In Love with Literacy:
UPDATE

Oak Park D97's
Respect-the-Practitioners Approach
to Early Literacy

Oak Park Elementary School District 97
Board of Education Meeting
March 19, 2024

What's the big idea?

Meet the Team!

Patrick Robinson
Assistant Superintendent for Elementary Schools

Dr. Tawanda Lawrence
Senior Director of Teaching and Learning

Jennifer Logan
Curriculum Coordinator (Pre-K-5)

“Coming together is a beginning; keeping together is progress; working together is success.”

– Edward Everett Hale

In Love with Literacy UPDATE

Oak Park D97's Respect-the-Practitioners Approach to Early Literacy

01 Illinois Comprehensive Literacy Plan 2024

02 Where are we now?

03 Where are we going?

04 Questions from the Board

01

IL Comprehensive Literacy Plan 2024

Illinois' Guiding Values for Literacy

Every learner is capable and has the right to equitable access to high-quality, inclusive, differentiated, and evidence-based literacy instruction.

Every learner deserves schools that nurture their unique assets and interests, honoring their complexity within the context of their communities.

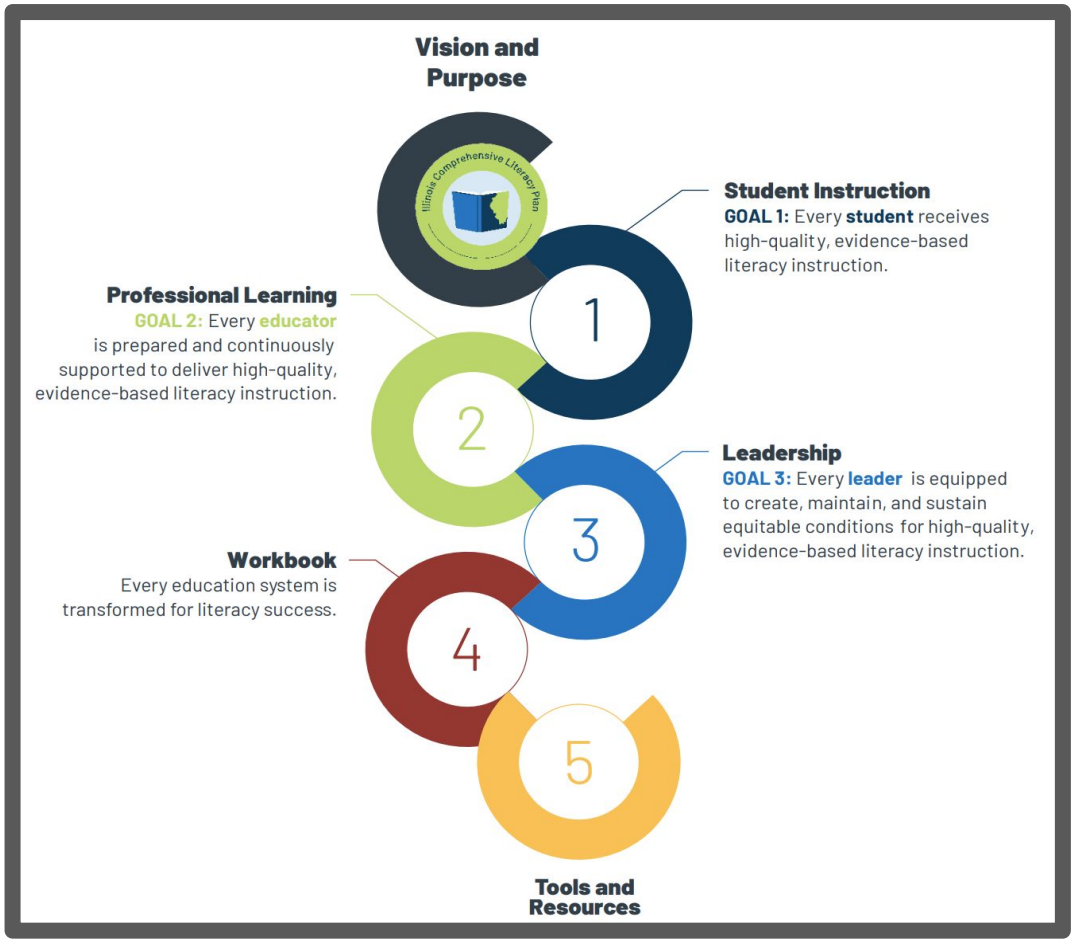
Every learner has the right to develop literacy in two or more languages to prepare for success in our global world.

Every learner has the right to be empowered through agency to self-advocate within supportive learning environments.

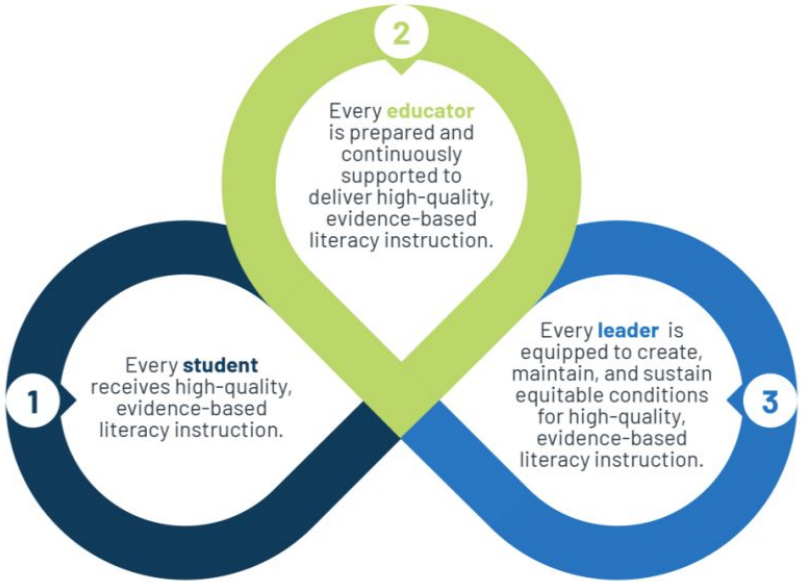
Every learner has the right to reliable and valid assessments that accurately measure their literacy skills.

