

Natick Public Schools
English Language Arts Curriculum Review 7-12
Action Plan Update March 2010

Topic	Objective	Action Steps	Facilitators	Timeline	Evidence	Status
Curriculum						
	C1. Offer professional development courses to increase teacher content knowledge in a variety of academic areas of ELA	Offer professional development courses – e.g. middle school literacy assessments, writing training In-district training Grade level and department meetings Out of district training New teacher training	Department Heads Teacher leaders Conferences Consultants	Ongoing	Agendas Course syllabi Participant list of courses New teacher coaching	Completed: Fountas and Pinell Writing Conference, Summer 2008 Katy Wood Ray Conference, Fall 2008 <i>Write to Learn</i> training, Fall 2008 <i>EmPower</i> , 2007-9 Study groups and Workshops, 5-12 In-district professional development, 5-12 3/10 Continued <i>EmPower</i> training, PLC department meetings teachers share with one another, summer workshops 5-8 Kelly Gallagher writing pd
	C2. Review and revise format of curriculum guide to improve consistency grade-to-grade C3. Provide collaboration time for teachers and department heads to develop the clearly articulated curriculum guide C4. Improve communication between department	Develop and publish 5-12 curriculum standards, published indicators of assessment experiences for parents Develop and publish 5-12 curriculum for teachers Distributive leadership to teachers in key areas of curriculum	Building administration Department Heads Teachers Curriculum meetings	Completed February 2009 for grades 5-12	Published standards Published curriculum documents Vertical and horizontal maps of curriculum standards “What does the language and literacy classroom look like” document Agendas Published document of BLM in middle	Completed: Standards published, 5-12, Fall 2008 Vertical maps completed, 5-12, Fall 2008 Horizontal maps completed, 5-8, Fall 2008, 9-12 Summer 2009 Curriculum and district early release day, grade level meetings used to improve communication/collaboration 8-9 transition Department Heads meet periodically to discuss

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	heads and teachers regarding the ELA curriculum				school	transitions DH and teacher leaders model lessons, peer observations 3/10 Power standards published 9-12, benchmarks updated 5-8, continued refinement of 5-8 genre and CORE writing, pilot of 2 common writing prompts, 9-12 Use of K-8 writing continuum to identify and assess strategies and skills, based on Fountas and Pinnell, also noted on student writing folders Grades 5-12 administer a grammar and conventions assessment in the fall and plan lessons throughout the school year to support students, 9-12 weekly workouts
	C5. Provide forums for families to gain a greater understanding of curriculum programs and expectations for learning – inclusive of the development of high school syllabi, newsletters, webpage	Develop webpage, syllabi for courses, curriculum standards, agendas for open house, high school curriculum night, PTO, School Council, Principal Coffee	Building administration Department Heads Teachers Job alike groups	June 2008 for middle school December 2008 for high school	Website postings Agendas from meetings	Completed: Literacy night, 3/12/09, 5-8 Grade 8 parent night, Dec 2008, 5-12 Open house materials include standards, syllabus 3/10 March 11, 2010 MS Literacy Night, open house, 8 th grade transition meeting at NHS
	C6. Provide a format	Develop standards-based	Building	PTO School	Agendas	Completed:

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	for consistent reporting of student progress toward stated curriculum standards	progress report, grade 5 IPASS	administration Department Heads Teachers PTO School Council meetings	Council meetings scheduled for Fall 2008 Standards posted to website by June 2008, 5-8 and Dec 2008, 9-12 Grade 5 standards-based progress report Fall 2009	Website postings	Standards posted to website Standards-based progress report piloted grade 5, full implementation Fall 2009 In Process: IPASS Parent Portal piloted Academic year 2009, grade 8, full implementation Fall 2009, 6-12 3/10 continued, with publication of grade 5 standards-based progress report
	C7. Improve the use of technology integrated into the curriculum	IPASS Smart Boards				See C6 In Process: Smart board use piloted at middle and high school 3/10 podcasts, blogs, wikis, teacher websites, use of technology for publication
Instruction						
	I1. Provide teachers with time to use data from student assessments to improve instruction	Create a portfolio of assessment including CORE writing and genre studies Use Looking at Student Work protocol to provide consistency in teacher feedback to students Use student item analysis to inform instruction Support the use of data protocol to provide a forum for analysis of	Building administration Department Heads Teachers Team time Department meetings	Fall 2008	Agendas, indicating use of data analysis protocol Item analysis notes Action plans by grade level for identified needs Lesson plans	Completed: Department Heads collect classroom data on CORE writing and genre studies and analyze with teachers Writing portfolio for 5-8 Transition card developed, 5-9 <i>Scantron</i> for grade 6 analyzed – norm and criterion referenced ass't DIBEL's and Fountas and Pinnell Benchmark

