

**Curriculum Subcommittee Meeting
Wednesday, January 4, 2012 5:30 PM
Central Services**

I. Monthly Curriculum Report

Attachments:

Monthly Curriculum Report - December 2

II. District & Community Partners Update

Attachments:

D&CP Executive Summary 4

III. Language Arts Action Plan

Attachments:

Language Arts Action Plan 16

Language Arts Action Plan Update 22

IV. Technology Committee Representative

V. New Biology Text (Return)

VI. Other

Monthly Curriculum Sub Committee Report

From: Diane Dugas, Director of Curriculum, Teaching and Learning

Date: December 2011

Professional Development:

- Participation in Adolescent Literacy Webinar with the University of Utah – CREC (Director of Curriculum, LA Supervisor, 7-12 Literacy Specialists)
- IEP Direct updates (Special Education professionals)
- Leadership Academy – Aspiring leaders meet monthly to develop leadership capacity

Curriculum:

- Curriculum Committee Work:
During the month of December the following curriculum committees met to continue deepening awareness of standards, developing units and designing assessments:
Language Arts, Math, Science, Social Studies, World Language and Practical Arts.
- A process and committee was developed to address K-12 Development Guidance Curriculum which will begin to meet in January 2012.

Other Committee Work:

- Central office leadership team with DCP: Supported the sharing of newly drafted staffing guidelines, co-facilitated an action planning process to reach fall 2012 implementation goals.
- Attendance at the Granby Prevention Council
- Student Success Plan Committee – Initial meeting for developing Student Success Plans for all students in grades 6-12.
- Technology Committee – Initial meeting and background provided to initiate work on developing revised 3 year technology plan.
- District Climate Committee – Initial meeting held, state requirements reviewed and connections made to district strategic action planning.
- Early Childhood Committee meetings – Scheduled and held initial meeting to plan the implementation of the integrated preschool and full day kindergarten.

Other:

- Budget – Ongoing budget processes.
- Ongoing work with TEAM (new teachers)
- SIIP – Participation with Bob Gilbert and Anna Forlenza Baily through the Connecticut Center for School Change on alignment and coherence of school improvement initiatives to district and superintendent theory of action.
- Finalized K-8 intervention work - facilitated final steps in identifying tier I, II and III interventions and criteria for entrance and exit criteria for LA and Math interventions K-6.

- Worked collaboratively with our district data expert to make revisions to our data management system to reflect more in-depth data analysis of our district benchmarks to support student growth.
- Draft development of 3 year District Improvement Plan – Integration of current practices and the work of DCP into one cohesive document to drive district planning.

Monthly Meetings:

District Ad Council – Focus on teacher supervision and feedback

Elementary Ad Council Meetings – Revised SIMS, data analysis and roll out of Learning Principles in January.

Principals Seminar – Three book study on Teacher Supervision and the importance of meaningful feedback to impact teacher practice.

Monthly Walkthrough's – Worked collaboratively with Wells Principal to facilitate walkthrough and debriefing focused on teacher monitoring of student learning.

Bi Monthly building Administrator meetings – Discussions around DCP work and district and school strategic improvement plans.

District Leadership Team meetings – Reorganization of this group's time for increased involvement in curriculum committees

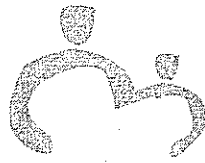
K-12 Language Arts meetings- Inclusion of two consulting teachers Elaine Chagnon and Jessica Beecher, annual focus on coaching issues in enhancing teacher capacity

PLC Team meetings – As requested.

Superintendent meetings – Ongoing daily communication and district level planning

BOE meetings

ELL tutor – monthly updates



**District &
Community
Partners**

Improving special education

Granby Public Schools
Special Education Opportunities Review

Executive Summary
January 5, 2011

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Introduction

The review focuses equally on the academic achievement of students with special needs and on the cost effective use of limited financial resources. The study is conducted under the framework of the continuous improvement model. It does not try to determine what is good or bad, but rather creates a road map to help move a district to the next level of performance.

The Opportunities Review also respects the reality that school districts are complex organizations tasked with a multitude of expectations, unfunded mandates, priorities, and responsibilities. To that end, only a small number of high-potential, high-impact, and high-leverage opportunities are recommended.