Equitable Literacy Education

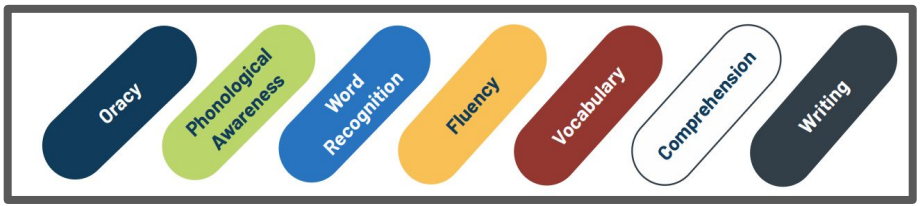
Overview


Vision and Purpose
Illinois Comprehensive Literacy Plan
Student Instruction
GOAL 1: Every student receives high-quality, evidence-based literacy instruction.
Professional Learning
GOAL 2: Every educator is prepared and continuously supported to deliver high-quality, evidence-based literacy instruction.
Leadership
GOAL 3: Every leader is equipped to create, maintain, and sustain equitable conditions for high-quality, evidence-based literacy instruction.
Workbook
Every education system is transformed for literacy success.
1
2
3
4
5
Tools and Resources

3 Key Goals



7 Components of Literacy



2024 Illinois Comprehensive Literacy Plan

02

Where are we now?

Board Policy 7:12 Ensuring Racial and Educational Equity

A: Equitable Access

"D97 shall provide every student with equitable access to high-quality instruction, culturally relevant curriculum, grade appropriate assignments, high expectations, facilities, and other educational resources necessary for them to succeed."

C: Eliminating Disproportionality

"District 97 will eliminate disproportionality in discipline, especially by race/ethnicity and gender, and support students' social, emotional, and cultural needs. The District shall achieve this through measures such as a district-wide emphasis on social-emotional learning and supports and culturally responsive teaching pedagogy."

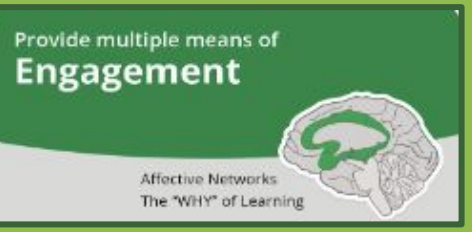
F: Professional Development

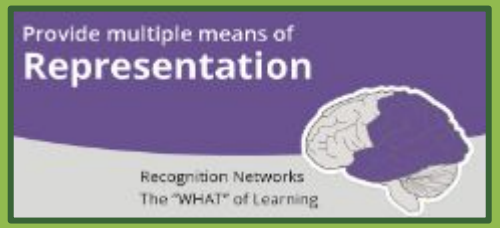
"Our staff will also undergo training on the importance and value of a curriculum that is culturally relevant and not based on euro-centric traditions that have historically permeated all of our curricula. Teachers will continue to undergo training on effective in-class learning differentiation."

H: Recognizing and Valuing Diversity

"The District shall incorporate teaching and learning materials and assessments that are intentionally designed to reduce bias and are geared toward the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member."

UDL & D97's Approach to Literacy Instruction





- Provide the opportunity for all students to access, participate in, and progress in the English language arts core curriculum by reducing barriers to instruction
- Incorporate multiple means of engagement, representation, and expression to create inclusive learning environments where all students develop a strong foundation in literacy while fostering a lifelong love for reading and learning
- Ensure that every student has access to appropriate resources, strategies, and scaffolding, enabling them to progress in their literacy development

D97 Beliefs about Literacy IN ACTION

EC-5th Grade Teachers participate in Literacy Choice Sessions on Institute Day 3/19

We expect

all students to demonstrate competency in the foundational skills of reading and recognize that instruction and collective teacher efficacy are primary and resources are secondary

We invest

in ongoing professional learning opportunities to expand teachers' knowledge of evidence-based instructional practices for supporting emergent readers

D97 Beliefs about Literacy IN ACTION

K-5 ELA Committee engage in Vendor Presentations of Resources

We value

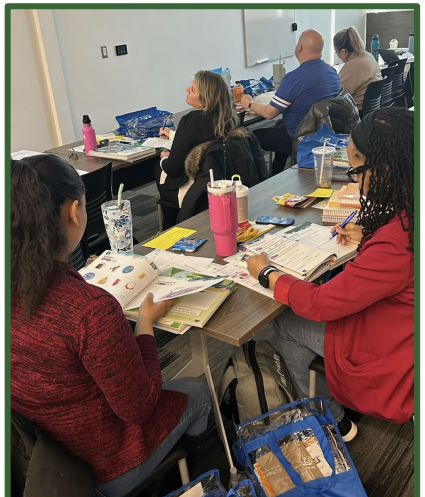
the expertise of practitioners closest to student experience so we engage them in the national debate around literacy instruction

