

Elementary Language Arts Curriculum Review Process 2017-2018 School Year

- In our first meeting, we discussed the lack of growth in the elementary reading MCA and MAP scores.
- Discussed our needs with the current curriculum, Houghton Mifflin Harcourt Journeys.
 - Need stronger writing component, better vocabulary instruction, more engaging literature, more “real books”, and less “stuff” to sift through when planning.
- Discussed the options of keeping HMH Journeys and adding supplemental materials or looking at comprehensive programs. Decided looking at a comprehensive program would meet our needs better. We agreed we needed something completely different than what we currently used.
- Looked at Journeys, Benchmark Advance, Fountas and Pinnell Classroom, Super Kids (K-2), Mondo, Wonder, ReadyGen, Center for the Collaborative Classroom (Being a Reader, Being a Writer, Making Meaning), Amplify, Lucy Caulkins Units of Study, and Reach for Reading
- By January, we decided to have presentations from Journeys, Center for the Collaborative Classroom, Benchmark Advance, ReadyGen, Fountas and Pinnell Classroom, and Lucy Caulkins Units of Study.
 - Presentations were held in Late January-March.
 - After the presentations we eliminated Lucy Caulkins, Journeys, and Fountas and Pinnell Classroom
- Continued to discuss and look at samples. Narrowed choices to Benchmark Advance and Center for the Collaborative Classroom in April.

- Benchmark Advance:
 - Pros: Rigorous, integrates Science and Social Studies, digital component is strong, assessments that look like MCAs
 - Cons: Expensive due to consumables, a lot of work for teachers to learn, need for professional development is a must
- Center for the Collaborative Classroom:
 - Pros: Reading and Writing workshop allows for teacher flexibility to use literature circles, focuses on social emotional learning and blends nicely with responsive classroom, focuses on the learner as a whole person, students choose good fit books, integrated discussion on literature, skills not taught in isolation, non-profit company
 - Cons: Might be a shift in instruction for some, no summative assessments, no fancy digital component
- Concerns with implementing a new LA curriculum with all of the movement in the district.
- Decided to pilot both Benchmark Advance and Center for the Collaborative Classroom 2018-2019 school year
 - Benchmark Advance will not pilot Advance alongside Center for the Collaborative Classroom. We are working on this and visiting with other schools who use it to show our commitment.
 - 2 teachers/grade level K-5 will pilot Center for the Collaborative Classroom.
 - K-2 Professional Development will focus on Being a Reader and Making Meaning. They may also use “Being a Writer.”
 - 3-5 Professional Development will target Making Meaning and Being a Writer.
 - We will look at MAP and MCA data compared to non-piloting classrooms.

- Burnsville is in year 1 implementation of Center for the Collaborative Classroom. Preliminary MCA data shows:
 - 3rd is up from last year by 4%
 - 4th stayed consistent - no drop
 - 5th grade cohort is up over 9% from their 4th grade scores
- Hermantown piloted Benchmark Advance in the 2017-2018 SY. Piloting classrooms had a 20% higher proficiency rate on the MCA's than non-piloting classrooms (excluding special education students).
- We will be visiting classrooms in Hermantown and Grand Forks in the fall to watch Benchmark Advance instruction.
- We will be visiting classrooms in Proctor and Burnsville in the fall to watch Center for the Collaborative Classroom instruction.