5 TEACHERS TO GAIN A DEEPER UNDERSTANDING OF THE APPROACHES AND INSTRUCTIONAL STRATEGIES OF PILLARS OF READING INSTRUCTION, COMPONENTS OF BALANCED LITERACY, TYPES OF WRITING, STEPS OF THE WRITING PROCESS AND STRUCTURES OF READER'S AND WRITER'S WORKSHOP.

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Objectives:

- Develop knowledge and understanding of current literacy best practices and the curriculum and resources needed to access and implement them effectively.
- Gain better understanding of:
 - Components of Balanced Literacy
 - Pillars of Reading Instruction
 - Structures of Reader's Workshop
 - Narrative, Opinion, Informative Writing Process
 - Structures of Writer's Workshop
 - Model lessons
- Leverage lessons in order to facilitate components of Balanced Literacy that foster fluency, stamina, comprehension and independence.

Professional Development

2018-2019 Action Plan

Major Activities	Staff	Resources	Timeline	Outcomes
Develop budget to provide professional development for K-5 ELA teachers in the components of Balanced Literacy.	K-5 Supervisor Basic Skills/ Title I Coor. Asst. Superintendent	Title I, Title II, Title IV	January -May 2019	Professional development funded by title funds.
Conduct site visits to elementary buildings to familiarize consultant with program and assess needs.	ELA Consultant K-5 ELA Supervisor Principals Teachers	Curriculum units Classroom libraries Guided reading libraries	December 10, 2018	<p>Strengths</p> <ul style="list-style-type: none"> Classroom libraries/guided reading texts consistent across 7 schools Small group instruction in reading Use of technology Meeting areas in most classrooms Foundations K-2 across district <p>Needs</p> <ul style="list-style-type: none"> Classroom charts up to date, process charts to document teaching Displays of student work (up to date) Evidence of current reading and writing units of study Inconsistent word walls <p>Considerations for professional development</p>
<p>Grade level professional development to support teachers in Reading Instruction topics include:</p> <ul style="list-style-type: none"> Understanding Pillars of Reading Instruction Components of Balanced Literacy Principles of Reader's Workshop Planning Instruction Based on Reading Levels 	<p>K-5 Gen. Ed. Spec. Ed, BSI, ESL Teachers</p> <p>Reading Specialists</p> <p>ELA Consultant</p> <p>K-5 ELA Supervisor</p>	<p>Kindergarten Agenda</p> <p>Primary Reading Packet</p> <p>Reading Levels A-F</p>	<p>Kindergarten January 3, 2019</p> <p>Grade 1 January 22, 2019</p> <p>Grade 2 February 1, 2019</p> <p>Grade 3 February 19, 2019</p> <p>Grade 4-5 February 2, 2019</p>	<p>Teachers gained better understanding of pillars of reading instruction, early literacy concepts, and structures of reader's workshop. Model lessons were provided to demonstrate read aloud with accountable talk and a mini lesson. Teachers developed understanding of different characteristics of leveled texts and what to teach to a reader matched at that level for planning instruction. Teachers provided positive feedback from sessions through evidence of Evaluation Forms.</p>

English Language Arts Program Timeline

Goal Area	Intended Completion
ELA Evaluation Committee	May 7, 2019
Curriculum Development	June 13, 2019
Professional Development	May 14, 2019
Communication to Board and Public	June 17, 2019