2018-2019	2019-2020	2020-2021
Research & Vision	Research, Vision, & Explore	Research, Vision, & Explore
Develop a deeper understanding of best practices in the teaching and learning of reading and writing: focus on transfer-	Book Study: 180 Days by Penny Kittle and Kelly Gallagher	Book Study: Four Essential Practices by Penny Kittle and Kelly Gallagher
ence of skills, mentor texts, and feedback in the moment	Continued learning around best practices of responsive teaching, time to practice, choice, volume, and stamina	Professional Development to support teachers with student engagement and goal setting
Learning and Training with Teachers College Reading and Writing Project offered to teachers	Surveyed all HS ELA teachers about current English practices and	ELA leadership team meet to explore possible pilots for 2021-2022
Established a shared vision for ELA to include more time for students in the learning zone, mini lessons, conferring, and using mentor texts	Collaboratively studied HS data and teacher surveys. Recommitted to effectively serve all students via researched best practices	Pilot, Practices and Partnership meeting with all HS ELA and representatives from the College Board and Columbia University about Pre AP curriculum and Teachers College Workshop
Built graphic for "What to Look for in a HS ELA Classroom" based on professional development around best practices,	Collaboratively defined beliefs based on Kittle and Gallagher's work	Presented findings to Board of Education Surveyed teachers to determine interest in pilot; five teams from grades 9 and 10 commit to begin pilot in 2021-2022 Summer learning and training with TCRWP offered to teachers
deepening learning, and Less/More Chart Shared learning and shifts with secondary administration Book Studies: Book Love by Penny Kittle, Write Like This by Kelly Gallagher, A Novel Approach by Kate Roberts	Learning and Training with Teachers College Reading and Writing Project (TCRWP) offered to teachers	

2021-2022	2023-2025	2023-2025
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Explore & Beginning Implementation Begin Implementation Implem

Pilot teams collaborate to develop curriculum for grades 9 and 10

Established Literacy Coaches at AHS and THS

ELA Department Collaborates about workshop practices based on TCRWP Writing Institute

ELA leadership collaborate with Teachers College regarding Workshop practices TCRWP Book Club Institute attended by HS teachers

Present plan for exploration and implementation of pilot classes to Board of Education

Pilot teams merge classes for authenticity of mixed groups

Grade 9 pilot team develops Unit Yearly Plan and writes Units 1-3 for 2022-2023

TCRWP offers summer institutes for teachers

Grade 9 CDT introduces overview of pilot course. All 9th grade teachers agree to pilot one unit per semester

High School Partners with Teachers
College to include six visits per year for
classroom labs and building teacher
capacity

9th grade CDT writes Units 4-6

District administration and Board of Education visit and observe piloting classes at both high schools

Collected and reviewed student data from pilot classrooms

Shared data and future of ELA with ELA leadership team, ELA department

Presented curriculum review process, work of the 9th grade pilot team, student survey data, rationale for shift, and the ELA trajectory with the Board of Education

Received board approval for implementation of curriculum

Literacy coaches collect and review early teacher data and engage in a teaching and learning cycle

Meet with counselors to work through future course structure

Begin on-boarding of all Grade 9 Teachers for transition to new Units of Study

Professional learning for teachers and support for students in small group and 1-on-1 settings

10th Grade Curriculum Development Team in place

Book Study: Beyond the Literary Analysis by Allison Marchetti and Rebekah O'Dell

TC staff developer meets with secondary administration to support transition to WS curriculum

Grade 10 pilot team develops Unit Yearly Plan and writes Units 1-3 for 23-24

Implementation

All 9th grade classes will fully implement piloted units of study

Support full implementation with professional learning, job-embedded opportunities, and support from Literacy Coaches and professional partnerships

Grade 10 CDT presents overview of pilot course. All 10th grade Ts agree to pilot one unit per semester

Revised model of support for all students aligned with MTSS

Grade 10 CDT writes Units 4-6

Begin on-boarding of all Grade 10 Ts to WS model

All 10th grade classes will fully implement piloted units of study

Collect and quantitative and qualitative teacher and student data and engage in a teaching and learning cycle with teachers

Begin work with Curriculum Development Teams for grades 11,12, and electives