We recognize

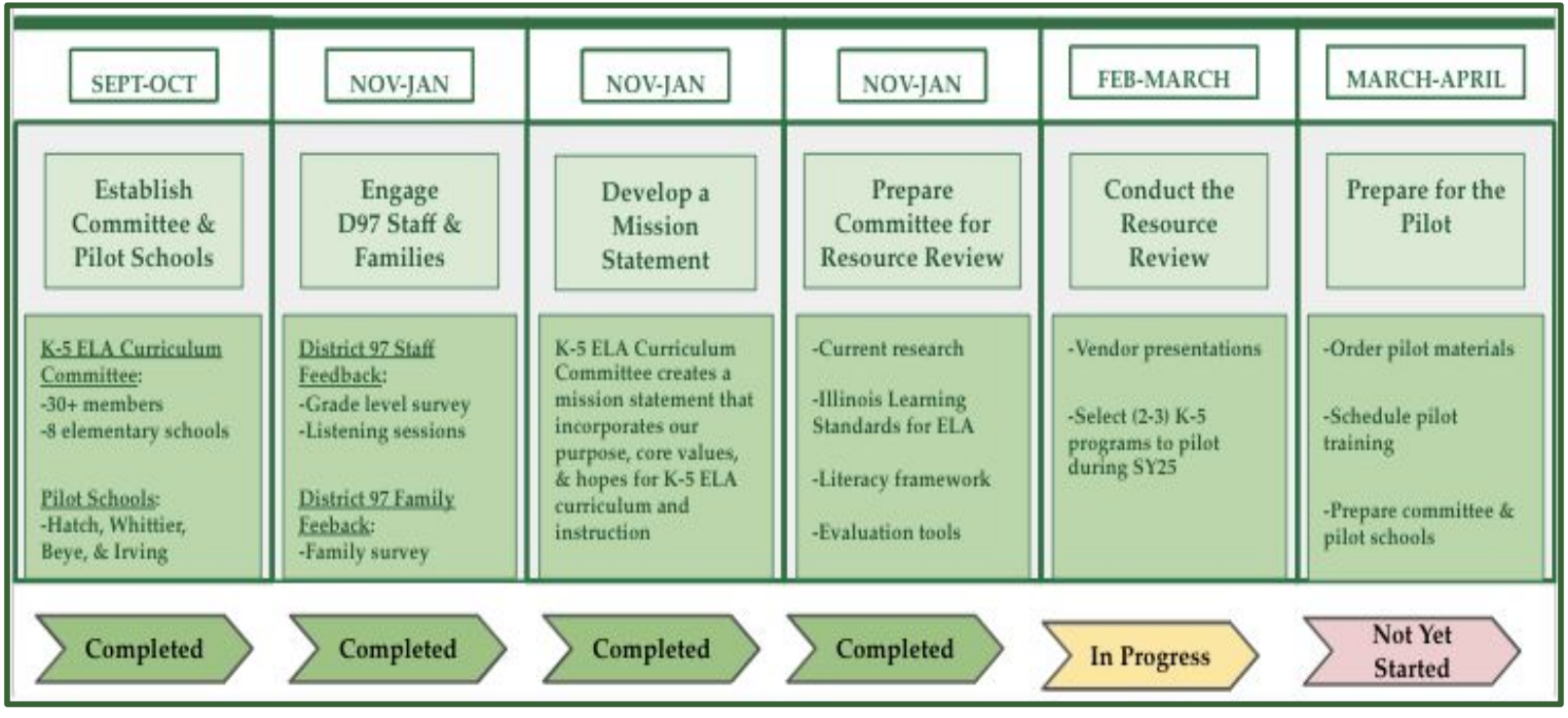
that strong adult practices in core instruction which support students in our focal cohort will result in positive outcomes for all students

We design

school improvement logic models which engage teacher leaders and early literacy teachers in identifying resources and professional learning opportunities to inform future curricular review decisions



K-5 ELA Resource Review Timeline



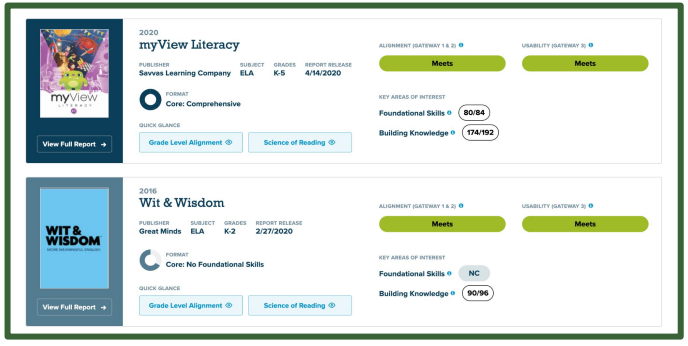
3 Stage Process:
K-5 ELA Resource Selection

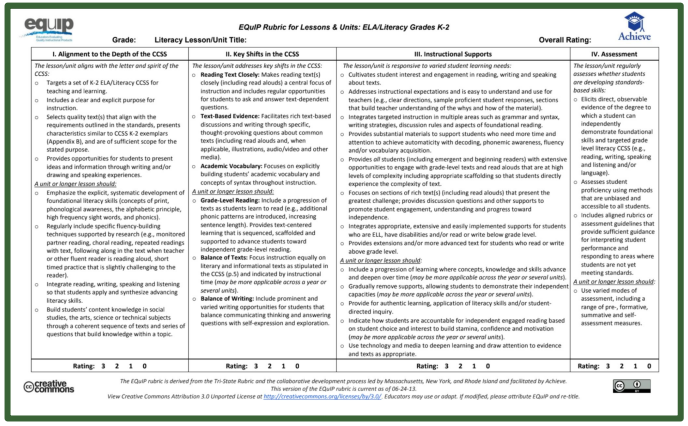
Stage 1	Stage 2	Stage 3
Identify Resources to Review	Select Resources to Pilot	Conduct Pilot and Gather Data

3 Stage Process: K-5 ELA Resource Selection

Stage 1: Identify Resources to Review

- Gather ELA resource recommendations from various stakeholders and school districts
- Provide a survey of questions to all vendors (standard & current research alignment, instructional approach, assessment, culturally responsiveness, evidence-based, technology integration, & professional learning)
- Utilize EdReports to identify resources that *Meet Expectations*
- Score vendor survey responses & identify 5-6 vendors to present to the committee