Commendations

The Granby Public School system has much to be proud of. There are many areas worthy of commendation, including:

1. Staff members demonstrate passion and commitment to ensuring that students with special needs achieve academically, socially, and emotionally at high levels.

Being an educator of students with special needs is a demanding job, especially during times of tight budgets, rising expectations, and increasing numbers of students with significant disabilities. In some districts this leads to a sense of defeatism. The Granby staff expressed just the opposite.

2. The district values parent involvement.

Special education staff have a genuine desire to work with parents as partners. In interview after interview staff expressed a desire to involve parents and placed a high priority on frequent communications with home.

3. The school psychologists provide unusually high levels of parent interaction and parent support.

For parents of students with special needs, the IEP process is often confusing, frustrating, and contentious. The school psychologists in Granby have created a very parent-friendly process.

4. The K-2 reading program embraces many best practices.

Reading is the gateway to all learning, and difficulty with reading is the primary cause for special education services. Reading is the driving force in Granby K-2.

5. Bold, proactive leadership, vision, and drive from the Superintendent.

The superintendent has taken a proactive, innovative approach to improving the outcomes for students with special needs.

6. General education embraces inclusion, and as a result an above average number of students are supported without an IEP.

The district's commitment to inclusion is real, embedded, and passionate. Inclusion is woven into the fabric of the district and is part of its soul.

Opportunities

1. Create a more robust cost and workload tracking system in partnership with the business office to manage staffing and expenses.

There is a leadership adage that says, "What gets measured, gets managed." The Granby Public Schools would benefit from a real time system of collecting and managing detailed special education cost and workload data.

1a. The current system is inadequate to optimize special education resources.

The business office produces an exemplary annual district budget with highly detailed information, but they have not been asked to produce this level of detail for special education. In fact, the business office and special education appear more siloed than teamed

1b. Create staffing guidelines to guide budgeting.

Enrollment is forecasted to drop in the future and guidelines will be required to manage staffing as enrollment shrinks.

- Determine what financial and staffing information would be valuable and who needs the information.
- Establish roles and responsibilities for managing specific cost and staffing elements of special education.
- Set guidelines and improvement targets for selected programs or line items.
- Monitor spending, cost control efforts, and impact on programming.

2. Increase academic achievement of all struggling students, with and without an IEP, by identifying and sharing effective practices.

The Granby Public Schools should be proud of the academic achievement of its students, but a number of steps can be taken to harness the considerable talent in the district and raise achievement of struggling students.

2a. How well are struggling students doing? We don't know!

The district is unable to know for certain when and if it is meeting the needs of struggling students, especially students with disabilities. The state does not report test results as a cohort for any group of less than 20 students, 22 of the 24 test cohorts (a grade and subject such as 3rd grade math) are too small to be reported.

2b. The district should identify and share best practices.

Currently the district cannot measure the effectiveness of particular programs, strategies or pedagogical approaches. Given the very wide variation of efforts in the district, it would be difficult to measure them all. Best practice districts employ a much smaller number of interventions, design the efforts with measurement in mind, and refine the programs frequently based on the results. Two types of data are typically used to evaluate program effectiveness: absolute achievement and growth over time.

2c. Build upon the many strengths in the district to craft a theory of action for raising achievement of students with mild to moderate special needs.

A theory of action is a set of beliefs, policies, and practices connected by logic rules. In short, it is why you think something will be successful.

- Align and integrate district intervention and remediation efforts including PLCs, RTI, reading, and data-driven decision making around a theory of action. The district has developed strong PLCs (Professional Learning Communities), and this should be the cornerstone of all remediation and intervention efforts.

3. Rethink the role and schedule of paraprofessionals as part of a comprehensive theory of action for helping students achieve academically and gain independence.

3a. The district has a very high number of paraprofessionals for both special education and general education.

The district has many more paraprofessionals than similar districts, almost 2.5 times as many special education paraprofessionals compared to the nation and many more than similar communities in the state.

Paraprofessionals play many valuable roles in the district, but their overuse can be harmful to students. Paraprofessional support helps students with disabilities get through the school day. They can focus a student's attention, remove them from the class if disruptive, and ensure that inclusion doesn't interfere with other students' learning. Unfortunately, after graduation the disability remains, but the paraprofessional doesn't. Many students struggle at work or college because they haven't gained the necessary independence to cope with and self-accommodate their disability. Too much paraprofessional support can undermine student independence.

