ELA Curriculum Update

Milton Public Schools

March, 2026

Cat Young, PS-8 Literacy Director

Curriculum Review Team- Membership

Collicot

Cassi Driscoll, Grade 1

Marlene Mason, Grades 1-3 Special Education

Jane Withington, Grades 3-5 Reading

Cunningham

Sarah Slater, Kindergarten

Maggie Donahue, Grade 2

Glover

Kristin Kelly, Grade 3

Caprial Cassidy, Grade 4

Rebecca Wiencek, Grade 5

Tucker

Soondarie Barker, Kindergarten

Kirsten Driscoll, Grade 1

Colleen Donovan, Grade 3 Special Education

District

Bernadette Butler, Early Childhood Education Director

Christie Chiappetta, K-8 Science Director

Cat DesRoche, K-8 Literacy Director

District -Level Consulting Members

Efe Shavers, Director of DEIB

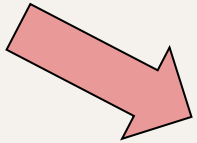
Danielle Wetmore, Director of Student Services

Review Process

01
Committee Formation
June, 2025

02
“Why”: PD
July - August, 2025

03
“How”: Rubric
September - October, 2025



04
“What”: Materials
October - February, 2026

05
Preparation
March - May, 2026

06
Implementation
September, 2026 - Ongoing

04

“What”: High Quality Instructional Materials

October - February, 2026

High Quality Instructional Materials

- **November: Initial Review of DESE Approved Materials K -5*** CKLA, EL Education, IntoReading, MyPerspectives, Wit and Wisdom, Wonders

- **Staff Survey** - 93 respondents, all grades, specialists, instructional aides signaling top priorities for new curricular resource (writing, strong supporting documents, differentiation materials, ease of implementation)

- **December: Physical Materials Review** Full sets of samples were reviewed from CKLA, EL Education, IntoReading, and Wonders

*CuRaTe: Curriculum Ratings by Teachers (MA DESE)

*EdReports: National Curriculum Rating Organization

High Quality Instructional Materials - December and January

- **2 Curricular Choices: IntoReading (HMH) and Wonders (HMH)**
    - **Observe:** The team traveled to Hanover to observe Wonders and to Hingham to observe IntoReading
    - **Meet with the publisher** the day after site visit to ask questions, hear about all features, and get a different perspective
    - **Complete Rubric** based on all features identified at the outset of the process

Recommendation- February

- **Rubric Ratings Reflect IntoReading as the recommended resource for Milton Public Schools** *based on our ability to*
  - Focus on the essentials staff provided with the survey
    - Reading Comprehension, Writing
  - Retain UFLI which has been a success
  - Provide clear assessment expectations with ties to report cards, rubrics, and pacing
  - Identify time to work with grade-alike colleagues for problem-solving and calibration during implementation

05
Preparation

March - May, 2026

Preparation

- **Procure Materials** - Teachers' guides, online platform logins, etc. to be distributed early enough to become familiar with the overall pacing and structure - ***March 3rd PD Time, K -5 staff***

- **Set implementation goals and timelines** for materials and larger professional learning related to the resources- ***April -June work with committee***
  - **Collaborate** with curriculum committee to identify areas where bolstering will be needed or tailored adjustments will be made
  - **Pacing/Scope and Sequence** planning to take place before leaving for the summer/during summer to ensure a smooth start



Educators worked in grade alike groups to have an initial look at the IntoReading Curriculum



Over 80 educators attended one of the two sessions offered!



Preparation

- **April/May:** Visiting faculty meetings to follow up on the March 3rd PD day to share ways staff will be able to engage in training and preparation over the summer

- **Summer, 2026**
  - Team of interested staff to work collaboratively to prepare support documents and scope and sequence for initial implementation expectations
  - Work on identifying teacher leaders to work at school/grade level for ongoing calibration and needs assessment

Preparation

- Additional PD over the summer and during the ‘26-’27 school year
  - Formation of an implementation team
  - Summer trainings to support widespread school year training/development
  - ‘26-’27 use of Common Planning Time and initial August PD days to make sure all teachers get necessary materials and training

- The FY27 budget will provide resources for the specific professional development needed over the summer and throughout the 26-27 school year.

