

ELA Curriculum Review



Herricks Public Schools
Education Today Knowledge Forever

Herricks Public Schools

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ELA Department Philosophy

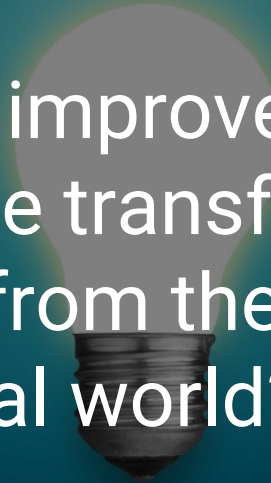
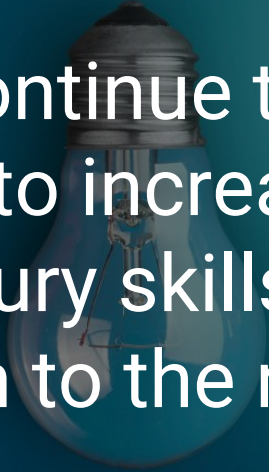
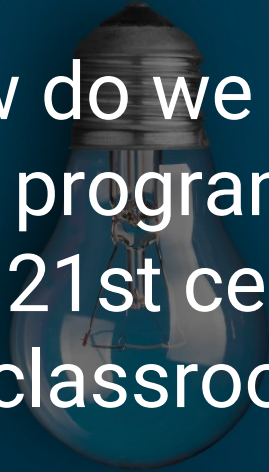
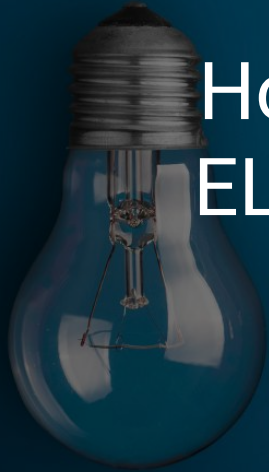
To cultivate
sensitivity to the
art of written
expression.

To promote a lifelong exploration of reading and writing.

To nurture active, independent, responsible learners through varied experiences in and out of the English classroom.

Guiding Question

How do we continue to improve our ELA program to increase transfer of 21st century skills from the classroom to the real world?