4. Create an organizational structure that supports student achievement and cost management.

Historically the district embraced site-based leadership, giving a great deal of latitude to building principals and individual teachers. The district, under the very strong leadership of the prior

director, allowed special education to become separate and self-sufficient from the rest of the district. The organizational structure, who does what and who reports to whom, reflects this model. An effective organizational structure combines interrelated functions and responsibilities. Any new structure should clearly address three core areas:

- 1) student learning
- 2) special education daily operations
- 3) financial management

Granby Public Schools' Theory of Action for supporting students who struggle:

We know teacher quality has the greatest impact on increasing student learning.

Therefore, if students are provided access to highly effective teachers who also develop caring responsive relationships.

AND

If the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of standards-based curriculum, data driven decision making, effective teaching strategies, ongoing monitoring, and flexible time for struggling learners,

THEN

We will meet the needs of all learners and all students will achieve at high levels.

Granby Public Schools' Practices and Design Principles for elementary reading and secondary remediation programs.

All planning is subject to the Theory of Action and the following non-negotiables:

- A literacy coaching model allows for at least 60% of a Literacy Specialist's time to be dedicated to supporting teachers on instruction; and
- A coherent and consistent K-12 approach is embedded in all strategies.

The following best practice principles will guide development of the implementation plan:

- Collaboration between general education and special education staff will be actively fostered.
- A belief system embracing students with special needs achieving at high levels. Attaining high levels of achievement by students with special needs is viewed as the responsibility of all teachers and administrators, not just special education staff.
- Explicit essential standards will be agreed upon, documented and widely understood such that accommodations are incorporated into daily classroom instruction in a way that ensures students master the essential standards.
- Student achievement data in reading, math and English will be used extensively to inform instruction and intervention decisions. Data will be reviewed at the student level with both formative and summative assessments measuring absolute achievement and growth.

- Remediation and intervention will be seamlessly connected to each day's core classroom instruction.
- Inclusion is the preferred setting with instruction by teachers who are experts in content.
- A standards-based curriculum will be a critical part of driving academic improvement.
- Extra time, a lot of extra time, will be provided for learning, real world applications and skill practice. Time is variable, not the learning or standards.
- Life-long independence is a critical measure of student success.

Major Decisions:

- General education teachers have primary responsibility for all students.
- Scheduling will become more strategic, thoughtful and collaborative.
- Kindergarten classrooms will have full-day paraprofessional support.
- Certified staff will provide academic support as opposed to paraprofessionals.
- Co-teaching will not be included in the service delivery model.
- Reading support at the elementary level is provided by special education teachers who are skilled and trained.
- Secondary special education teachers will spend the majority of time as coaches to regular education teachers regarding effective practice for struggling students as well as provide direct study skills instruction to students. They do not provide direct content instruction.
- The primary role of psychologists is to provide counseling services.
- Changes will be phased in over the next three years. Staffing implications will be addressed through the annual budget process during this period.

Elementary Three Year Theory of Action Outcomes
(12-14-11)