Budgetary Impact

- Initial materials will be purchased with funds that were already budgeted in our FY26 budget cost of materials
- Engage in a 5 year contract with the ongoing cost of consumables (workbooks, intervention materials)

06
Implementation

September 2026 - Ongoing

Implementation

- **Important Note** - UFLI Implementation K-2/G3 French Immersion *(Fall 2024)* to respond to the need for Structured Phonics - this will pair well with any new curricular resource

- **Ongoing Training** - curriculum design, instructional practices, and planning on the unit/lesson level

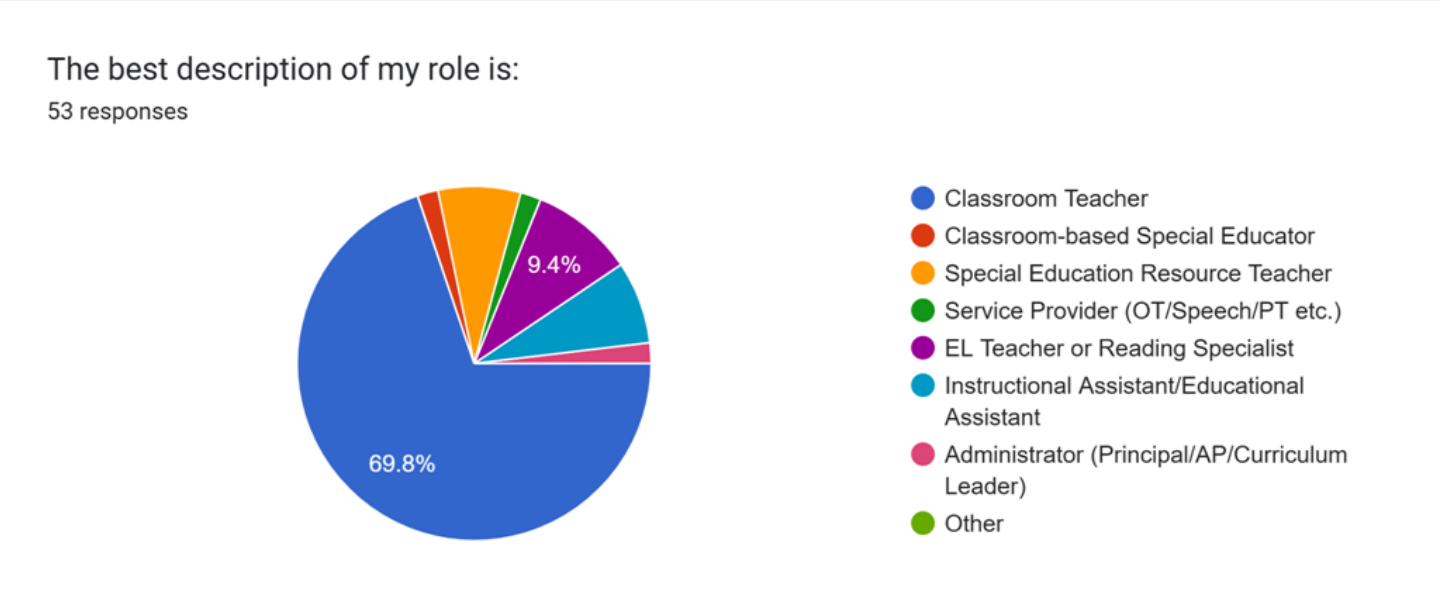
- **Monitor** student engagement, feedback, performance on assessments