EQuIP Rubric for Lessons & Units: ELA/Literacy Grades K-2

Grade: Literacy Lesson/Unit Title: Overall Rating:

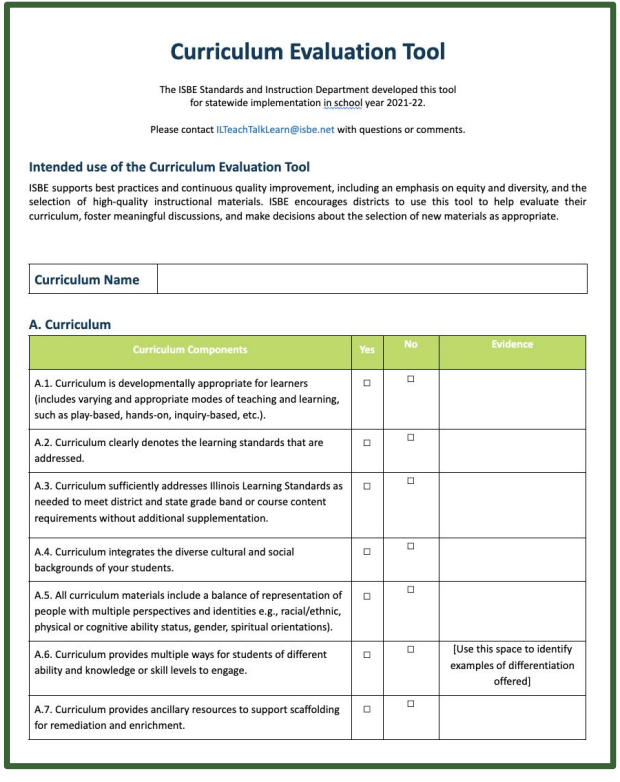
I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
The lesson/unit aligns with the letter and spirit of the CCSS: ○ Targets a set of K-2 ELA/Literacy CCSS for teaching and learning. ○ Includes a clear and explicit purpose for instruction. ○ Selects quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to CCSS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose. ○ Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences. *A unit or longer lesson should:* ○ Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics). ○ Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader). ○ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ○ Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic.	*The lesson/unit addresses key shifts in the CCSS:* ○ **Reading Text Closely:** Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions. ○ **Text-Based Evidence:** Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media). ○ **Academic Vocabulary:** Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction. *A unit or longer lesson should:* ○ **Grade-Level Reading:** Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading. ○ **Balance of Texts:** Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time *(may be more applicable across a year or several units).* ○ **Balance of Writing:** Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration.	*The lesson/unit is responsive to varied student learning needs:* ○ Cultivates student interest and engagement in reading, writing and speaking about texts. ○ Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material). ○ Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading. ○ Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition. ○ Provides all students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text. ○ Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence. ○ Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level. ○ Provides extensions and/or more advanced text for students who read or write above grade level. *A unit or longer lesson should:* ○ Include a progression of learning where concepts, knowledge and skills advance and deepen over time *(may be more applicable across the year or several units).* ○ Gradually remove supports, allowing students to demonstrate their independent capacities *(may be more applicable across the year or several units).* ○ Provide for authentic learning, application of literacy skills and/or student-directed inquiry. ○ Indicate how students are accountable for independent engaged reading based on student choice and interest to build stamina, confidence and motivation *(may be more applicable across the year or several units).* ○ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.	*The lesson/unit regularly assesses whether students are developing standards-based skills:* ○ Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy CCSS (e.g., reading, writing, speaking and listening and/or language). ○ Assesses student proficiency using methods that are unbiased and accessible to all students. ○ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards. *A unit or longer lesson should:* ○ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

The EQuIP rubric is derived from the Tri-State Rubric and the collaborative development process led by Massachusetts, New York, and Rhode Island and facilitated by Achieve.
This version of the EQuIP rubric is current as of 06-24-13.
View Creative Commons Attribution 3.0 Unported License at http://creativecommons.org/licenses/by/3.0/. Educators may use or adapt. If modified, please attribute EQuIP and re-title.

3 Stage Process: K-5 ELA Resource Selection

Stage 2: Select Resources to Pilot

- Conduct vendor presentations for 5-6 resources
- Explore resources & demo accounts provided by each vendor
- Rate each resource utilizing the ISBE Curriculum Evaluation Tool (CET)
- Utilize a decision-making protocol to select 2-3 resources to pilot



Curriculum Evaluation Tool

The ISBE Standards and Instruction Department developed this tool for statewide implementation in school year 2021-22.

Please contact ILTeachTalkLearn@isbe.net with questions or comments.

Intended use of the Curriculum Evaluation Tool

ISBE supports best practices and continuous quality improvement, including an emphasis on equity and diversity, and the selection of high-quality instructional materials. ISBE encourages districts to use this tool to help evaluate their curriculum, foster meaningful discussions, and make decisions about the selection of new materials as appropriate.

Curriculum Name	

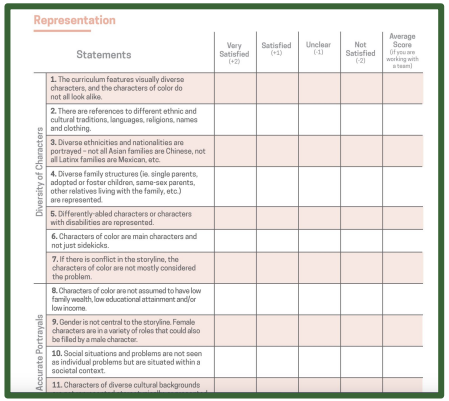
A. Curriculum

Curriculum Components	Yes	No	Evidence
A.1. Curriculum is developmentally appropriate for learners (includes varying and appropriate modes of teaching and learning, such as play-based, hands-on, inquiry-based, etc.).	☐	☐	
A.2. Curriculum clearly denotes the learning standards that are addressed.	☐	☐	
A.3. Curriculum sufficiently addresses Illinois Learning Standards as needed to meet district and state grade band or course content requirements without additional supplementation.	☐	☐	
A.4. Curriculum integrates the diverse cultural and social backgrounds of your students.	☐	☐	
A.5. All curriculum materials include a balance of representation of people with multiple perspectives and identities e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).	☐	☐	
A.6. Curriculum provides multiple ways for students of different ability and knowledge or skill levels to engage.	☐	☐	[Use this space to identify examples of differentiation offered]
A.7. Curriculum provides ancillary resources to support scaffolding for remediation and enrichment.	☐	☐	