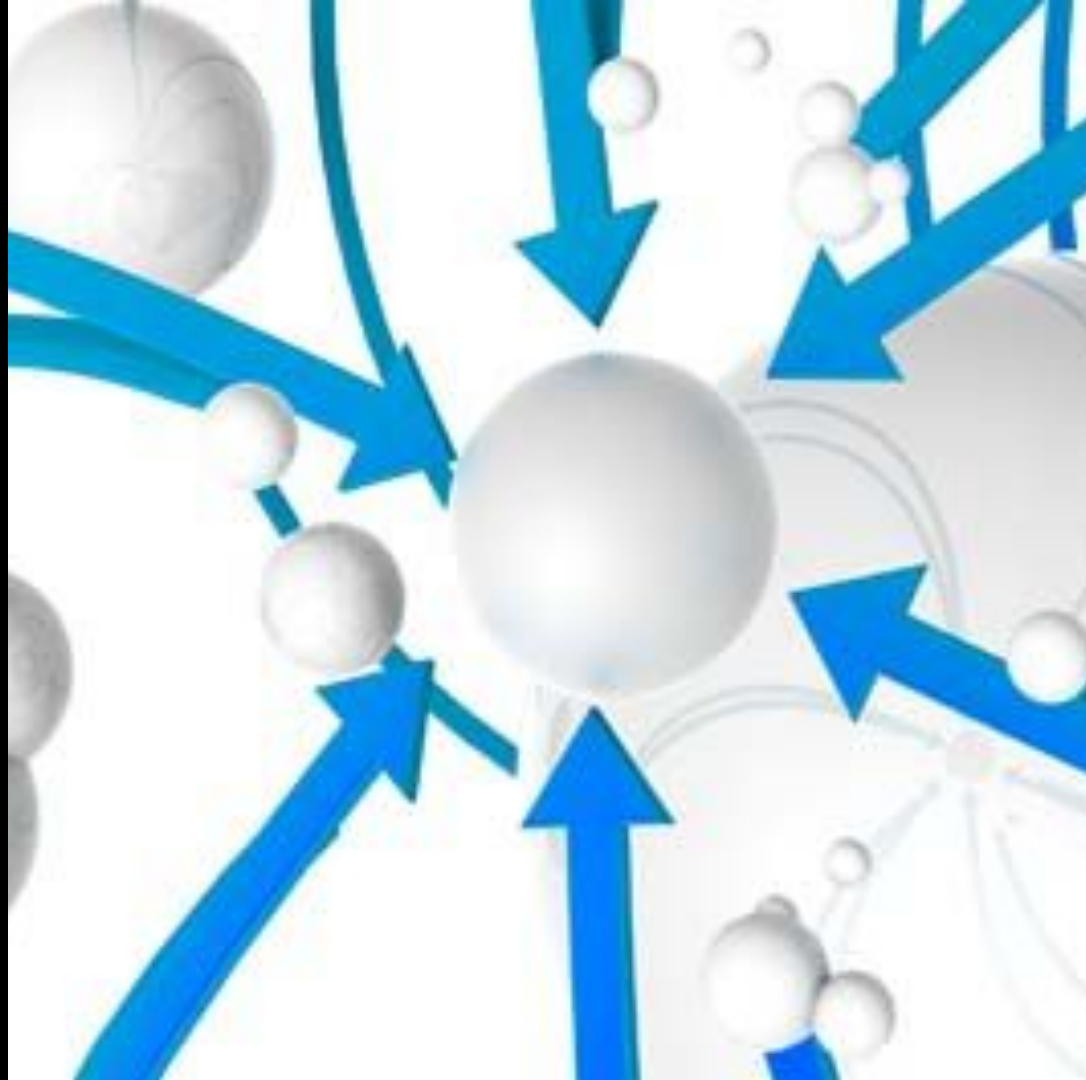


**“Content matters.
Skills matter more.
Motivation matters most.”**

*Tony Wagner
Harvard Graduate School of Education*

Overview

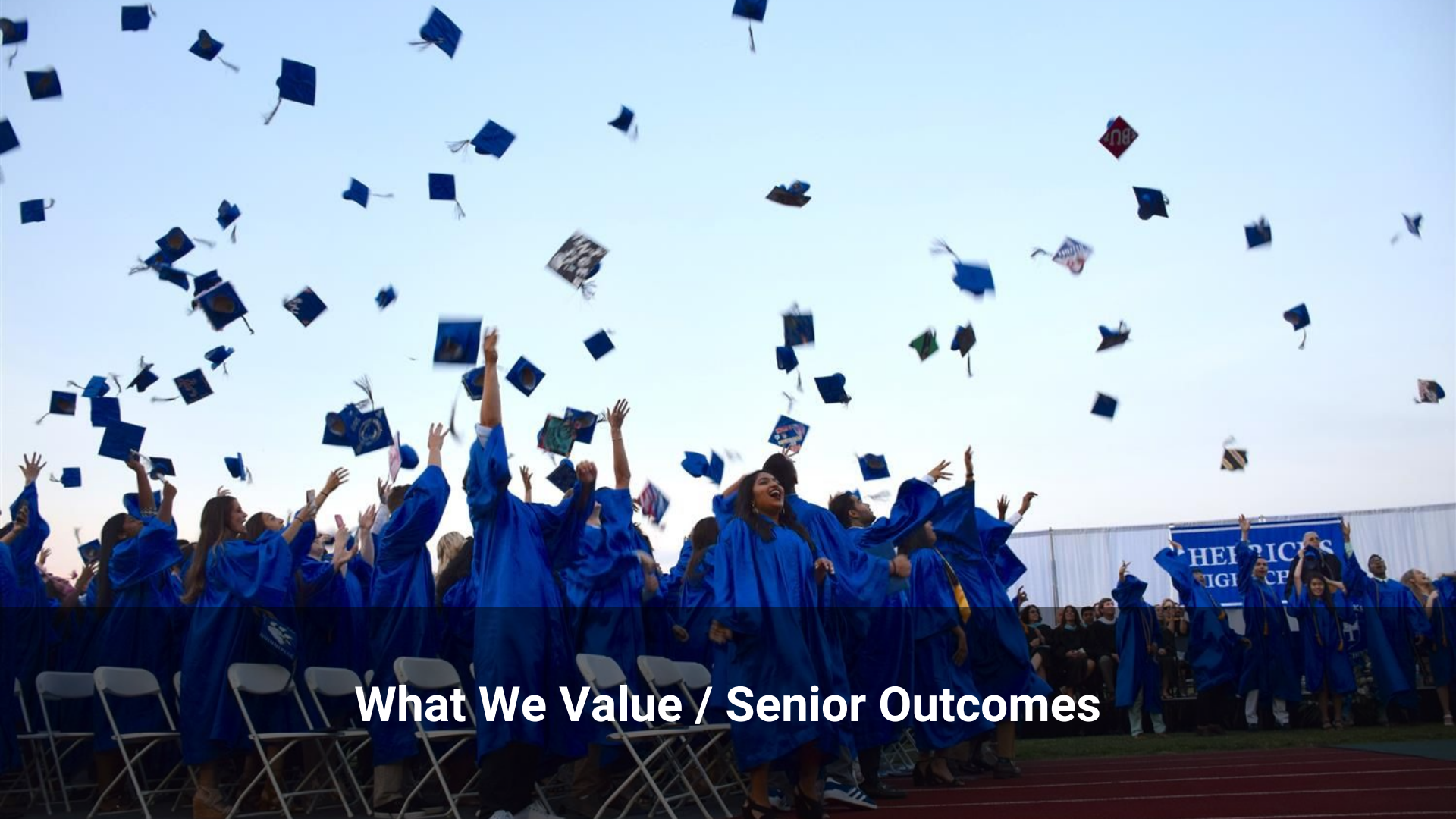
- What We've Been Working on
- Current Data
- Student Experiences
- Next Steps



What We've Been Working On



- ❖ What We Value / Senior Outcomes
- ❖ Curriculum Revision
- ❖ Interschool Visitations
- ❖ TC Staff Development
- ❖ Standards-Based Report Card (K-5)
- ❖ LCI Projects
- ❖ ELA Vertical Team (K-12)
- ❖ Supporting all Learners
- ❖ New Innovations



What We Value / Senior Outcomes

Brainstorming: Profile of an ELA Graduate

READING — A graduate has the ability to
read & create the world.

WE SEE OUR GRADUATES DEMONSTRATING FACILITY
IN THREE MAJOR AREAS:

WISDOM, Compassion, Empathy

- global interest
- curiosity & cynicism
- live on their toes intellectually
- look for alternative perspectives,
weighing validity as a consequence
of a democratic process of understanding
- read for wisdom, not just knowledge
- read for "fact vs. fiction"

LIFELONG READING

- goal setting & attaining
- stamina & tolerance for challenge & rigor
- finding books & information for
research
- intrinsic motivation
- understand, leveling
- understand value of choice & value
- sustained
- trying self-challenge
- digital & physical reading

COMPLEX THINKING

- visualization & imagination
- reflection for impact
- reflection for meaning
- reflection for application
- integration of texts & build a world —
reading creates architecture for understanding world
- "The benefit of the imagination
imaginary benefit." (Jebby Maguire)
- facility with navigation
in terms of v

- Reading
- Writing
- Speaking and Listening
- 4 Cs (Critical Thinking, Creativity, Communication, Collaboration)

Curriculum Revision

- Organizing Centers around Values
- Focus Standards for Units
- Student Outcomes



Inter-school Visitations

- 2015-2016: HS & MS Teachers Visit Elementary Schools
- 2016-2017: Elementary Teachers Visit Middle School
- 2017-2018: Middle School Teachers Visit High School
- ❖ Focus on Vertical Articulation



TC Staff Development

- ❖ Raising the level of talk
- ❖ Group work
- ❖ Conferencing with students
- ❖ Progressions
- ❖ Goal-setting / Student Work Plans
- ❖ Incorporating New Units of Study
- ❖ Mixed-Grade Meetings
- ❖ Grammar/Editing