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		student data – MCAS and common assessments				Assessment used for struggling learners Individual Student Success Plans developed for students scoring 240 and below on MCAS Education Proficiency Plans for students 240 below in grades 11, 12 3/10 continued as above, writing folders K-12 highlighting skills and strategies
	<p>I2. Create opportunities for all students to be appropriately challenged</p> <p>I3. Increase training for teachers in the use of varied instructional strategies to meet the needs of all students</p> <p>I4. Increase teacher training to align instructional practices with current best practices and ensure structures to assess use of these</p>	Effectively use all components of Balanced Literacy Model Socratic Seminar Differentiated Instruction Coaching Explore use of levels at the high school	Building administration Department Heads Teachers Team time Department meetings	ongoing	Action plans by grade level for identified needs Meeting agendas Lesson plans Common assessments Tailored instruction Flex time use at middle school Participant list from professional development offerings Follow-up conversations with curriculum leaders	Used PD, see C1 above, to increase understanding of BLM, inclusive of differentiation for reading and writing needs
	I5. Improve teacher and student access to technology resources	Research web-based applications	Building administration Department Heads Teachers	ongoing	Meeting agendas Sharing of current web-based applications Proposals for future	In process Teacher laptops used in class with InFocus machines using web-based solutions <i>Write to Learn</i>

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					web-based applications, pending funding of technology	<i>Nova Net</i> for credit recovery 3/10 , teacher webpages, wikis, blogs, interactive whiteboards
	I6. Provide a forum for parents to gain an understanding of instructional strategies based on student need	Agendas for open house, high school curriculum night, PTO, School Council, Principal Coffee	Building administration Department Heads Teachers Job alike groups	2009-2010 school year	Agendas from meetings	Completed: See C5
Assessment	A1. Develop more department-created common assessments A3. Administer the assessment(s) more consistently across the school/district A5. Use the data from assessments to improve instruction	Refine current assessments Review curriculum to identify and develop additional assessments Use staff meetings, content meetings to oversee administration and data collection Use of standards-based progress report, grade 5	Building administration Department Heads Teachers	Fall 2008	Revised assessments Newly developed assessments Meeting agendas Data tables Standards-based grade 5 progress report piloted during 2008-2009 school year Meeting agendas Grade level and content level meetings	Completed and ongoing: See I1 3/10 continued assessment 5-8 in genre and CORE writing, pilot two 9-12 common writing assessments 5-12 assessed grammar and conventions in fall 2009, reinforce throughout the school year, 9-12 weekly workout
	A2. Clearly define curriculum expectations for each academic area	Develop syllabi for all high school courses Publish 5-12 curriculum standards	Building administration Department Heads Teachers	Fall 2008-2009	Published syllabi Published curriculum standards Published grade standards-based progress report, Fall 2008 Published grade 6 standards-based progress report, Fall 2009	Completed See C2-4

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	A4. Continue the use of the Looking at Student Work and Planning protocol to assure consistency in administration and interpretation of the assessments	Use staff meetings, content meetings to oversee use of LASW and Planning protocol for common assessments	Building administration Department Heads Teachers	ngoing	Meeting agendas Teacher reflections Copies of protocols	Completed and ongoing; See I1 3/10 use of student writing folders to assure consistency, teachers are identifying student writing exemplars
	A6. Use grade 8-9 meetings to support student transition to the high school	Schedule meetings with grade 8-9 teachers Investigate other district programs to support student transition	Building administration Department Heads Teachers	ngoing	Meeting agendas from department heads and teacher meetings	Ongoing: See C2-4
	A7. Use the results of the assessments to understand student attainment of standards A8. Provide more opportunities for teacher use of longitudinal analysis of MCAS, Scantron, department common assessments by content strand to improve instructional practices A9. Use of Looking at Student Work (LASW) protocol for consistency in grading benchmark assessments	Share results of assessments with students and parents Use collaboration/department time to support teacher analysis of norm- and criterion-referenced assessments (with data analysis protocol) and action plan development Continued use of LASW and Planning protocol during team, grade level, department meetings Use collaboration/department time to support teacher analysis of norm- and criterion-referenced assessments (with data analysis protocol) and	Building administration Department Heads Teachers	ngoing	Copies of typical teacher, parent and student correspondence Samples of student work Analysis reports Meeting agendas Lesson plans that align to instructional practices Copies of sample protocol	Completed and ongoing: See C6, I1-4

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	A10. Improve teacher analysis and use of school/district rubrics to assess student writing	action plan development				
Leadership Department Heads	L1. Assure that department heads are supervising teachers in implementing the articulated curricula and using data to improve instruction L2. Provide documentation for this supervision	Teacher evaluation that ensures consistency in use of curricula materials and use of data to inform instruction Submission of evaluation tools, procedures to building administration/ assistant superintendent	Building administration Department Heads Teachers	ongoing	copies of teacher evaluations goal sheets meeting agendas	Completed: Review of documents
Professional Development	PD1. Continue to offer language and literacy strategy and content courses	Offer professional development courses – running records, writing training In-district training Grade level and department meetings Out of district training New teacher training	Building administration Department Heads Teachers	ongoing	Participant list from courses/workshops Agendas Course syllabi	See C1
	PD2. Use the district early release professional development time to support language and literacy	Use contractual teacher time to support objectives of the ELA Action Plan	Building administration Department Heads Teachers	ongoing	Agendas Meeting notes	See C1
	PD3. Formalize support structures for teacher professional development	Publish professional development opportunities Survey staff for needs	Building administration Department Heads	June 2008	Professional development published offerings	See C1
	PD4. Conduct survey	Develop survey for ELA	Building	June 2008	Survey results	Informal survey conducted