3 Stage Process: K-5 ELA Resource Selection

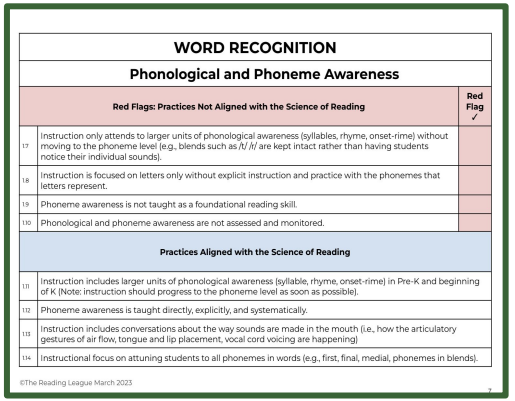
Stage 3: Conduct Pilot and Gather Data

- Conduct pilot of 2-3 resources at the selected pilot schools
- Gather feedback from teachers, students, & families
- Analyze pre/post assessment data
- Rate each resource utilizing evaluation tools (EQuIP Rubric, The Reading League Curriculum Evaluation Guide, Culturally Responsive Curriculum Scorecard, & ISBE rubric - *released 7/24*)
- Utilize a research-based framework to determine resources to recommend for adoption



Representation

	Statements	Very Satisfied (+2)	Satisfied (+1)	Unclear (-1)	Not Satisfied (-2)	Average Score (if you are working with a team)
Diversity of Characters	1. The curriculum features visually diverse characters, and the characters of color do not all look alike.					
	2. There are references to different ethnic and cultural traditions, languages, religions, names and clothing.					
	3. Diverse ethnicities and nationalities are portrayed - not all Asian families are Chinese, not all Latinx families are Mexican, etc.					
	4. Diverse family structures (ie. single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented.					
	5. Differently-abled characters or characters with disabilities are represented.					
	6. Characters of color are main characters and not just sidekicks.					
	7. If there is conflict in the storyline, the characters of color are not mostly considered the problem.					
Accurate Portrayals	8. Characters of color are not assumed to have low family wealth, low educational attainment and/or low income.					
	9. Gender is not central to the storyline. Female characters are in a variety of roles that could also be filled by a male character.					
	10. Social situations and problems are not seen as individual problems but are situated within a societal context.					
	11. Characters of diverse cultural backgrounds					



WORD RECOGNITION

Phonological and Phoneme Awareness

	Red Flags: Practices Not Aligned with the Science of Reading	Red Flag ✓
1.7	Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as /t/ /r/ are kept intact rather than having students notice their individual sounds).	
1.8	Instruction is focused on letters only without explicit instruction and practice with the phonemes that letters represent.	
1.9	Phoneme awareness is not taught as a foundational reading skill.	
1.10	Phonological and phoneme awareness are not assessed and monitored.	
	Practices Aligned with the Science of Reading	
1.11	Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) in Pre-K and beginning of K (Note: instruction should progress to the phoneme level as soon as possible).	
1.12	Phoneme awareness is taught directly, explicitly, and systematically.	
1.13	Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placement, vocal cord voicing are happening)	
1.14	Instructional focus on attuning students to all phonemes in words (e.g., first, final, medial, phonemes in blends).	

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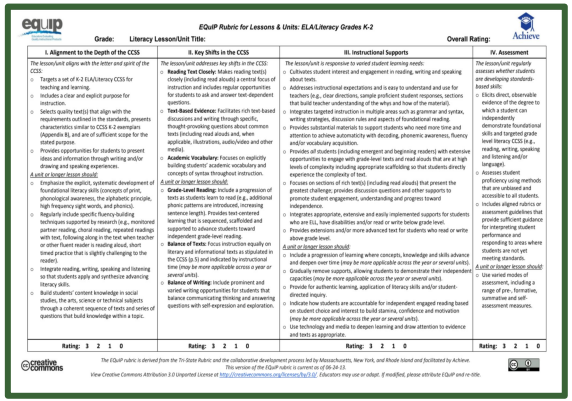

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Literacy Considerations for K–5 Multilingual Learners

- **K-5 ELA Resource Review** is guided by the Illinois Comprehensive Literacy Plan 2024 that includes specific Multilingual considerations for each of the 7 Literacy Components

- **Institute Day Choice Sessions** are geared towards teachers who support Spanish Immersion and Multilingual Learners