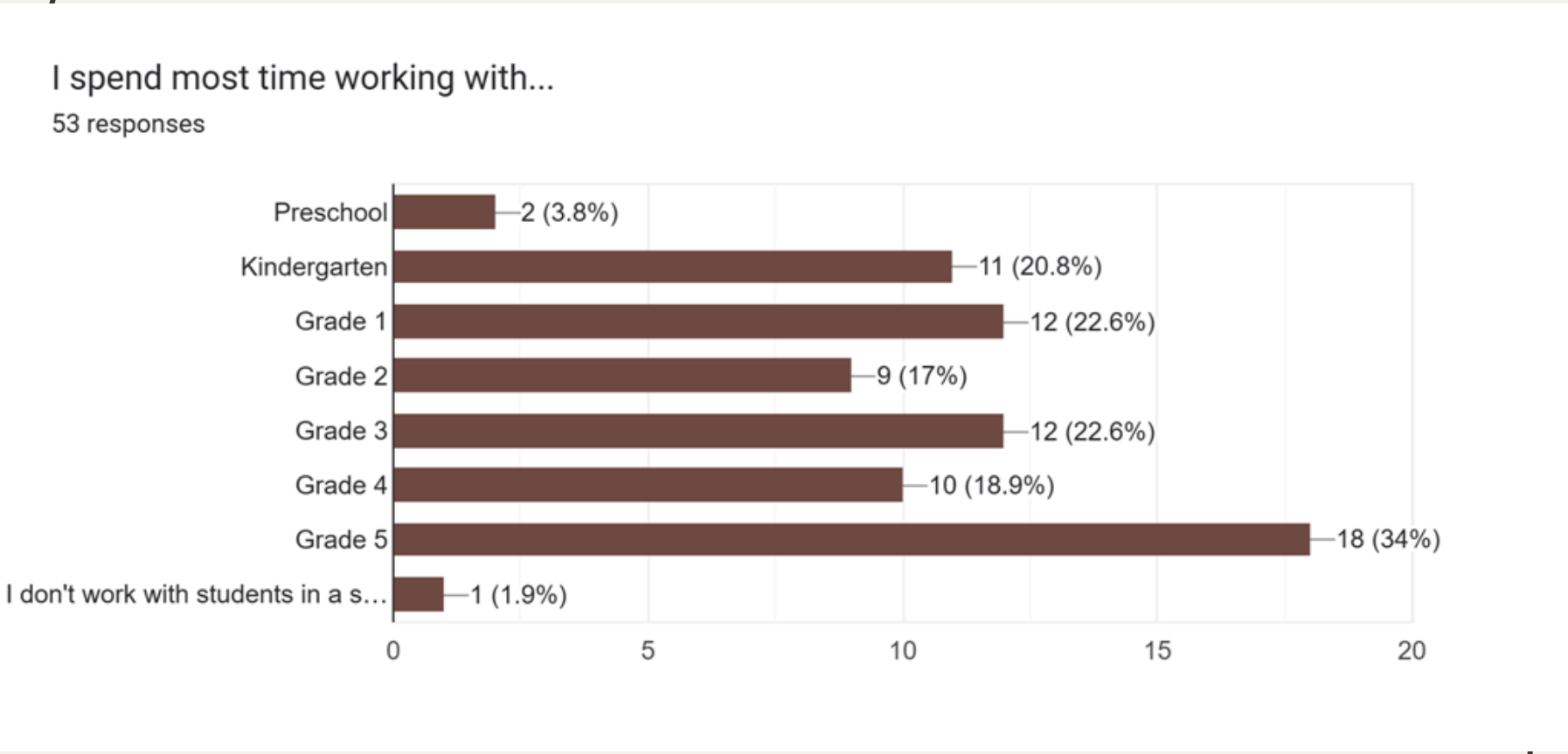
- **Adjust** where needed across all schools/grades when necessary in a systematic manner

Questions?