Year 1 2012-2013 Tier I	Year 2 2013-2014 Tier I	Year 3 2014-15 Tier 1
<p>E1 (Assessment)</p> <ul style="list-style-type: none"> • Early identification of readers' strengths and challenges starts in kindergarten 	<p>E1 (Assessment)</p> <ul style="list-style-type: none"> • Early identification of readers' strengths and challenges starts in kindergarten 	<p>E1 (Assessment)</p> <ul style="list-style-type: none"> • Early identification of readers' strengths and challenges starts in kindergarten
<p>E2 (Curriculum, Instruction & Assessment)</p> <ul style="list-style-type: none"> • The classroom teacher is responsible for students reading at grade level and instruction includes all five pillars of reading and ongoing progress monitoring from the classroom teacher. 	<p>E2 (Curriculum, Instruction & Assessment)</p> <ul style="list-style-type: none"> • The classroom teacher is responsible for students reading at grade level and instruction includes all five pillars of reading and ongoing progress monitoring from the classroom teacher. 	<p>E2 (Curriculum, Instruction & Assessment)</p> <ul style="list-style-type: none"> • All classroom teachers demonstrate a deep ownership of responsibility for students reading at grade level and instruction includes all five pillars of reading and ongoing progress monitoring from the classroom teacher.
<p>E3 (Instruction and Scheduling)</p> <ul style="list-style-type: none"> • There is explicit and balanced instruction in reading (phonemic awareness, phonics, fluency and comprehension as part of a ninety minute/day literacy block. 	<p>E3 (Instruction and Scheduling)</p> <ul style="list-style-type: none"> • There is explicit and balanced instruction in all five areas of reading: (phonemic awareness, phonics, vocabulary fluency and comprehension as part of a ninety minute/day literacy block. 	<p>E3 (Instruction and Scheduling)</p> <ul style="list-style-type: none"> • There is explicit and balanced instruction in all five areas of reading: (phonemic awareness, phonics, vocabulary, fluency and comprehension as part of a ninety minute/day literacy block.
<p>E4 (Curriculum)</p> <ul style="list-style-type: none"> • There is clear and rigorous grade-level expectations for reading mastery 	<p>E4 (Curriculum)</p> <ul style="list-style-type: none"> • There is clear and rigorous grade-level expectations for reading mastery 	<p>E4 (Curriculum)</p> <ul style="list-style-type: none"> • There is clear and rigorous grade-level expectations for reading mastery
<p>E5 (SRBI)</p> <ul style="list-style-type: none"> • Classroom teachers administer consistent, agreed upon assessments for entering and engage in collaborative decision-making on exiting students from 	<p>E5 (SRBI)</p> <ul style="list-style-type: none"> • Classroom teachers administer consistent, agreed upon assessments for entering and engage in collaborative decision-making on exiting students from reading 	<p>E5 (SRBI)</p> <ul style="list-style-type: none"> • Classroom teachers administer consistent, agreed upon assessments for entering and engage in collaborative decision-making on exiting students from

Elementary Three Year Theory of Action Outcomes
(12-14-11)

reading interventions.	interventions.	reading interventions; and exhibit a deep level of data interpretation.
Tier II		
<p>E6 (SRBI & Scheduling)</p> <ul style="list-style-type: none"> There is immediate, explicit, and goal-oriented additional small group instruction for struggling readers (with clearly identified entrance and exit criteria), averaging 30 minutes a day and using intervention strategies based on student needs. 	<p>E6 (SRBI & Scheduling)</p> <ul style="list-style-type: none"> There is immediate, explicit, and goal-oriented additional small group instruction for struggling readers (with clearly identified entrance and exit criteria), averaging 30 minutes a day and using agreed upon and highly effective intervention strategies based on student needs 	<p>E6 (SRBI & Scheduling)</p> <ul style="list-style-type: none"> There is immediate, explicit, and goal-oriented additional small group instruction for struggling readers (with clearly identified entrance and exit criteria), averaging 30 minutes a day and using highly effective intervention strategies based on student needs. The intervention strategies will be deeply understood and universally applied.
Tier II		
<p>E7 (HQT)</p> <ul style="list-style-type: none"> Some students have access to a highly skilled, effective special education teacher or regular education teacher trained in reading instruction. Some instruction maybe done by tutors or teaching assistants. Some special education teachers will be trained and skilled in reading instruction. 	<p>E7 (HQT)</p> <ul style="list-style-type: none"> Most students have access to a highly skilled, effective special education teacher trained in reading instruction. Most reading instruction is not done by tutors or teaching assistants. Most special education teachers will be trained and skilled in reading instruction. 	<p>E7 (HQT)</p> <ul style="list-style-type: none"> All students have access to a highly skilled, effective special education teacher ore regular education teacher trained in reading instruction and no reading instruction is done by tutors or teaching assistants. All special education teachers will be trained and skilled in reading instruction.

Elementary Three Year Theory of Action Outcomes
(12-14-11)

Tier III	Tier III	Tier III
<p>E8 (SRBI & Scheduling)</p> <ul style="list-style-type: none"> Some reading or numeracy instruction is provided by Literacy Specialist or Numeracy Specialist, typically one on one, and is part of the time spent beyond coaching. The time is in addition to Tier I and II time. 	<p>E8 (SRBI & Scheduling)</p> <ul style="list-style-type: none"> Reading or Numeracy instruction is provided by Literacy Specialist or Numeracy Specialist, typically one on one, and is part of the time spent beyond coaching. The time is in addition to tier I and II time. 	<p>E8 (SRBI & Scheduling)</p> <ul style="list-style-type: none"> Reading or Numeracy instruction is provided by Literacy Specialist or Numeracy Specialist, typically one on one, and is part of the time spent beyond coaching. The time is in addition to Tier I and II time.