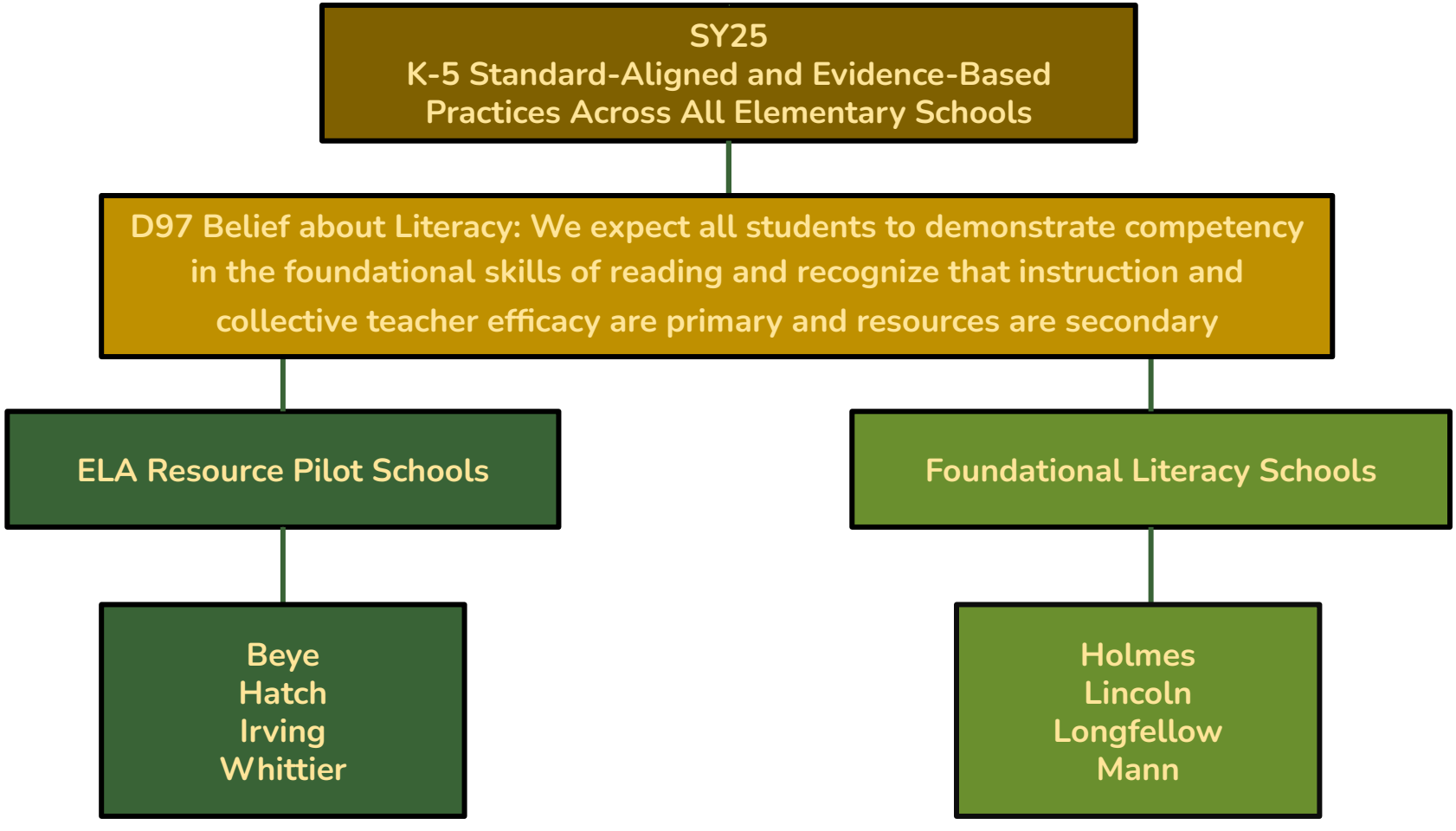
- **K-5 ELA Curriculum Committee** is comprised of representatives from all 8 elementary schools, including Spanish Immersion teachers

- **Evaluation tools** used to review K-5 ELA resources focus on providing appropriate accommodations and/or modifications to support active participation in learning. Some examples include:
  - Opportunities are identified for building background knowledge in a students' home language whenever possible
  - Supports (descriptions, pictures, or gestures) are used to teach or confirm the meaning of decoded word(s)
  - Instruction in English language development (ELD) and acquisition is included to support vocabulary, reading comprehension, and continued reading and writing development
  - Culturally responsive teaching strategies and student texts

