Indiana Code 20-26-5-44.2

Adopted Reading & Writing Curricula (by Grade Level)

Grade Levels	Curriculum Name	Publisher
Hornet Park Elementary (K–1)	Amplify Science of Reading Core Knowledge Language Arts (CKLA)	Amplify
Central Elementary (2–4)	Amplify Science of Reading Core Knowledge Language Arts (CKLA)	Amplify
South Grove Intermediate (5-6)	Amplify Science of Reading Core Knowledge Language Arts (CKLA)	Amplify
Beech Grove Middle School (7–8)	i-Ready ELA	**Curriculum Associates, LLC**.
Beech Grove High School (9–12)	The English department curriculum at the high school level is designed to develop students' skills in reading, writing, speaking, listening, and critical thinking. Grounded in state academic standards and guided by college and career readiness benchmarks, the curriculum is structured to provide a comprehensive and sequential learning experience from grades 9 through 12. Students engage with a diverse range of literary and informational texts, including classic and contemporary novels, plays, poetry, nonfiction, and media. Writing instruction emphasizes argumentative, narrative, and expository forms, with a strong focus on writing as a process—drafting, revising, and editing. Grammar, vocabulary, and research skills are embedded across units of study. Students learn to construct evidence-based arguments,	

	respond to literature, and express original ideas with clarity and purpose. The curriculum incorporates formative and summative assessments, such as literary analysis essays, research projects, presentations, and standardized benchmarks, to monitor student progress and inform instruction. Differentiation, scaffolding, and opportunities for enrichment are built into lesson planning to meet the diverse needs of learners. Additionally, students may choose from advanced courses such as AP English Literature and Composition or AP English Language and Composition, dual credit options, or specialized electives that explore specific genres, themes, or creative writing.

Remedial Programs Provided

Grades Served	Program Name(s)	Description

K–6	Tiered Literacy Intervention (MTSS)	• Tiered Instruction and Intervention: Support is provided at increasingly intensive levels based on student need:
		  ◦ **Tier 1 (Core Instruction):** High-quality, evidence-based instruction delivered to all students in the general education setting.
		  ◦ **Tier 2 (Targeted Intervention):** Supplemental, small-group interventions for students who are not making adequate progress in Tier 1.
		  ◦ **Tier 3 (Intensive Intervention):** Individualized, highly intensive interventions for students with significant and persistent needs who have not responded to Tier 1 or Tier 2.
		• **Data-Based Decision Making:** Data from universal screening, progress monitoring, and diagnostic assessments are regularly collected and analyzed by teams (e.g., grade-level teams, intervention teams) to inform decisions.
		• **Progress Monitoring:** Students receiving Tier 2 and Tier 3 interventions are regularly monitored to assess their response to the intervention and determine if adjustments are needed.

		• **Problem-Solving Process:** Teams use a structured problem-solving approach to identify specific student needs, determine appropriate interventions, and evaluate their effectiveness. • **Parent and Family Engagement:** Families are actively involved and informed throughout the MTSS process.
3–8	IREAD & ILEARN Remediation	• **Standards-Based Reteaching:** After analyzing ILEARN results to identify specific standards where students performed poorly, teachers re-teach using varied instructional strategies. • **Small Group Interventions:** Intervention groups based on ILEARN domain performance. • **Differentiated Instruction:** Providing multiple entry points and varied support levels for complex tasks. This includes scaffolding, visual aids, and opportunities for independent practice. • **Strategic Skill Practice:** Using resources and materials to familiarize students with the assessment format while focusing on the underlying content and cognitive skills required. • **Vocabulary Development:** Explicitly teaching academic vocabulary common in ILEARN tests and content areas. • **Concept Mapping and Graphic Organizers:** Using tools to help students organize information and make connections between concepts they might have misunderstood on the assessment. • **One-on-One Support:** Providing individualized support for students with significant gaps, focusing on high-impact areas identified by ILEARN data. • **Varied Platforms:** Offered in various settings, including during the school day and during summer sessions.
7–8	ELA/Literacy & Writing Lab	This class provides targeted, individualized, and/or small-group support to students in developing their reading, writing, speaking, and listening skills. • **Targeted Remediation & Enrichment:** Addresses specific deficits in foundational literacy skills or higher-level comprehension strategies. • **Writing Process Support:** Guides students through all stages of the writing process, from brainstorming and outlining to drafting, revising, and editing across various genres. • **Individualized Instruction:** Offers personalized support based on diagnostic assessments to meet the unique needs of each student.

		● **Small Group Interventions:** Facilitates focused instruction for groups of students sharing similar learning gaps or working on a common skill. ● **Resource Access:** Provides access to a variety of reading materials (fiction, non-fiction), writing guides, and other educational resources. ● **Academic Skill Development:** Builds essential academic skills such as vocabulary acquisition, research methods, critical thinking, text analysis, and argumentative reasoning.
9–12	Daily ELA Freshman Lab & Credit Recovery	**Daily ELA Freshman Lab:** ● **Targeted Support:** Provides daily, dedicated time for freshmen to receive focused instruction and practice in English Language Arts. ● **Skill Remediation/Reinforcement:** Addresses foundational reading, writing, speaking, and listening skills. ● **Academic Skill Building:** Focuses on critical academic skills such as vocabulary development, comprehension strategies, essay writing techniques, research skills, and test preparation. ● **Personalized Learning:** Employs diagnostic data to tailor interventions to individual student needs. ● **Small Group/Individualized Instruction:** Delivered in a smaller, more supportive setting than a typical classroom, allowing for more direct teacher interaction and differentiated instruction. ● **Progress Monitoring:** Tracks student progress on targeted skills to adjust instruction as needed. **Credit Recovery:** ● **Opportunity to Earn Credits:** Allows students who have previously failed a required ELA course to retake and earn the necessary credits to stay on track for graduation. ● **Flexible Pacing:** Utilizes self-paced, online/ blended learning modules, allowing students to work at their own speed to master content. ● **Varied Formats:** Offered in various settings, including during the school day, during summer sessions, or through online platforms.

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