Secondary Three Year Theory of Action Outcomes
(12-14-11)

Year 1 2012-2013 Tier I	Year 2 2013-2014 Tier I	Year 3 2014-2014 Tier I
<p>S1 (Curriculum)</p> <ul style="list-style-type: none"> The classroom teacher is responsible for ensuring that all students master essential standards <p>S2 (Curriculum and instruction)</p> <ul style="list-style-type: none"> Special education teachers may provide direct instruction in study skills 	<p>S1 (Curriculum)</p> <ul style="list-style-type: none"> The classroom teacher is responsible for ensuring that all students master essential standards <p>S2 (Curriculum and instruction)</p> <ul style="list-style-type: none"> All students, especially those who struggle, will receive an academic program that teaches and requires the development of strong study skills, therefore, study skills will be applied in all core classrooms, special education teachers may provide direct instruction in study skills <p>S3 (Curriculum)</p> <ul style="list-style-type: none"> The curriculum will reflect the incorporation of study skills with some classroom implementation. <p>S4 (HQT)</p> <ul style="list-style-type: none"> Special education teachers provide modeling and advising to regular education teachers 	<p>S1 (Curriculum)</p> <ul style="list-style-type: none"> The classroom teacher is responsible for ensuring that all students master essential standards <p>S2 (Curriculum and instruction)</p> <ul style="list-style-type: none"> All students, especially those who struggle, will receive an academic program that teaches and requires the development of strong study skills, therefore, study skills will be applied in all core classrooms, and special education teachers may provide direct instruction in study skills. <p>S3 (Instruction)</p> <ul style="list-style-type: none"> Application of study skills will be evident in all classrooms. <p>S4 (HQT)</p> <ul style="list-style-type: none"> Special education teachers provide modeling and advising to regular education teachers
<p>S3 (SRBI and Scheduling)</p> <ul style="list-style-type: none"> Some students in grades 7-9 who struggle in reading, writing or math will receive 50-100% more time than their non-struggling peers provided by a skilled content classroom teacher with consult from a special education teacher 	<p>S5 (SRBI and Scheduling)</p> <ul style="list-style-type: none"> All students in grades 7-10 who struggle in reading, writing and math will receive 50-100% more time than their non-struggling peers provided by a skilled content classroom teacher with consult from a special education teacher 	<p>S5 (SRBI and Scheduling)</p> <ul style="list-style-type: none"> All students in grades 7-12 who struggle in reading, writing and math will receive 50-100% more time than their non-struggling peers provided by a skilled content classroom teacher with consult from a special education teacher

Secondary Three Year Theory of Action Outcomes
(12-14-11)

<p>S4</p> <ul style="list-style-type: none"> Remediation in math, reading and writing is not done by tutors in grades 7-9. <p>S5 (HQT)</p> <ul style="list-style-type: none"> Skilled/trained content teacher provides instruction and the special education teacher provides support to the teacher on how to provide acceleration for some students in grades 7-9 <p>S6 (Curriculum and instruction)</p> <ul style="list-style-type: none"> Students who struggle, receive an academic program that teaches and requires the development of strong study skills, therefore, special education teachers may provide direct instruction in study skills <p>S7</p> <ul style="list-style-type: none"> Tutors play no role in instruction for grades 7-9 	<p>S6</p> <ul style="list-style-type: none"> Remediation in math, reading and writing is not done by tutors in grades 7-10. <p>S7 (HQT)</p> <ul style="list-style-type: none"> Skilled/trained content teacher provides instruction and the special education teacher provides support to the teacher on how to provide acceleration for all students in grades 7-10 <p>S8</p> <ul style="list-style-type: none"> Tutors play no role in instruction for grades 7-10 	<p>S6</p> <ul style="list-style-type: none"> Remediation in math, reading and writing is not done by tutors in grades 7-12. <p>S7 (HQT)</p> <ul style="list-style-type: none"> Skilled/trained content teacher provides instruction and the special education teacher provides support to the teacher on how to provide acceleration for all students in grades 7-12 <p>S8</p> <ul style="list-style-type: none"> Tutors play no role in instruction for grades 7-12
Tier III		
<p>S8 (HQT, SRBI and scheduling)</p> <ul style="list-style-type: none"> Tier III for grades 7-9 is additional intervention time beyond tier II and is provided by either a highly skilled content teacher or a highly skilled special education teacher who provides one-on-one intervention in reading, writing or math. 	<p>S9 (HQT, SRBI and scheduling)</p> <ul style="list-style-type: none"> Tier III for grades 7-10 is additional intervention time beyond tier II and is provided by either a highly skilled content teacher or a highly skilled special education teacher who provides one-on-one intervention in reading, writing or math. 	<p>S9 (HQT, SRBI and scheduling)</p> <ul style="list-style-type: none"> Tier III for grades 7-12 is additional intervention time beyond tier II and is provided by either a highly skilled content teacher or a highly skilled special education teacher who provides one-on-one intervention in reading, writing or math.
Tier II		