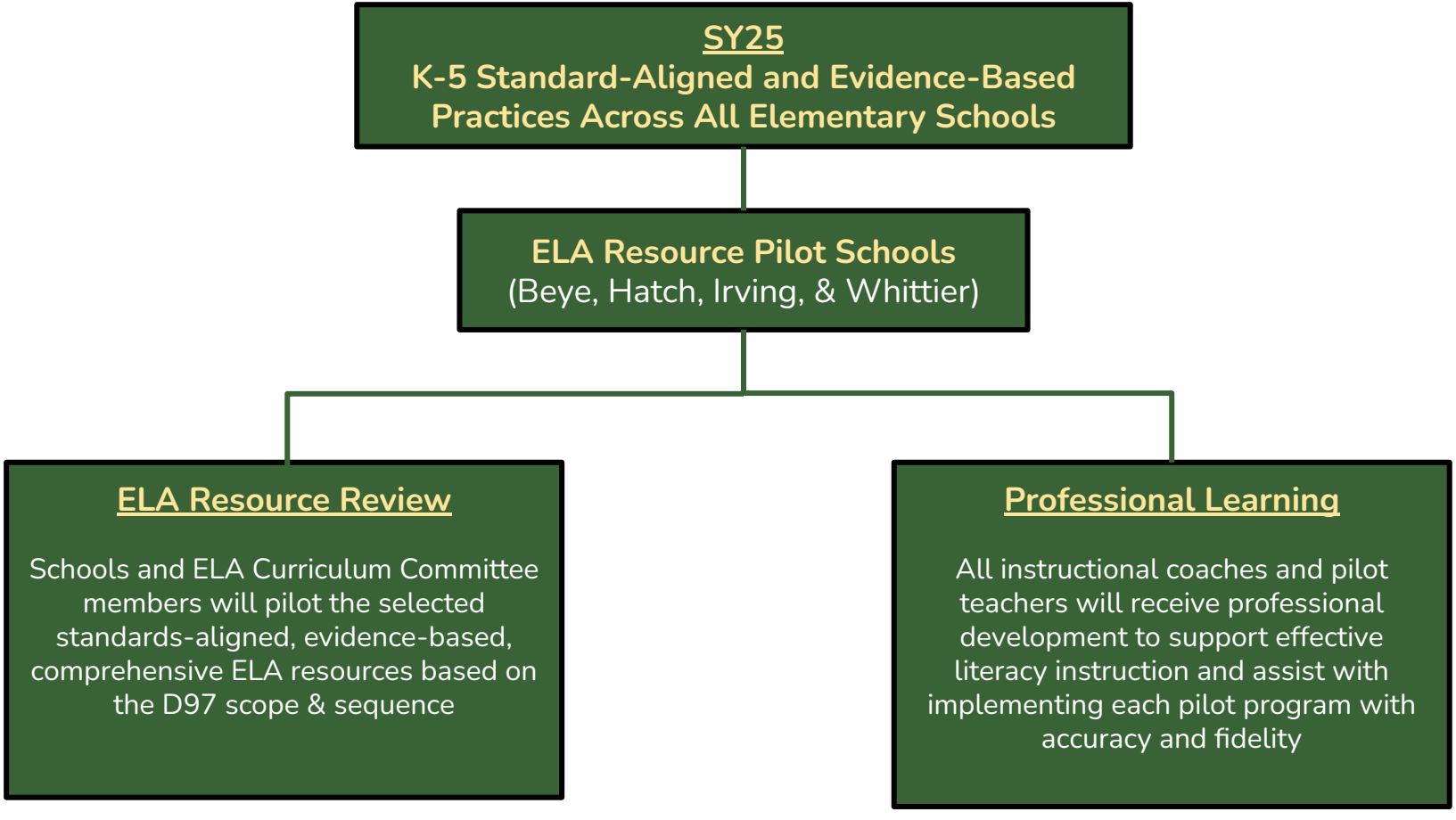
03

Where are we going?

Transforming K-5 Literacy Practices in D97



Transforming K-5 Literacy Practices in D97



Transforming K-5 Literacy Practices in D97

SY25
K-5 Standard-Aligned and Evidence-Based Practices Across All Elementary Schools

Foundational Literacy Schools
(Holmes, Lincoln, Longfellow, & Mann)

Bucket #1

Design and implement a K-2 phonics scope and sequence to increase students' foundational skills

Bucket #2

Implement supplemental resources to support early literacy instruction in grades K-2

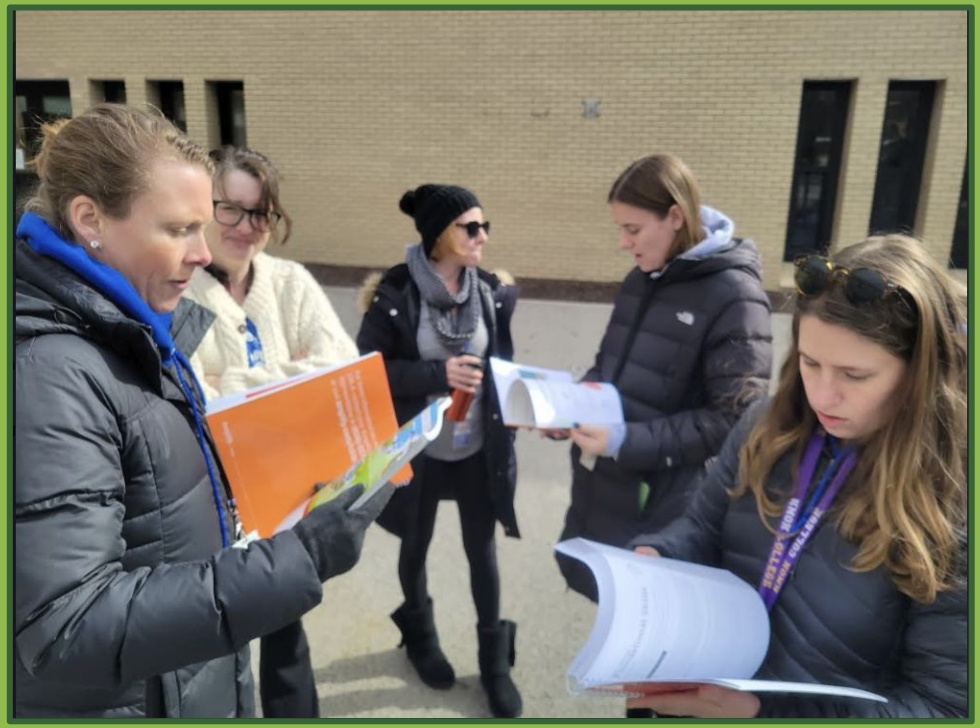
Bucket #3

Provide data-driven professional learning grounded in the 7 Components of Literacy and current research on evidence-based literacy instruction

Our Next Steps

- **Present** the K-5 ELA resources selected to pilot during SY24-25 during the April Board of Education meeting
- **Introduce** the K-2 phonics scope and sequence to increase students' foundational skills
- **Design** professional learning to support the 7 Components of Literacy and current research on evidence-based literacy instruction
- **Support** schools with building a shared understanding of the Illinois Comprehensive Literacy Plan to support high-quality, evidence-based literacy instruction

A Picture is Worth a Thousand Words



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Questions from the Board

In Love with Literacy:
Oak Park D97's Respect-the-Practitioners Approach to Early Literacy

Oak Park Elementary School District 97
Board of Education Meeting
Committee of the Whole
September 24, 2023

Patrick Robinson
Assistant Superintendent for Elementary Schools
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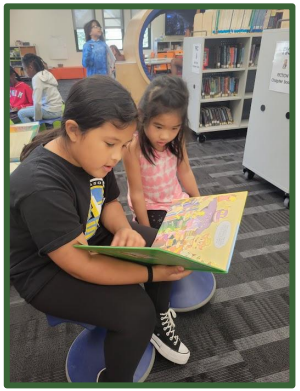
“When I think of all the books still left for me to read, I am certain of further happiness.”