ELA Portion of New Elementary Report Card

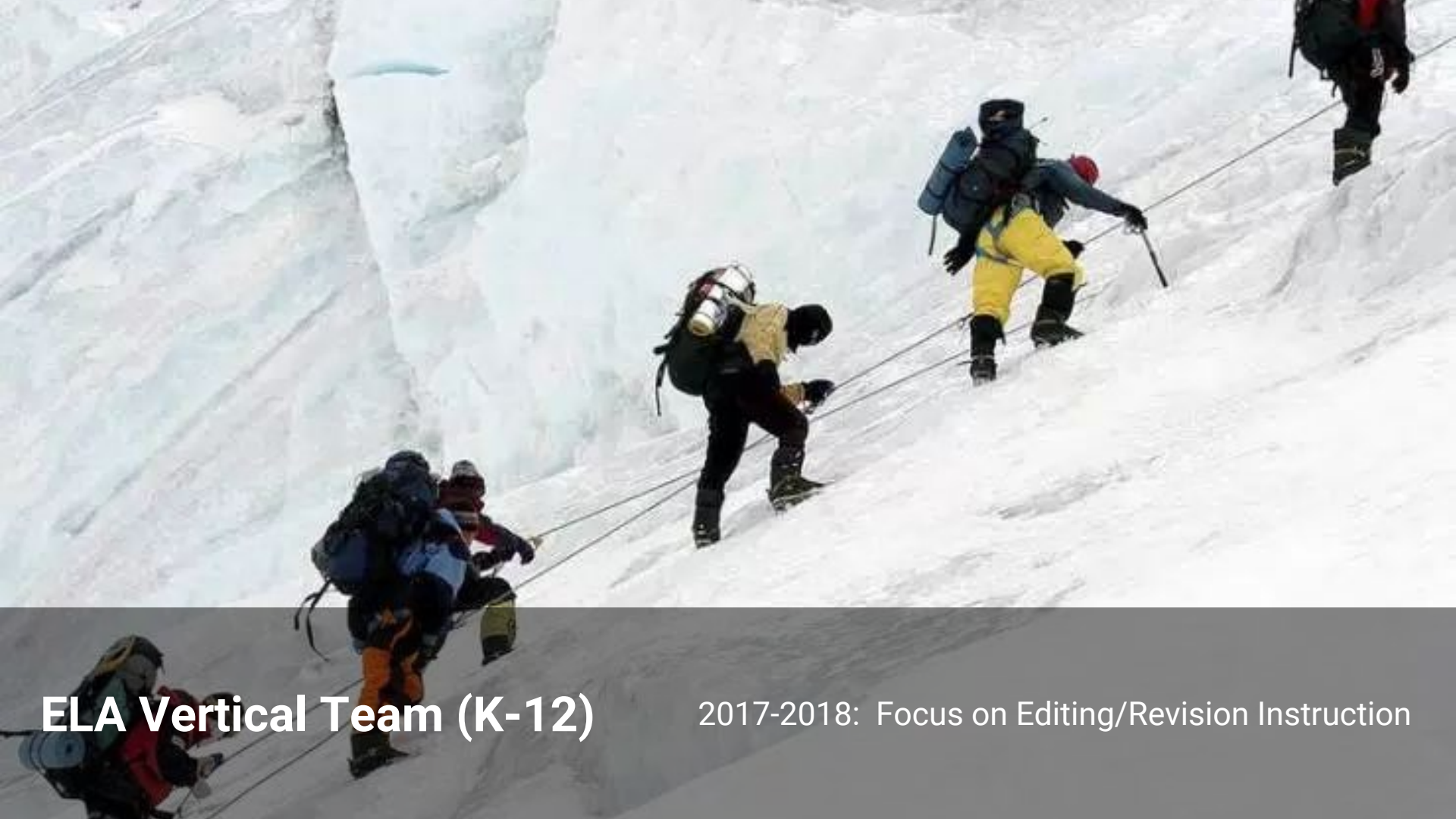
- Committee work to review the standards
- Create both vertical and horizontal alignment
- Aligned to the Next Generation Standards



Learning Center Initiatives

Action Research Projects

- Group work/group formation
- Annotation strategies
- Student choice of scaffolding
- Analyzing the impact of reading nonfiction on writing nonfiction
- Refining Practices around Socratic Seminars
- Independent Reading, Goal-setting, and Self-regulation



ELA Vertical Team (K-12)

2017-2018: Focus on Editing/Revision Instruction

Supporting All Learners

- ★ Early Literacy Profile (Elementary)
- ★ Reading Interventions
- ★ MS After school support
- ★ HS English Lab Program
- ★ Enrichment through English Scholars Program



New Innovations

- ★ Google Classroom
- ★ Podcasts
- ★ Book Clubs
- ★ Journalism
- ★ New TC Units of Study
- ★ Curation Projects
- ★ Google Genius Hour
- ★ Senior Exit Portfolios



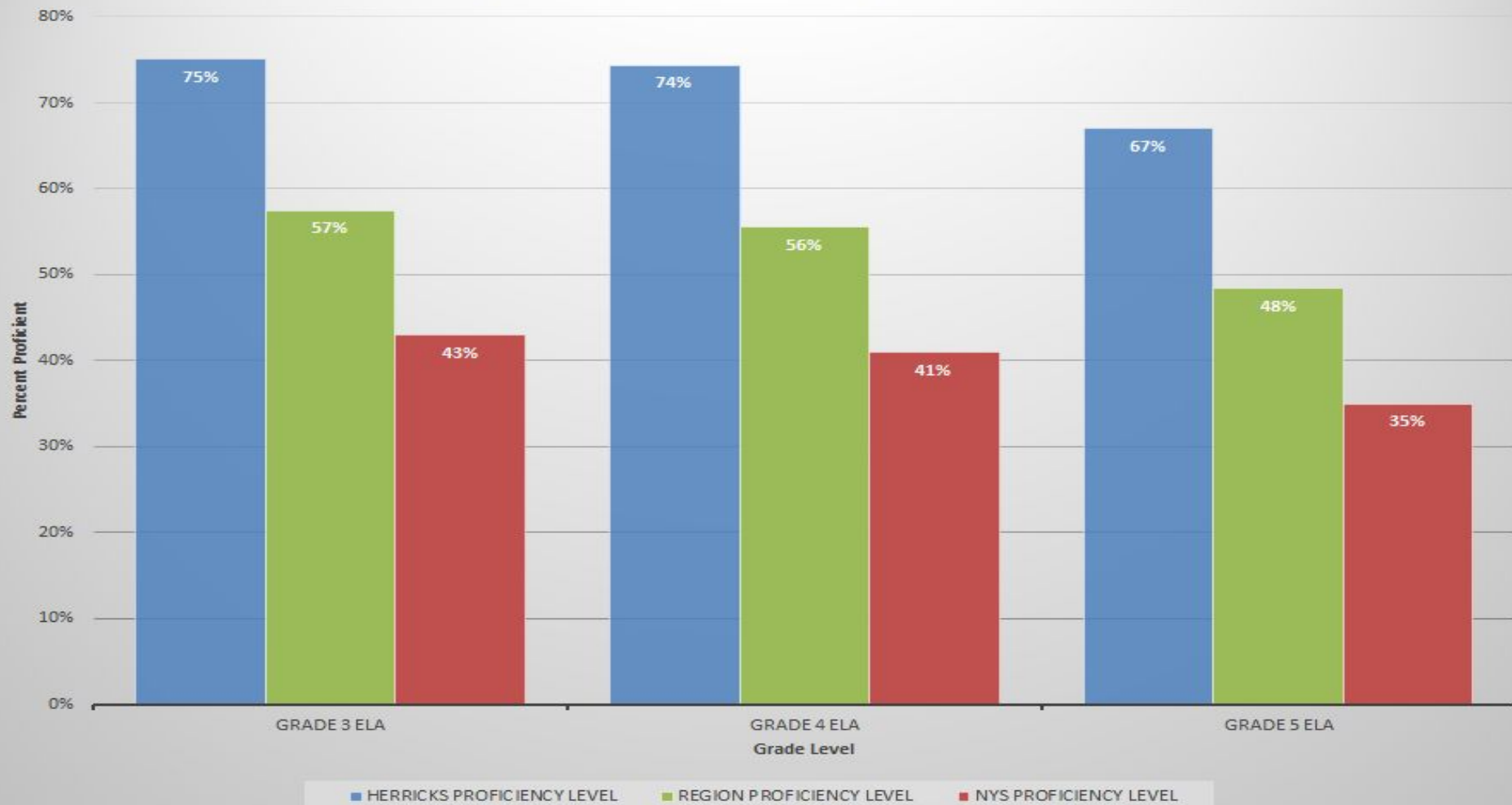
The background of the slide is a digital tunnel composed of binary code (0s and 1s). The code is arranged in curved, concentric lines that create a sense of depth and perspective, leading the eye towards a bright, glowing light at the far end of the tunnel. The color palette is primarily blue and white, with the light at the end providing a bright focal point.

