

# South Meadows' ELA Curriculum Review



SEPTEMBER 2023 - FEBRUARY 2025

# Curriculum Review Process

## ELA Review 3-5

### **Two year process (23/24-24/25)**

- **Provide regular updates at DCC**

### **Step 1: Gap Analysis**

**Area #1: GELN Literacy Essentials**

**Area #2: Culturally Responsive Material**

**Area #3: Alignment with PoG**

**Area #4: Academic Data: NWEA, PSAT 8/9/10, SAT**

### **Step 2: Create Goals that align with gap analysis**

### **Step 3: Look at materials if needed**

### **Step 4: Develop a Timeline**

- **Teacher training, coaching, progress monitoring, final evaluation**

### **Step 5: Progress Monitoring, Final Evaluation**

# Gap Analysis Results



Current Curriculum



- **Alignment with literacy essentials: 50% alignment**
- **NWEA Trends: Past six years, avg. 70.8% of our students are proficient in reading**
- **PoG skills are not integrated into the curriculum**
- **Scored a 3 out of 5 on Essential 8: Abundant and diverse reading material**

# Rationale for Change

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Our current ELA curriculum only aligns 50% with the GELN Essential Literacy Practices and does not fully support our district's literacy goals. To ensure at least 80% of students reach proficiency on the NWEA Reading assessment by spring 2028, we must adopt materials that:

- Align 90%+ with GELN Literacy Essentials
- Support Science of Reading best practices (MDE requirement)
- Provide culturally responsive content
- Integrate Portrait of a Graduate competencies

**Our current materials do not meet these standards, limiting student potential.** A new curriculum will better prepare students, meet state requirements, and align with our district vision for literacy success.

# Goal 1

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## Literacy Essentials Alignment

**By the end of the 24/25 school year, the district will adopt a new ELA curriculum for grades 3-5 that aligns with at least 90% of the GELN Literacy Essentials.**

### **Process:**

- ★ The curriculum will be reviewed using an alignment rubric, and a detailed report will be created to demonstrate at least 90% alignment with the GELN Literacy Essentials.
- ★ A curriculum review team, including administrators, instructional coaches, and teachers, will conduct a comprehensive evaluation of potential curricula, ensuring selected materials meet the alignment criteria.
- ★ The curriculum review and selection process will be completed by March 2025, with professional development and initial implementation beginning in Spring 2025.

# Goal 2

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## Increase Access and Engagement with Diverse Text Sets

**By spring 2025, the district will adopt and implement a 3rd-5th grade literacy curriculum that provides a more diverse text set, ensuring students have access to literature that reflects a variety of cultures, identities, perspectives, and lived experiences.**

### **Process:**

- ★ The selected curriculum will score a 5 out of 5 on Essential 8 of the GELN Essential Literacy Practices, demonstrating a strong commitment to diverse text integration. Additionally, teachers will use the *Inclusive Classroom Library Checklist* from Booksource to audit their classroom libraries, ensuring that newly purchased texts fill identified gaps in representation.
- ★ The district will conduct a comprehensive curriculum review, engage teachers in evaluating materials, and provide professional development on selecting and utilizing diverse texts effectively.
- ★ Annual progress checks in Spring 2026, 2027, and 2028 will utilize the *Inclusive Classroom Library Checklist* from Booksource to assess text diversity in classroom libraries and ensure continuous improvement in representation and accessibility.

# Goal 3

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Integrate the CSD's Portrait of a Graduate's Social and Emotional Branch into Literacy Instruction

**By spring 2025, the district will adopt a 3rd-5th grade literacy curriculum that embeds the Social & Emotional branch of the CSD Portrait of a Graduate, ensuring SEL competencies are integrated into daily instruction.**

## **Process:**

- ★ The effectiveness of SEL integration will be assessed using a measurement tool currently being developed by the CSD Innovative Workgroup, ensuring PoG skills are measured and reported.
- ★ The district will conduct a comprehensive curriculum review, engage educators in the selection process, and provide professional development to ensure successful implementation.
- ★ Annual progress checks in Spring 2026, 2027, and 2028 will use the CSD Innovative Workgroup's measurement tool to assess alignment and integration, ensuring full implementation by Spring 2028.

# Goal 4

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## Increase Reading Proficiency

**By spring 2028, 80% of students of the incoming 3rd grade cohort (graduating class of 2035) will achieve proficiency on the NWEA reading assessment, up from the six year average proficiency rate of 70.8%.**

### **Process:**

- ★ Student progress will be tracked annually using NWEA Reading assessment data, with benchmarks set for growth each year (e.g., targeted gains of approximately 3% per year).
- ★ The district will implement the newly adopted ELA curriculum for this cohort, provide targeted professional development for teachers, including ongoing coaching, and utilize data-driven instructional strategies to support student growth.
- ★ Progress will be monitored annually, with the goal of reaching 80% proficiency by spring 2028 on the NWEA assessment. At that time, the district will evaluate the effectiveness of the curriculum and determine next steps.

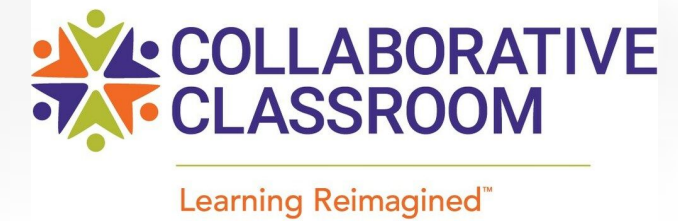


# Proposed Curriculum

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## Collaborative Classroom



- 92% alignment with the GELN Literacy Essentials
- Aligned with the Science of Reading
- Social-emotional skills are embedded into daily instruction
- Scored 5/5 on Essential 8: Abundant and diverse reading material

# Implementation Timeline