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	to identify professional development needs and most effective professional development structures	staff for pd needs Consult with administration as to needed pd structures	administration Department Heads Teachers		Action plan meeting notes	by ELA Leadership
	PD5. Provide more opportunities for teacher use of longitudinal analysis of MCAS, Scantron, common assessments by content strand to improve instructional practices PD6. Use of LASW protocol for consistency in grading benchmark assessments PD7. Improved teacher analysis and use of school/district rubrics to assess student writing	Use of department/content/grade level meetings to oversee use of longitudinal data points to inform instructional practice Use of department/content/grade level meetings to oversee use of LASW protocol Use of department/content/grade level meetings to oversee use of data analysis protocols	Building administration Department Heads Teachers	ongoing	Agendas Meeting notes Lesson plans	

Addendum

Application of elements of action plan to improve communication with families

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Curriculum	C5. Provide forums for families to gain a greater understanding of curriculum programs and expectations for learning – inclusive of the development of high school syllabi, newsletters, webpage	Develop webpage, syllabi for courses, curriculum standards, agendas for open house, high school curriculum night, PTO, School Council, Principal Coffee	Building administration Department Heads Teachers Job alike groups	June 2008 for middle school December 2008 for high school	Website postings Agendas from meetings	Completed: Literacy night, 3/12/09, 5-8 Grade 8 parent night, Dec 2008, 5-12 Open house materials include standards, syllabus 3/10 Literacy night 3/11/10, grade 8 transition night 12/2/09,
	C6. Provide a format for consistent reporting of student progress toward stated curriculum standards	Develop standards-based progress report, 5 IPASS	Building administration Department Heads Teachers PTO School Council meetings	PTO School Council meetings scheduled for Fall 2008 Standards posted to website by June 2008, 5-8 and Dec 2008, 9-12 Grade 5-6 standards-based progress report Fall 2008 Grades 7-9, Fall 2009	Agendas Website postings	Completed: Standards posted to website Standards-based progress report piloted grade 5, full implementation Fall 2009 In Process: IPASS Parent Portal piloted Academic year 2009, grade 8, full implementation Fall 2009, 6-12 3/10 standards-based report card – grade 5, iPass online reporting – grade 6-12

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Instruction	<p>I2. Create opportunities for all students to be appropriately challenged</p> <p>I6. Provide a forum for parents to gain an understanding of instructional strategies based on student need</p>	<p>Effectively use all components of Balanced Literacy Model</p> <p>Explore use of levels at the high school</p> <p>Agendas for open house, high school curriculum night, PTO, School Council, Principal Coffee</p>	<p>Building administration Department Heads Teachers Team time Department meetings</p>	ongoing	<p>Action plans by grade level for identified needs</p> <p>Meeting agendas</p> <p>Lesson plans</p>	See C5, 6 above
Assessment	<p>A2. Clearly define curriculum expectations for each academic area</p> <p>A5. Use the data from assessments to direct instruction</p> <p>A7. Use the results of the assessments to assist students and parents in understanding student attainment of stated standards</p>	<p>Develop syllabi for all high school courses</p> <p>Publish 5-12 curriculum standards</p> <p>Use of standards-based progress report, grades 5</p> <p>Share results of assessments with students and parents, through in class review and portfolio</p>	<p>Building administration Department Heads Teachers</p>	Fall 2008- 2009	<p>Published syllabi</p> <p>Published curriculum standards</p> <p>Published grade standards-based progress report, Fall 2008</p> <p>Standards-based grade 5 progress report piloted during 2008-2009 school year</p> <p>Meeting agendas</p> <p>Grade level and content level meetings</p> <p>Copies of typical teacher, parent and student correspondence</p> <p>Samples of student work/portfolios</p>	<p>See C5, 6 above</p> <p>Completed:</p> <p>Department Heads collect classroom data on CORE writing and genre studies and analyze with teachers</p> <p>Writing portfolio for 5-8</p> <p>Transition card developed, 5-9</p> <p><i>Scantron</i> for grade 7 analyzed – norm and criterion referenced ass't</p> <p>DIBEL's and Fountas and Pinnell Benchmark Assessment used for struggling learners</p> <p>Individual Student Success Plans developed for students scoring 240 and below on MCAS</p> <p>Education Proficiency Plans for students 240 below in grades 11, 12, academic Services Grant from state to support after school tutoring</p>