

Woodland Building Goal #1

Implementation of the New ELA Units of Study

Focus:

During the 2017-2018 academic year, ongoing guidance, support, and professional development will be provided to grade level teachers as they skillfully implement the newly designed Morris School District K-5 English/Language Arts (ELA) Curriculum which is aligned with the New Jersey Student Learning Standards. In addition, there will be continued efforts to strengthen the home/school partnership through the use of regular communication letters and exemplars designed to help families understand the learning objective and how they can support their child's academic progress.

Rationale:

As part of the Curriculum update and revision process, the Morris School District evaluated the Reading and Writing curriculum and its alignment with the NJ Student Learning Standards. After obtaining parent and teacher input, the K-5 ELA curriculum committee revised the 2017-2018 ELA curriculum to reflect an alignment with the NJ Student Learning Standards as well as incorporating the framework of the Lucy Calkins Reading and Writing Workshop model. Ongoing guidance, support, collaboration, dialogue and professional development are necessary to ensure that this newly designed curriculum is being implemented with fidelity and all MSD students are receiving the same high-quality, standards based instruction that is differentiated to meet student need, incorporated within the Blended Classroom, and properly communicated to families.

SMART Goal:

By June 2018:

- The Actions Steps, listed below, to support the proper implementation of the newly designed ELA curriculum will be completed.
- The Parent year-end survey will reflect satisfaction as it relates to the quality of communication letters and exemplars used throughout the year.
- The Teacher year-end survey will reflect teacher satisfaction as it relates to the quality of support, guidance and professional development provided as they implemented the newly designed ELA curriculum.

Action Steps:

- Monitor and support the ongoing Home/School Communication letters and bulletins (Unit of Study Family Letters and exemplars as well as teacher created monthly bulletins) to ensure the strengthening of the home/school partnership.
- Attend Teachers College Reading Workshop Summer Institute at Columbia University to obtain valuable information relating to the Reading Workshop Model and share the information received with staff at grade-level meetings, post observation conferences, classroom visit dialogues, and communication with staff through weekly bulletins.
- Attend Teachers College Intersection of Phonics and the Units of Study Institute for Grades K-1 to learn additional methods and strategies for Kindergarten and Grade 1 teachers to incorporate phonics instruction within their Reading and Writing Workshop Units of Study.
- Provide guidance to staff as they utilize Rubicon Atlas (online curriculum outline created by ELA curriculum team) in the development of Reading and Writing lesson plans.
- Provide Professional Development to grade level teachers throughout the year based upon dialogue with staff, survey results, and classroom observations.

- Provide time for grade level teachers to meet (1-2 times per month) to discuss and plan upcoming Units of Study in Reading and Writing using district provided and teacher developed resources.
- Provide guidance, support, and professional development during monthly district grade level meetings that address specific questions and concerns of staff as they work to implement the Units of Study consistently across the district.
- Review lesson plans, Guided Reading notes, student/teacher conferring notes, and other sources of student data regularly and provide timely, constructive feedback and direction as it relates to proper curriculum implementation while meeting student's needs.
- Provide teachers with release time, if needed, to visit colleagues' classrooms during Reading/Writing Workshop to view varying instructional strategies with follow-up discussion on best practice and how to implement such practices within their classroom.
- Review parent survey to determine effectiveness of the parent communication letters in strengthening the home/school partnership.
- In the Spring of 2018, review teacher survey noting successes, challenges and professional development needed. Use the information provided to develop action steps for the upcoming 2018-2019 school year.