



English Language Arts & Reading Curriculum Audit Update

School District of Haverford Township

Thank you, Elementary Curriculum Audit Team!

Elementary Teachers

Manoa:

Adrienne Henry K
Ellen Donovan 3
Natalie Barber 5
Emily Stephanski 4
Jessica Smith 4
Natalie Barber 5
Michelle Welsh - Reading

Lynnewood:

Erinn Smith-Delss
5
Jennafer Revelle 1
April Wolfe 3
Susan Farr 3

Chatham Park:

Joanne Pivovarnik 1
Frannie Dunlavy 2
Jessica Niemann 2
Sara Shaiman 5
Jo Schoppet - Library
Jennifer Weller-Lynady-
Reading

Chestnutwold:

Christie Merschel K
Tina Reynolds - Reading
Mike Reynolds 3

Coopertown:

Lizzie Gallagher 2
Jen Corcoran- Spec. Ed.
Eileen Cianfrani- Spec. Ed.

Administrators

Sara Christiason, Joel DiBartolomeo, Dr. Tina Kane,
Jillian McGilvery, Dr. George Ramoundos, Sandy Connelly,
Jennifer Saksa, Jessica Gondek, Michelle May

Elementary Curriculum Audit Cycle

Completed Steps

Curriculum Baseline

- Background reading and preparation by audit team
- Operational definitions developed

Internal Analysis

- Current curriculum resource evaluation using rubric
- Teacher survey
- Data Analysis - survey results, test results, enrollment, recommendation criteria
- Standards Gap Analysis - What are we teaching? What is missing? What needs to change?

External Analysis

- Parent Survey & Analysis
- Standards analysis by content area and strand - PA Core Standards Alignment Progression
- Empirical research & best practices via national associations
- Benchmarking or comparisons with other exemplary school districts (website review, site visits, interview, survey)
- Resource review, comparison, and selection

Elementary Resource Review

Candidates

- *Benchmark Literacy*
Benchmark Education
- *Journeys*
Houghton Mifflin
- *ReadyGen*
Pearson
- *Units of Study*
Calkins/Teachers College
- *Wonders*
McGraw Hill



Finalists

- *Benchmark Literacy*
Benchmark Education
- *Journeys*
Houghton Mifflin



Presentations: Resource Comparison

Evaluation Criterion	<i>Benchmark Literacy</i>	<i>Journeys</i>
PA Core Aligned	X+	X
iMet Rubric Requirements Satisfied	X+	X
Organized around standards/strategies v. stories	X	
Anthology		X
Variety of rigorous texts	X	
Authentic Texts	X	X
Flexible use of resources	X	
A la carte adoption of resources	X	
Familiarity		X

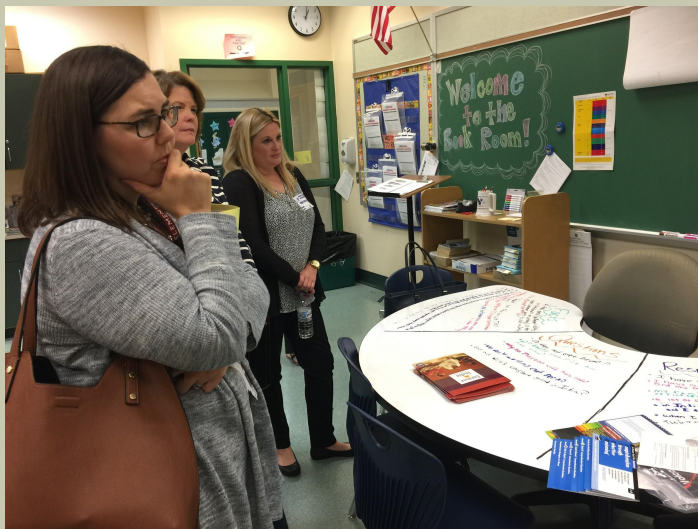
Elementary Resource Visits

Benchmark Literacy

Grades

1, 2, 4, & 5

Phonics, Word Study,
Guided Reading,
Writing



Journeys



Grades K & 3

Anthology, Phonics

Sending Recommended Materials on a Road Show

Benchmark Literacy Materials to Each Building for

2 Day Review & Comment Period



Elementary Implementation Survey & Plan

Elementary Ahead of Schedule

- Phonics
- Reading
- Writing



Elementary Professional Development

2-Year ELA Implementation & Development Mentors

June 19 - half day

Summer - Flex Course Devel.

Trimester Flex Courses

August 31 - full day

September & October Curriculum Meetings

October 31 - early dismissal

November 7 - half day

November -January

Curriculum Meetings

January 12 - early dismissal

February -April

Curriculum Meetings

April - Flex Courses

May Curriculum Meeting

June - Flex Courses



Elementary Next Steps

- Recommendation
- Communication
- Curriculum Development
- PD Planning
- Flex Course Development
- Implementation

Secondary English Language Arts

Audit Results

Thank you, Secondary Curriculum Audit Team!

High School

Michael Mullen 12

Kirsten Montgomery 11

Sarah Crispin 11,12

Theresa Hartman 10

Suzanne Rudolph 12

Marco Vettori - spec. ed.

Keith MacConnell - library

The entire English
department

Middle School

Alice Datner-reading

Kirsten Sheehee 6

Danielle Beamon 6

Rebecca Stump 7

Alexandra Hill 7

Sue Gerber 8

Matt Cohen 8

Sheli Hay - library

Jacqueline Guerri - spec. ed.