Current Data

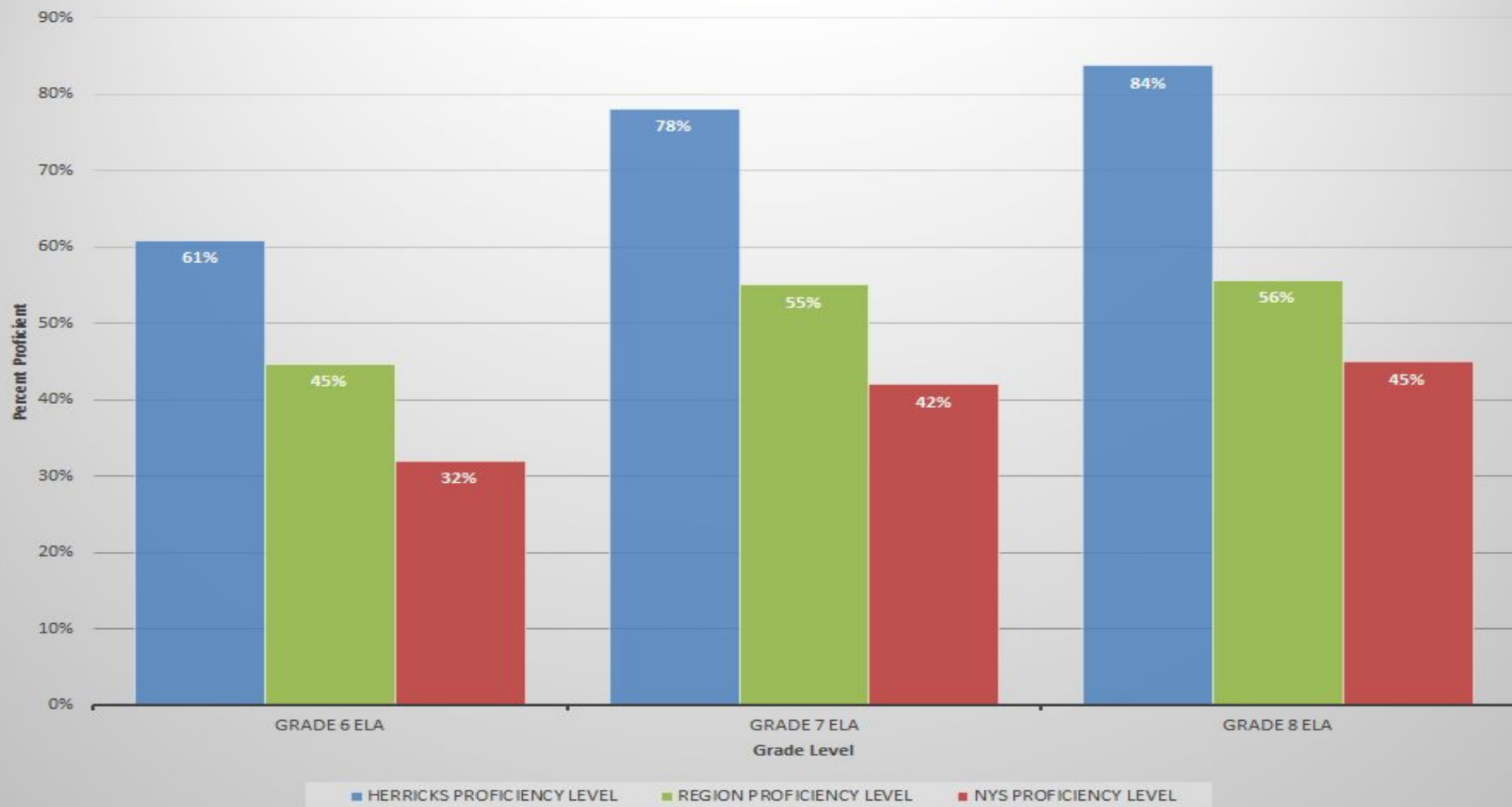
NY State Assessment Data (2017): Grades 3-8

- Ranked 95th percentile or better in all grade levels against all New York State school districts including 99th percentile for 8th graders (4th in the state).
- Ranked 13th or higher in all grade levels against Nassau County districts.

2017 NYS ELA EXAM: GRADES 3-5



2017 NYS ELA EXAM: GRADES 6-8



ELA Data: English Regents

	Passing %	Mastery %	Average Score
Herricks ('16-'17)	98.6	86.3	92.06

- Nassau County Average Passing % = 88.9
- Proficiency level ranked 7th best in all of Nassau County.

