

ConVal School District Language Arts Curriculum Implementation Plan

WHAT WILL THIS LOOK LIKE?

ConVal teachers will use the Language Arts curriculum as a guide for teaching practices that support literacy development. All students bring unique talents, experiences, knowledge, and learning styles to their classrooms. The curriculum respects this diversity by encouraging a variety of research-based instructional methods.

HOW DO WE ACCOMPLISH THIS?

The ConVal School District will provide professional development opportunities such as workshops, grade level meetings, classroom visits, demonstrations, mentoring, book studies, and courses. Leadership for professional development will be drawn from within the district and beyond. Training needs for elementary, middle, and high school staff will be evaluated using staff surveys and student assessment results.

WHEN DOES THIS HAPPEN?

A five-year implementation and training process will begin in the fall of 2004. During the spring/summer of 2004, the Language Arts Committee will select reading consultants and representatives from each elementary school will be trained in *Handwriting Without Tears*.

Implementation Years 1-5

Year 1 (2004-2005) focus on reading, spelling, handwriting

- Implement training in reading instruction for elementary teachers and middle and high school English/Language Arts teachers.
- Select reading consultants who will work with middle and high school content area teachers.
- Collect lists of literature titles taught to the whole class for review and revision of the *Protected Book List* (Grades K-8).
- Research best practices in writing instruction.
- Collect district-wide writing samples in the spring of 2005 to provide baseline data for establishing rubrics.
- Select consultants in writing for elementary teachers and middle and high school English/Language Arts teachers.
- Implement a formal spelling program in grades 2-4.
- Assess the need for a spelling program at the middle school level.
- Research and review phonological awareness programs for grades K-1.
- Implement *Handwriting Without Tears* in all K-1 classrooms.
- Implement *Loops and Other Groups* for cursive writing in all Grade 3 classrooms.
- Use standardized testing (e.g., NWEA & NH State Assessment Program) results as part of the evaluation of student performance in reading.
- Compare and align district curriculum with the NH Department of Education Language Arts Grade Level Expectations.

Year 2 (2005-2006) focus on writing and content area reading

- Implement training in reading instruction for middle and high school content area teachers.
- Pilot phonological awareness programs at the K-1 grade level.
- Provide on-going support in reading instruction for elementary and English/Language Arts staff.
- Identify professional development needs of new staff and provide support and training.
- Develop district-wide writing rubrics.
- Collect district-wide writing samples in the fall and spring.
- Implement training in writing instruction for elementary staff and middle and high school English/Language Arts teachers.
- Select writing consultants to work with middle and high school content area teachers.
- Pilot middle school spelling programs.
- Evaluate the effectiveness of the district's spelling program for grades 2-4.
- Implement *Handwriting Without Tears* at grade 2.
- Implement *Loops and Other Groups* at grade 4.
- Continue to use local and standardized testing (e.g., NWEA & NH State Assessment Program) results as part of the evaluation of student yearly progress in English/Language Arts.

Year 3 (2006-2007) focus on content area writing and assessment

- Implement training in writing instruction for middle and high school content area teachers.
- Develop district curriculum to address Standards #6 and # 7 of the NH Frameworks.
- Determine the need for additional assessments in reading and writing.
- Provide on-going support in reading instruction for all grade level and content area staff.
- Provide on-going support in writing instruction for elementary staff and middle and high school English/Language Arts teachers.
- Continue to assess student performance in meeting all language arts curriculum goals.

Year 4 (2007-2008)

- Provide on-going support in reading and writing instruction.
- Determine the need for additional assessments in reading and writing.
- Implement district curriculum to address Standards #6 and # 7 of the NH Frameworks.
- Continue to assess student performance in meeting all language arts curriculum goals.

Year 5 (2008-2009)

- Provide on-going support in reading and writing instruction.
- Determine the need for additional assessments in language arts.

Everyone shares responsibility for helping students improve their communication skills in reading, writing, speaking, and listening.