The entire English department

Principals

Pete Donaghy

Dan Horan

Curriculum Department

Sandy Connelly

Jennifer Saksa

Secondary Curriculum Audit Cycle

Completed Steps

Curriculum Baseline

- Background reading and preparation by audit team
- Operational definitions developed

Internal Analysis

- Current curriculum resource evaluation using rubric
- Teacher survey
- Data Analysis - survey results, test results, enrollment, recommendation criteria
- Standards Gap Analysis - What are we teaching? What is missing? What needs to change?

External Analysis

- Parent Survey & Analysis
- Student Survey/Focus Group & Analysis
- Standards analysis by content area and strand - PA Core Standards Alignment Progression
- Empirical research & best practices via national associations
- Benchmarking or comparisons with standards and other exemplary school districts (website review, interview, survey)

Secondary Resource Review

Current resources

Standards-aligned book lists

Exemplary school district resources

Vocabulary resources

Grades 6–8 Text Exemplars 77

Stories 77

Alcott, Louisa May. *Little Women*..... 77

Twain, Mark. *The Adventures of Tom Sawyer* 77

L'Engle, Madeleine. *A Wrinkle in Time*..... 79

Cooper, Susan. *The Dark Is Rising*..... 79

Yep, Laurence. *Dragonwings*..... 80

Taylor, Mildred D. *Roll of Thunder, Hear My Cry*..... 80

Hamilton, Virginia. "The People Could Fly"..... 80

Paterson, Katherine. *The Tale of the Mandarin Ducks*..... 81

Cisneros, Sandra. "Eleven." 81

Sutcliff, Rosemary. *Black Ships Before Troy: The Story of the Iliad*..... 81

Drama 82

Fletcher, Louise. *Sorry, Wrong Number*..... 82

Goodrich, Frances and Albert Hackett. *The Diary of Anne Frank: A Play*..... 83

Poetry 83

Longfellow, Henry Wadsworth. "Paul Revere's Ride." 83

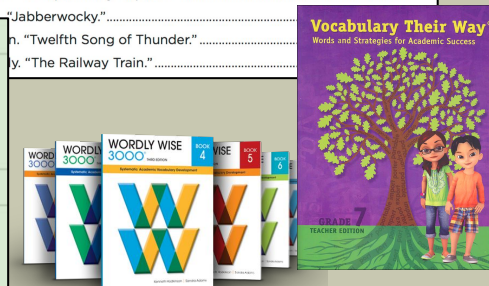
Whitman, Walt. "O Captain! My Captain!" 85

Carroll, Lewis. "Jabberwocky." 85

Shelley, Mary. "Twelfth Song of Thunder." 85

Stevenson, Robert Louis. "The Railway Train." 85

12	Doll's House	Ibsen, Henrik	NP	Active	F	just right	Approved
12	Frankenstein	Shelley, Mary	1170L	Active	F	just right	Approved
12	Great Expectations	Dickens, Charles	1150L	SSR	F	challenging, but just right	Approved
12	Oedipus Rex	Sophocles	NP	Active	F	just right	Approved



Secondary Audit Work

Standards Gap Analysis

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.		CORE TEXT/UNIT And Level	Where is this ASSESSED? (CORE TEXT/UNIT And Level)
Key Ideas and Details Main Idea	CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.N.1.3.1 L.N.1.3.2 L.N.2.3.3	<i>Night</i> , Level 2 Use of State Reading Assessment books Nonfiction article, "38 Who Saw the Murder..." "The Other Side of the Auschwitz Selfie"	<i>Night</i> , Level 2; thematic essay; RACERs

Standards Progression

CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.B-K.1.1.1	CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.1	CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E07.B-K.1.1.1	CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.B-K.1.1.1	CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. L.N.1.3.1 L.N.2.1.1 L.N.2.1.2	CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
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Secondary Next Steps

Identify Gaps

Identify Resources

Set Core Reading and Writing
Expectations

Write Curriculum Map

Communicate

Implement

K-12 Reading

Audit Results

Reading Program Audit Cycle Completed Steps

Curriculum Baseline

- Background reading and preparation by Reading Specialists

Internal Analysis

- Current resource evaluation
- Reading Specialist survey
- Data Analysis - survey results, test results, referral data
- Program Gap Analysis - What are we teaching? What is missing? What needs to change?

External Analysis

- Parent Survey & Analysis
- Standards analysis by content area and strand - PA Core Standards Alignment Progression?
- Empirical research & best practices via national associations
- Benchmarking or comparisons with other exemplary school districts (website review, interview, survey)

Reading Internal Findings K - 12

Program Gap Analysis	Covering strategies skills to meet student needs Not within a systematic scope and sequence
Reading Specialist Input	K - 5 Need a system of resources that allows flexibility while providing structure. Need universal assessment system to ensure equity. 6 - 8 Teaching English with scaffolding. 9 -12 reviewing Reading and Writing Lab structure, criteria and resources to address student needs
Performance Data	When using various data, students demonstrate need for systematic explicit instruction designed to meet their needs. Need a progress monitoring tool
Parent Input	Want appropriate level text & assignments; teachers make the difference
Research	Teach at the instructional level; diagnose and provide targeted intervention and remediation for specific needs; systematic explicit instruction

Elementary Reading Resource Review

Candidates

- *Project Read* Language Circle Enterprises
- *Leveled Literacy Interventions* Fountas & Pinnell
- *Intervention Resources*
 - *Journeys*
 - *Wonders*
 - *ReadyGen*



Recommendations

- *Leveled Literacy Interventions*
Fountas & Pinnell

Elementary Reading Implementation

Reading Specialists Reviewed Current
and Potential Resources

Pioneer Implementation - Manoa,
Winter, 2017

Professional Development - Curriculum
Meetings

Full Implementation - September, 2017



Secondary Reading Resource Review

Audit and resource review will continue to occur through the end of this year.

May return in the fall to request adoption of resources.





Thank you.

Questions?