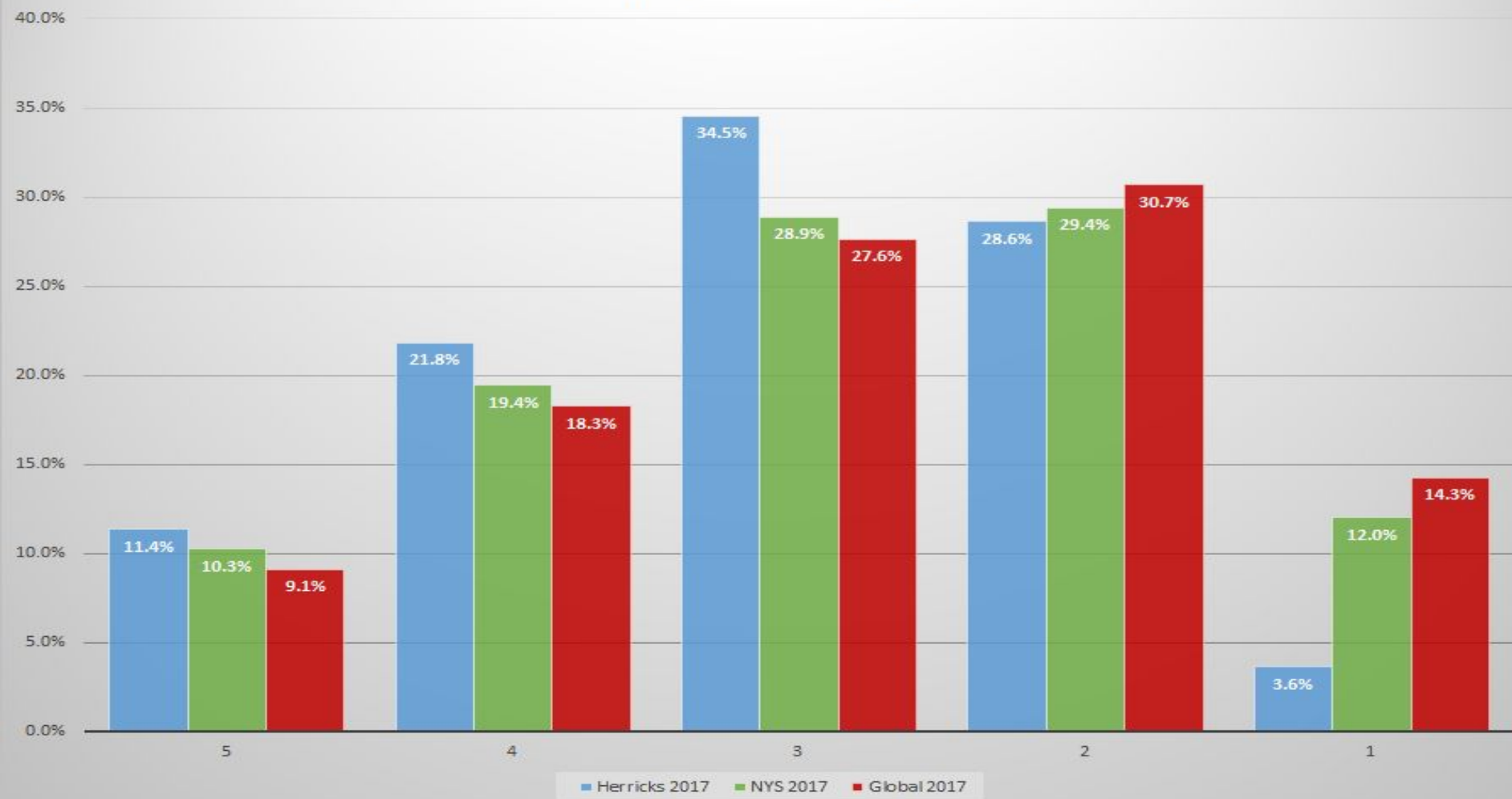
ELA Data: AP Courses and Exams

- 2016-2017: Highest number of students to ever take AP Language and Composition (11th grade) = 220
 - Represents 59% of the junior class
- 2017-2018: 204 students taking AP Language and Composition
 - Represents 65% of the junior class

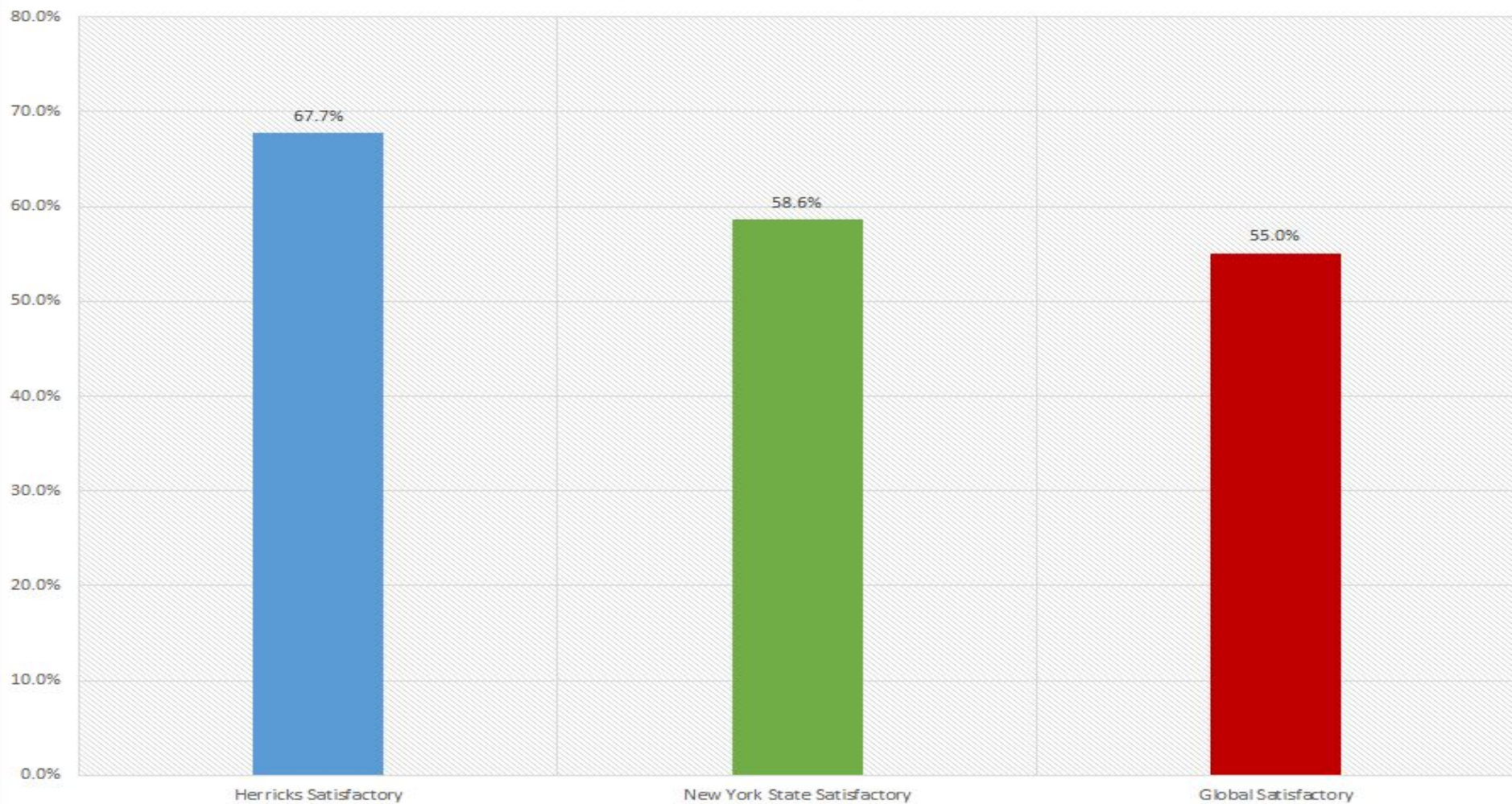
Average Scores

	Herricks	New York State	Global
AP Lang & Comp	3.10	2.68	2.69
AP Lit	3.09	2.87	2.77