Action Plan and Timeline – November 2011 through June 2012

K-2 Reading

Task	Who's responsible	Timeline	Outcome/Product	Progress Monitoring
Orient teachers to non-fiction resources (<i>Comprehension Tool Kit</i> , IDR, mentor texts)	LA consulting teacher	October	Non-fiction texts, lesson plans, expanded libraries	LA consulting teacher, principals, literacy specialists
Use resources to increase non-fiction to build background knowledge content vocabulary	Teachers with support from literacy specialists	November – June in grade-level meetings	Non-fiction texts/resources specified for each unit	Literacy specialists
Increase goal-oriented “purposeful talk” in instruction and focus written response on text-dependent tasks (main ideas, evidence)	Teachers with support/coaching of literacy specialists	November - June	Regular use of student-student discourse in discussing text, text-dependent questions	Principal, literacy specialist
Analyze benchmark assessments to identify and target “cusp” (yellow) students for extra support	Literacy specialist to facilitate 5-Step data conversation with grade-level PLC teams	October and January	List of targeted students for Tier I and II support	Literacy specialist
Increase opportunities for independent reading and monitor through conferencing and logs	Teachers with support/coaching of literacy specialists	November - June	Reading logs	Principal and literacy specialist

K-2 Writing

Task	Who's responsible	Timeline	Outcome/Product	Progress Monitoring
Analyze benchmark writing prompts to target “cusp” (yellow) students for extra support	Literacy specialist to facilitate 5-Step data conversation with grade-level PLC teams	November and January	List of targeted students for Tier I and II support	Literacy specialist
Incorporate writing for real audiences	Teachers with support from literacy specialist	November - June	Performance assessments	Principal and LA supervisor
Ensure explicit instruction / practice in writing traits and composing/revising through mentor texts, student self-reflection and teacher and peer feedback	Teachers with support from literacy specialist	November - June	Evidence of student work in writing process (drafting, revising, publishing, self-reflection)	Principal and LA supervisor
Align grade 2 writing rubric with CMT rubric for grade 3	Grade 2 team with support from literacy specialist and principal	December	Revised grade 2 writing rubric	Principal, LA supervisor

Revise grade K and 1 writing rubrics	Grade K and 1 teams with support from literacy specialist and principal	December	Revised grade K and 1 writing rubrics	Principal, LA supervisor
Audit and analyze sample of writing folders to clarify expectations for organization and feedback	K-6 Literacy team	January	Clarified expectations for writing folders	Principal, LA supervisor