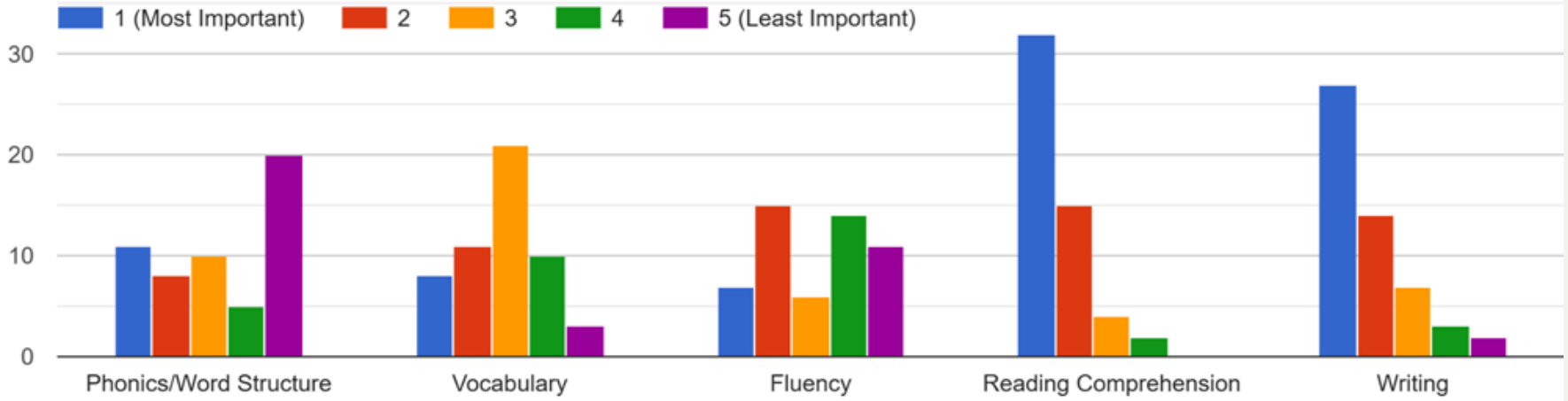
Appendix

Staff Survey Overview




I spend most time working with...
53 responses
Preschool
2 (3.8%)
Kindergarten
11 (20.8%)
Grade 1
12 (22.6%)
Grade 2
9 (17%)
Grade 3
12 (22.6%)
Grade 4
10 (18.9%)
Grade 5
18 (34%)
I don't work with students in a s...
1 (1.9%)
0
5
10
15
20

While all elements are necessary and will be considered, please arrange the components of a structured literacy block in the order you would prioritize the strength of a re...ill continue to be used in classrooms that currently use it.



Highest priorities:

- Clear documents with pacing, links to resources, and options for teaching.
- Clear expectations on common assessments and how they link to report cards, DIBELS, etc.

Secondary, but still important:

- Professional development with grade-alike colleagues during PD time.
- Professional development from the publisher, once selected.
- Implementation infrastructure (pacing, documents, expectations, alignment to assessment/reporting) matters as much as the curriculum content itself.

When asked what they hope to retain in their current ELA practice even with a new primary resource, teachers commonly reference:

- Existing routines and structures that work for their students.
- Specific strategies, texts, or practices they've found effective (e.g., interactive read-alouds, discussion protocols, small-group work).
- Professional autonomy to make decisions within a shared framework.

For adoption planning, this suggests the need to:

- Clarify what's "non-negotiable" in implementation,
- While also explicitly protecting room for teacher judgment and successful existing practices.

When asked about reservations and what would help them feel comfortable with a new curriculum, teachers emphasize:

- Concern about time (fitting everything into the schedule).
- Fear of rigid "scripted" teaching that limits professional judgment.
- Worries about initiative fatigue and constant change.

They say they would be more comfortable if:

- There is clear, realistic pacing that acknowledges actual instructional time.
- They have time to learn and plan with colleagues using the new materials.
- They understand why the change is happening and how it connects to data, standards, and current initiatives.
- There is ongoing support and coaching, not just one initial training.

Committee Rubric Results

- 100% of committee members recommended IntoReading above other reviewed curricula

- Three main reasons for recommending:
  - Instructional Clarity
  - Foundational Skills
  - Assessment and Data

- Work ahead to ensure local needs and opportunities are supported with the materials (Spring/Summer)

Key Takeaways from Committee

Strengthening Tier 1 Literacy: Recommendation for HMH Into Reading

- Following a rigorous review, the Curriculum Review Team recommends **HMH Into Reading** as our core K-5 literacy resource for SY 2025-26.
- This transition moves our district toward a **Structured Literacy** model, ensuring our Tier 1 (universal) instruction is grounded in the **Science of Reading** .
- **Key Selection Drivers:**
  - High-quality, diverse mentor texts that reflect our student body.
  - Systematic foundational skills (phonics, phonemic awareness, and fluency).
  - Strong alignment with state standards and evidence-based practices.

Why IntoReading?

Equity through MTSS

Impact on Student Achievement & Equity

- **Robust Tier 1 Foundation:** By providing every student with access to grade-level complex text, we close the "opportunity gap" and ensure high expectations for all learners.
- **Data -Informed Differentiation:** *Integrated **formative assessments** allow teachers to identify student needs in real-time.
    - The program's **Tabletop Minilessons** provide immediate resources for targeted Tier 2 small-group interventions without requiring extra teacher prep.
- **Consistency Across Classrooms:** Provides a unified "Scope and Sequence" so students experience a seamless transition as they move from grade to grade.

Implementation

The Roadmap to Instructional Impact

- **Prioritizing Depth Over Breadth:** To address the "pacing" feedback, the district will develop **Priority Standards Guides**. These will help teachers focus on "power standards" to ensure mastery over mere coverage.
- **Professional Learning Commitment:**
  - **Phase 1 (Spring/Summer):** Foundational "Launch" training focused on the digital ecosystem and myBook navigation.
  - **Phase 2 (School Year):** Job-embedded coaching and "Data Cycles" to refine small-group instruction.
- **The Bottom Line:** This is an investment in a **long-term literacy framework** that provides teachers with the tools to reach every reader.