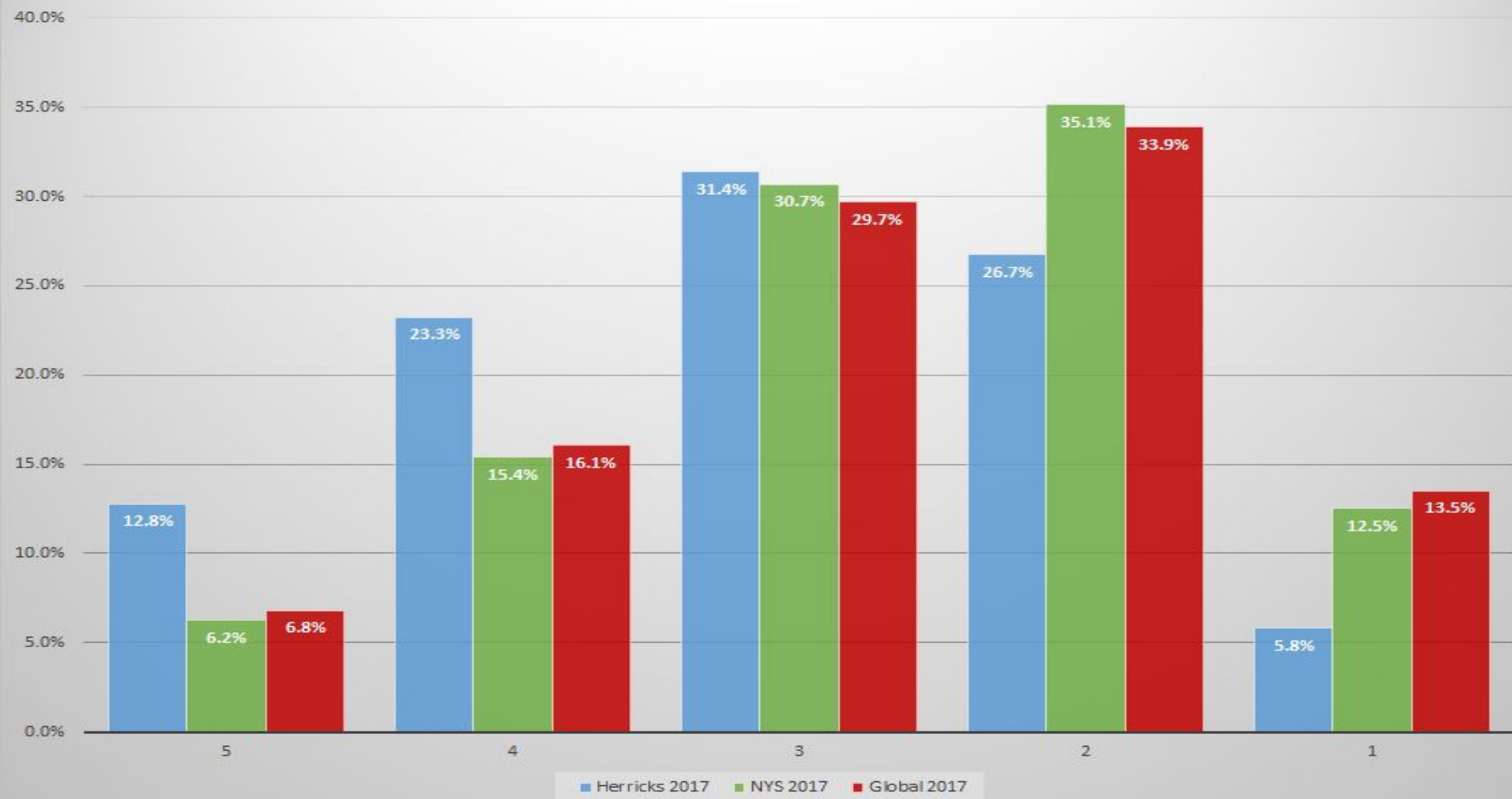
2017 AP Language and Composition Data



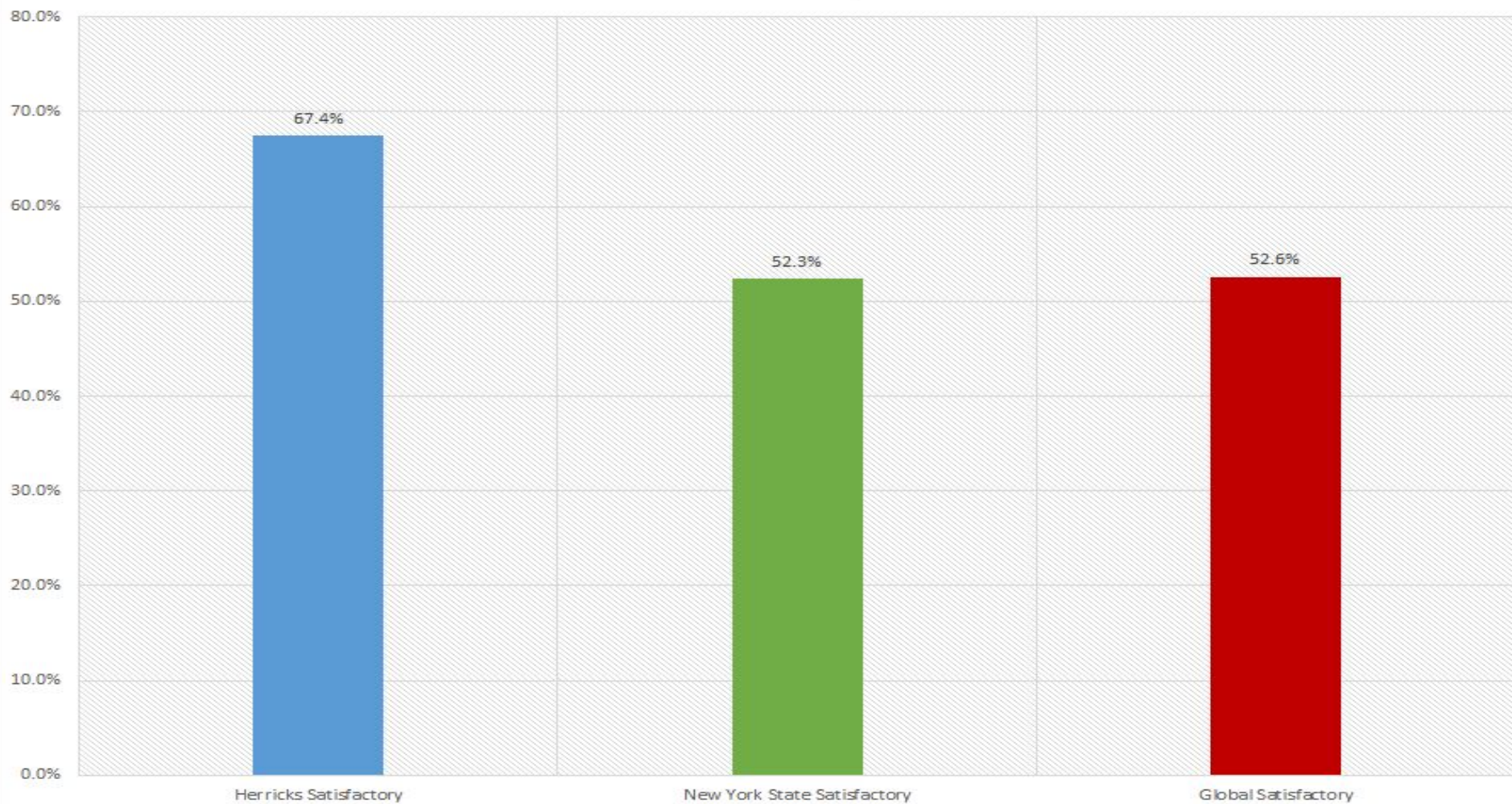
AP Language Satisfactory Rate 2017



AP Literature and Composition 2017



AP Literature Satisfactory Rates 2017





Student Experiences

Ms. Ahern's Kindergarten Class

- **Super Readers have Super Powers!**
 - Partner Power
 - Pointer Power
 - Picture Power
 - Pattern Power



Partner Power!