3-6 Reading

Task	Who's responsible	Timeline	Outcome/Product	Progress Monitoring
Increase opportunities for independent reading and monitor through conferencing and logs	Teachers with support/coaching of LA consulting teacher, literacy specialists	September - June	Reading logs	Principals and literacy specialists
Orient teachers to non-fiction resources (<i>Comprehension Tool Kit</i> , IDR, mentor texts)	LA consulting teacher	October	Non-fiction texts, lesson plans, expanded libraries	LA consulting teacher, principals, literacy specialists
Use resources to increase non-fiction to 50% to build background knowledge content vocab/ improve DRP	Teachers with support from literacy specialists and LA consulting teacher	November to March at team meetings	Non-fiction texts/resources specified for each unit	Literacy specialists
Analyze fall DRP and identify and target "cusp" (yellow) students for extra support	Literacy specialist to facilitate 5-Step data conversation with grade-level PLC teams	November and January	List of targeted students for Tier I and II support	Principals and LA supervisor
Orient teachers to DRP materials and model strategy instruction as necessary	Literacy specialist and LA consulting teacher	November - December	DRP strategy materials	Principal
Incorporate DRP strategy practice and February prep unit using resources and modeling	Teachers with support and modeling from LA consulting teacher	November - March	DRP prep unit	Literacy specialists review progress monitoring of strategies
Increase close reading of non-fiction text (main ideas, evidence, etc.), purposeful talk and text-dependent questions in instruction	Teachers with coaching of literacy specialists	December - June	Text dependent questions, student discourse and written responses	Literacy specialists

3-6 Writing

Task	Who's responsible	Timeline	Outcome/Product	Progress Monitoring
Analyze benchmark prompts to identify target "cusp" students for extra support	Literacy specialist to facilitate 5-Step data conversation with grade-level PLC teams	September, January and April	List of targeted students for Tier I and II support	Literacy specialists
Explicit instruction / daily practice in traits and process including student reflection and teacher / peer feedback	Teachers with support from literacy specialist	November - June	Evidence of writing process (drafting, revising, publishing, self-reflection)	LA consulting teacher
Audit / analyze sample of writing folders to clarify expectations for organization / feedback	K-6 Literacy team	January	Clarified expectations for writing folders for teams	LA supervisor
Clarify expectations for writing workshop instruction	Literacy specialists	January	Clarified expectations for writing workshop	LA supervisor, Principals
Develop writing curriculum	ELA Curriculum Committee members with coaching from literacy specialists	February - April	Writing Curriculum	LA Supervisor

7-8 Reading

Task	Who's responsible	Timeline	Outcome/Product	Progress Monitoring
Orient ELA team to common resources (ELA resource binder, Robb, IDR books)	Literacy consultant	December	Expanded classroom libraries	LA supervisor and principal
Launch independent reading	ELA team and CAS with support from literacy specialist	December - June	Expectations for reading logs, reading notebooks, IDR time, etc.	Principal
Increase non-fiction texts to 50% and discuss strategies to build background knowledge and content vocabulary	ELA team with support from literacy specialist	December - June	Non-fiction texts/resources for units	Literacy specialist
Increase close reading of non-fiction text (main ideas, evidence, etc.) and text-dependent questions in instruction	Teachers with coaching of literacy specialists	January	Text dependent questions, student discourse and written responses	Literacy specialist
Develop tools to increase academic vocabulary	Literacy specialist and CAS leaders	February to June	Academic vocabulary in all disciplines	Principal
Develop school-wide reading and writing incentives	Literacy specialist	February to June	School-wide reading and writing incentives	Principal
Incorporate CMT-prep	ELA teachers with support from	February	Prep unit and materials	Literacy specialist

	literacy specialist			
Develop teacher understanding of readers workshop and increase student discourse	LA supervisor with input from literacy specialist	March	Professional development and monitoring of reading workshop	LA Supervisor

7-8 Writing

Task	Who's responsible	Timeline	Outcome/Product	Progress Monitoring
Develop and analyze benchmark writing prompts using 5-step process to identify student learning needs, target "cusp" students (near goal=yellow) for extra support, and plan skills instruction	ELA PLC team with support of literacy specialist	September, November and January	Student learning needs, list of targeted students for Tier I and II support	Principal
Launch conflicting source assignment as school-wide writing strategy, and develop for ELA curriculum unit	Principal and content area departments	November - February	Curriculum unit, assignments and exemplars of student work	Principal
Develop bank of anchor sets for benchmark writing prompts, calibrated with commentary	ELA PLC team with support of literacy specialist	January	Anchor sets	LA Supervisor
Develop school-wide rubric to articulate common expectations for writing	CAS and literacy specialist with support from LA supervisor	January through June	School-wide rubric	LA supervisor
Develop PD plan to implement writers workshop to ensure explicit instruction / practice in writing traits and composing/revising through mentor texts, student self-reflection and teacher and peer feedback	Literacy specialist and ELA teachers	January	Writing folder evidence of student work in writing process (drafting, revising, publishing, self-reflection)	Literacy specialist and principal
Establish guidelines and schedule for writing workshop lesson structure, writing notebooks/folders, (using ELA resource binder, Robb's <i>Teaching Reading in</i>	ELA PLC team with support from literacy consultant / specialist	January	Writing workshop expectations	Literacy specialist and principal