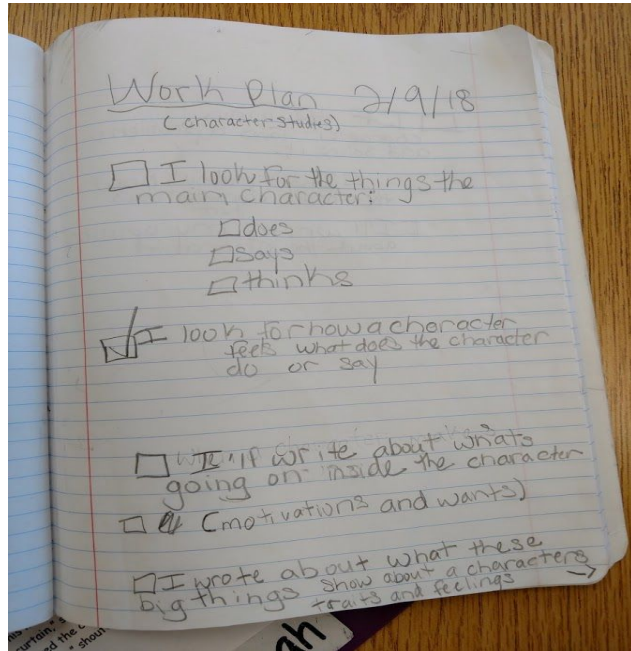


Ms. Fortanasce's 3rd Grade Class

- Using Student Work Plans to set goals



Example of a Work Plan





**Shh!!! We're
busy reading
at HMS!!!**





English 12: Exit Portfolio

All English 12 students will create and present an exit portfolio that...

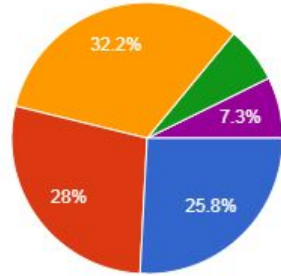
- ❖ Demonstrates the practices of lifelong readers and writers.
- ❖ Demonstrates and provides evidence of proficiency in reading, writing, speaking and listening, and language.
- ❖ Demonstrates growth throughout the year/high school/educational career in ELA.

The background is a teal color. At the bottom, there are many colorful vertical bars of various heights and colors (red, orange, yellow, green, blue, purple, brown). Each bar has a hand at the top, with fingers spread, as if raising a hand. Above the bars, there are several speech bubbles of different sizes and colors (grey, brown, light blue). The text "Survey Data" is centered in the middle of the image in a white, bold, sans-serif font.

Survey Data

I enjoy reading.

329 responses



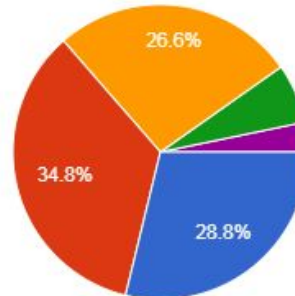
● Strongly Agree
● Agree
● Neutral
● Disagree
● Strongly disagree

8th Grade Perceptions VS. 12th Grade Perceptions

- Only 14.0 % of 12th graders *DISAGREE*
- Only 9.8% of 8th graders *DISAGREE*

I enjoy reading.

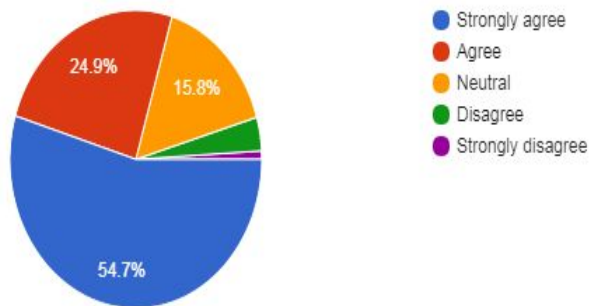
184 responses



● Strongly Agree
● Agree
● Neutral
● Disagree
● Strongly disagree

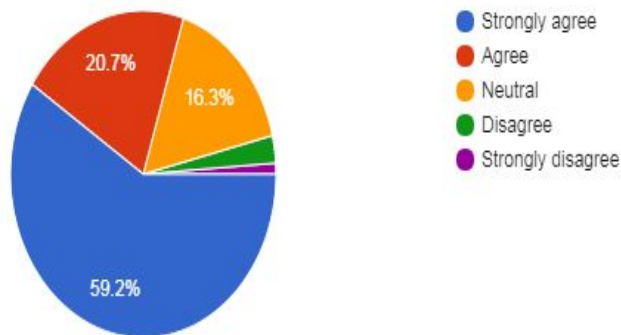
I prefer choosing what to read over being assigned a book from my teacher.

329 responses



I prefer choosing what to read over being assigned a book from my teacher.

184 responses



Students want to choose what to read.

79.9% of 8th Graders

79.6% of 12th Graders



More Reading Data

- I will read for pleasure as an adult.
 - 57.1% of 12th Graders
 - 57% of 8th Graders
- The reading that I do in English class helps me understand the world around me.
 - 47% of 12th Graders
 - 51.4% of 8th Graders
- I feel confident in my reading ability
 - 76.3% of 12th Graders
 - 79.9% of 8th Graders



Writing Data

I enjoy writing

- 48% of 12th graders
- 46.2% of 8th graders

I believe that revision helps my writing.

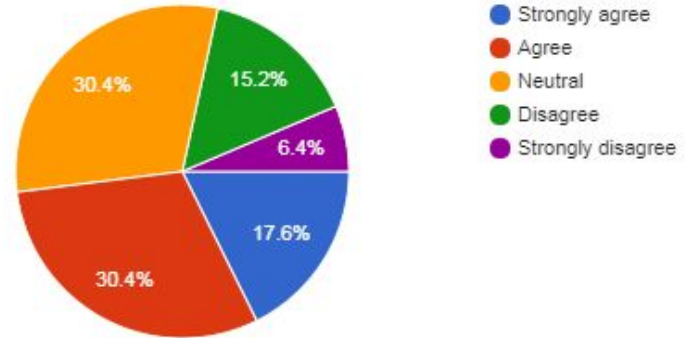
- 79.4% of 12th graders
- 85.3% of 8th graders

The written assignments in my English classes will help me in my career later in life.

- 46.8% of 12th graders
- 44.5% of 8th graders

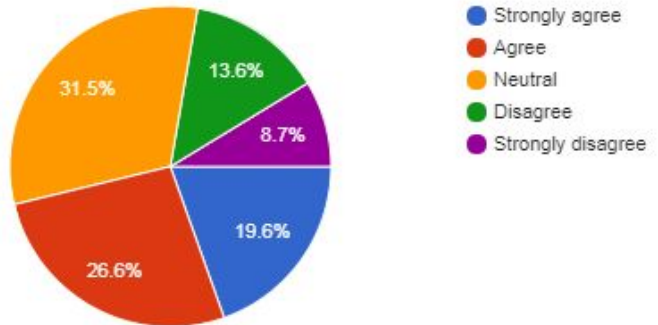
I enjoy writing.

329 responses



I enjoy writing.

184 responses



Writing Confidence

My ability to write an argument...

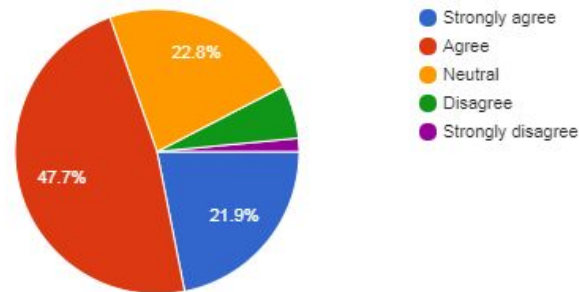
- 69.6% of 12th graders
- 73.3% of 8th graders

My ability to edit my own writing for grammar mistakes...

- 56.2% of 12th graders
- 49.5% of 8th graders

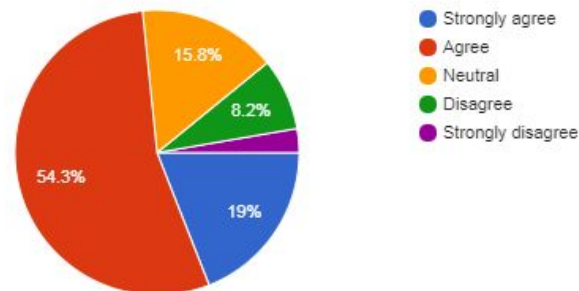
I feel confident in my ability to write an argument and back it up with supporting evidence.

329 responses



I feel confident in my ability to write an argument and back it up with supporting evidence.

184 responses



Speaking and Listening

I feel confident in my ability to share my ideas while speaking to the class.

- 63.5% of 12th graders
- 60.9% of 8th graders

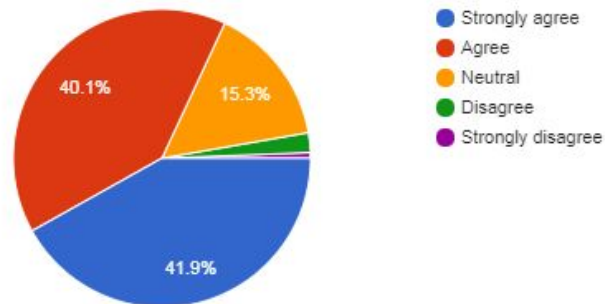
My presentation skills have improved as a result of presentations in English class.

- 40% of 12th graders (25% disagree)
- 39.1% of 8th graders (24.4% disagree)

My English teachers encourage students to share their opinions and react to each other's opinions.

327 responses

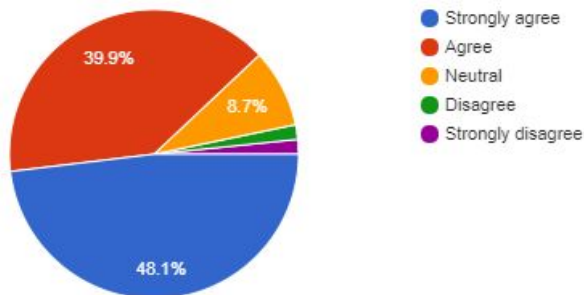
82%
of 12th
graders



My English teachers encourage students to share their opinions and react to each other's opinions.

183 responses

88%
of 8th
graders



Overall Experience

English teachers give me feedback on my writing that helps me improve for future assignments.

- 80.2% of 12th graders
- 86.4% of 8th graders

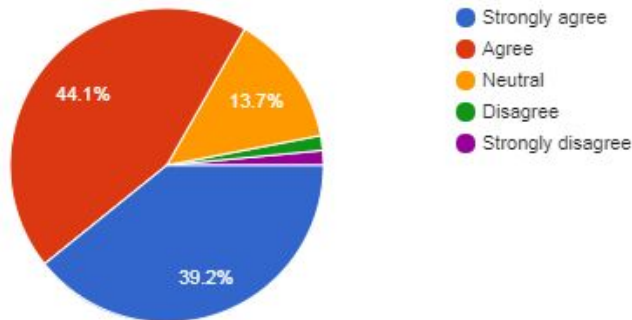
I prefer reading and writing in class as opposed to reading and writing for homework.

- 81.8% of 12th graders
- 79.9% of 8th graders

I know that English teachers are available to give me extra help on my assignments if I need it.

329 responses

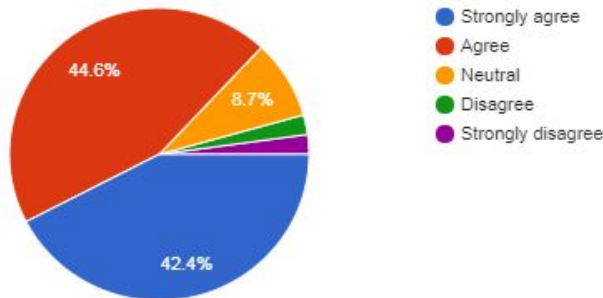
83.3%
of 12th
graders



I know that English teachers are available to give me extra help on my assignments if I need it.

184 responses

87%
of 8th
graders





ELA Enrichment Opportunities & Contests

- English Scholars Program
- ESP Exhibition
- ESP Writers' Retreat
- AP Language and Composition
- AP Literature and Composition
- Opus Literary Magazine & Reading
- Poetry Night
- Highlander Newspaper
- Poetry Out Loud
- Young Artists Program
- Scholastic Awards
- Teen Ink
- NCTE Contest
- Life's Work
- Long Island Writing Project
- Gambone Writing Contest
- Polyphony HS

- Hofstra Suburban Diversity Essay Contest
- Barnard Writing Project
- Adelphi Summer Writing Camp
- High School Writing Contest at Rider University
- Hispanic Heritage Essay Contest
- Bennington Young Writers Awards
- Scholastic Art and Writing Awards
- Scholastic Drive2Life PSA Contest
- The Apprentice Writer through Susquehanna University
- Japan Center Essay Competition at Stony Brook University

Technology Use

- Chromebooks
- Google Docs
- Google Classroom
- Google Forms
- Remind App
- Turnitin.com
- Kahoot



Next Steps





Next Generation Standards

- ***A Revision of the Common Core Standards***
 - ***Slight adjustments to our curriculum***

<i>Lifelong Practices of Readers</i>	<i>Lifelong Practices of Writers</i>
Readers: ❖ think, write, speak, and listen to understand ❖ read often and widely from a range of global and diverse texts ❖ read for multiple purposes, including for learning and for pleasure ❖ self-select texts based on interest ❖ persevere through challenging, complex texts ❖ enrich personal language, background knowledge, and vocabulary through reading and communicating with others ❖ monitor comprehension and apply reading strategies flexibly ❖ make connections (to self, other texts, ideas, cultures, eras, etc.)	Writers: ❖ think, read, speak, and listen to support writing ❖ write often and widely in a variety of formats, using print and digital resources and tools ❖ write for multiple purposes, including for learning and for pleasure ❖ persevere through challenging writing tasks ❖ enrich personal language, background knowledge, and vocabulary through writing and communicating with others ❖ experiment and play with language ❖ analyze mentor texts to enhance writing ❖ strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Recommendations for the Future

- ❖ Continue high-quality PD in the form of Teachers College and LCI
- ❖ Continue Inter-school visitations to reflect on alignment and best practices
- ❖ Investigate the possibility of adjusting the middle school schedule to allow for 60 minutes of ELA instruction daily in grades 7 and 8 (following 6th grade model)
- ❖ Revise and Refine English support program at the High School
- ❖ Revise Curriculum to align with Next Generation Standards and 21st Century vision
- ❖ Explore possible new and revised elective courses at the high school
- ❖ Add a summer enrichment program for writing
- ❖ Continue ELA Vertical Team work by implementing Editing/Revision suggestions and looking at vocabulary instruction



Questions?

Thank you for
coming!