<i>Middle School)</i>				
Structure ongoing professional learning to review workshop principles, observe model instruction, use <i>Write to Know</i> resources, etc.	Literacy specialist with support from LA supervisor	December - June	PD plan	Weekly meetings between literacy specialist and principal

9-12 Reading and Writing

Task	Who's responsible	Timeline	Outcome/Product	Progress Monitoring
Focus professional learning around developing student awareness of audience	GMHS English PLC team	September - June	Increased student awareness of audience evidenced in writing and presentation assessments	GMHS English PLC team
Support disciplines in literacy instruction and writing	Literacy specialist	September – June based on calendar	Assessments and instruction in discipline-relevant reading and writing	Principal and LA supervisor
Align cross-disciplinary writing expectations	Interdisciplinary Writing Expectations PLC team	October - June	Writing Rubric	Principal and LA supervisor
Audit current curricular documents through lens of CCSS using crosswalk	English CAS with support from literacy specialist and LA supervisor	November - February	List of priorities for curriculum development	English CAS and LA supervisor
Orient English teachers to CCSS	CAS, LA supervisor	November - December	Increased familiarity with CCSS and crosswalk, including shift toward non-fiction	English CAS and LA supervisor
Continue to incorporate opportunities for choice, in reading and writing	English teachers	November through June	Choice	English CAS
Continue to incorporate active learning strategies in instruction	HS teachers	November through June	Active learning strategies aligned with learning principles	HS administrative team

K-12 Literacy Team

Task	Who's responsible	Timeline	Outcome/Product	Progress Monitoring
Establish entrance and exit criteria for benchmark assessments across five areas of reading and writing	LA supervisor and consultants	November - December	Entrance and exit criteria	Curriculum director
Establish expectations for 5-step data conversations	Literacy specialists	November	Guidelines for data conversations	Principals
Audit curriculum development using indicators and matrix	LA Supervisor, CREC consultant to share with literacy team for feedback to curriculum committee	December	Curriculum Audit	LA Supervisor
Clarify coaching roles and professional development needs	K-12 team	January	PD plan	LA supervisor, principals
Align communication in mid-year and end of year reports	K-12 team	January	Template for mid and end of year reports	LA consulting teacher
Systematize progress monitoring	Literacy specialists	February	Progress monitoring tools	LA consulting teacher
Establish expectations for word-study	K-6 team	February	Word study expectations	LA consulting teacher
Support curriculum development through committee and monthly grade-level meetings	K-12 team	Ongoing	Curriculum indicators, revised curriculum	Literacy specialists

To: Granby Board of Education Curriculum Subcommittee
From: Mike Dunn, Language Arts Supervisor
Date: January 4, 2012
Re: Update on Language Arts Action Plan

Summary of Action Plan (attached grid):

Goal:

- Improve each of our students' ability to think powerfully, read strategically and analytically, and write and speak effectively across a range of genre and for a variety of purposes and audiences, in preparation for meaningful and productive lives as literate citizens of the 21st century.

Overarching Improvement Strategies (examples of action steps highlighted)

1. *Reading - Analyze and Synthesize Information: Increase close reading of non-fiction to build background knowledge and vocabulary and focus instruction on analyzing text evidence, purposeful discourse and text-dependent tasks*
 - Increase use of non-fiction and independent reading K-12
2. *Writing – Articulate and Defend Positions: Increase explicit instruction and practice in writing traits and processes for authentic purposes and audiences, clarifying expectations through rubrics and feedback*
 - K-6 – continued focus on writing workshop instruction through choice and authentic audiences, and clarify expectations through rubrics and conferencing
 - 7-8 – conflicting source assignment, development of school-wide rubric, implementation of writing workshop and coaching, and use of data
 - 9-12 – Writing across disciplines through lens of newly developed interdisciplinary school-wide rubric