– Jules Renard



Early Literacy in Oak Park District 97

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01

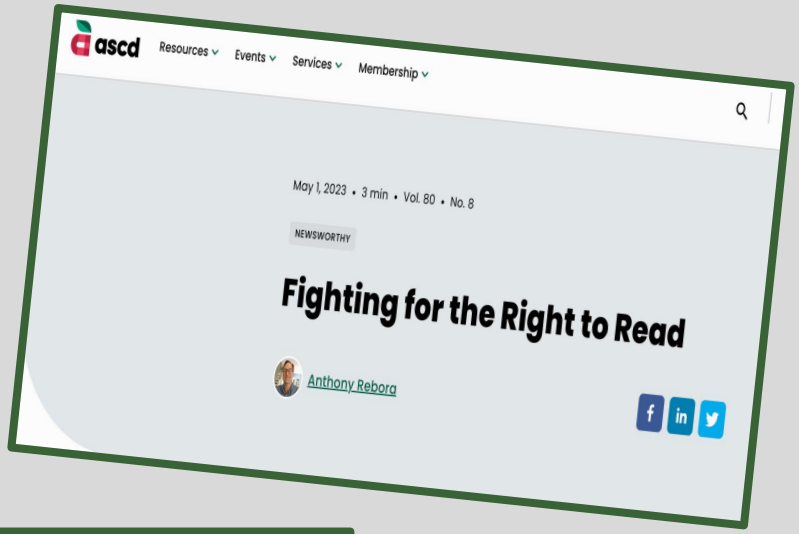
Our Beliefs

Oak Park District 97 Beliefs about Literacy

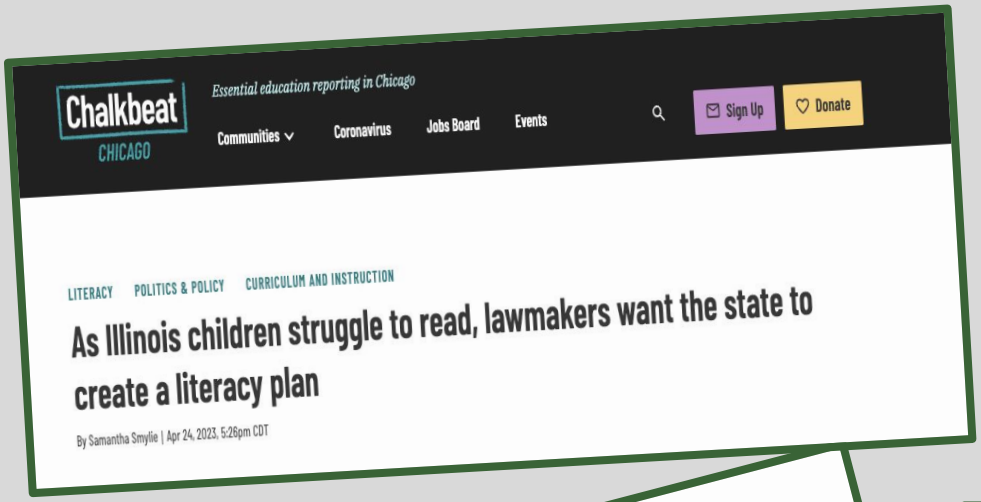
We value

the expertise of practitioners closest to student experience so we engage them in the national debate around literacy instruction

The National Debate



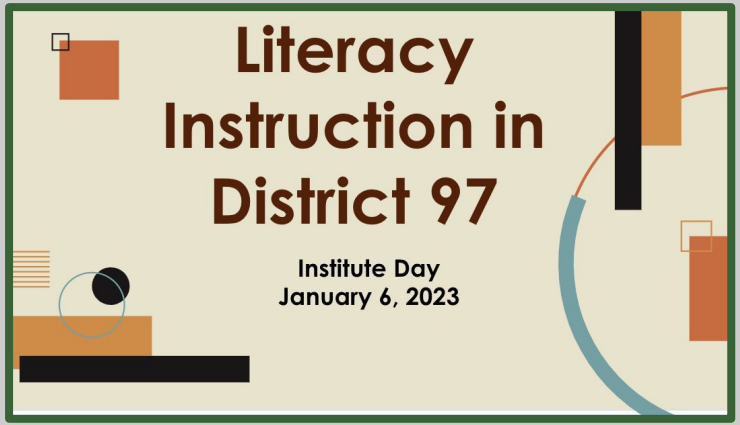
New Curricular Adoptions Across the Country



"More phonemic resources would be super helpful for both small group and whole group instruction."

"I have implemented many hands on activities to promote daily phonics instruction. If I continue to do this I feel the children will continue to progress in this area!"

"We break our students into groups according to data. Each group is taught explicitly to their needs."



"I'm teaching structured phonics lessons during small group. At this point I have targeted students who have the highest need. I would like to have access to more decodable texts. I would also LOVE to have LETRS training."

"I need a better understanding of how to teach phonemic awareness and a resource to look towards that will help students succeed."

"Using other supplementary items such as the use of Fundations, Heggerty has really strengthened my students' phonics and phonemic awareness skills. Also doing hands-on centers and activities with words and letters."

"I need to supplement Units of Study quite a bit. Students need explicit instruction in encoding and decoding which UOS doesn't address as much. I supplement with lessons that focus on sight words and sight word review. Also, I supplement quite a bit with building background knowledge and vocabulary."

Oak Park District 97 Beliefs about Literacy

We expect

all students to demonstrate competency in the foundational skills of reading and recognize that instruction and collective teacher efficacy are primary and resources are secondary

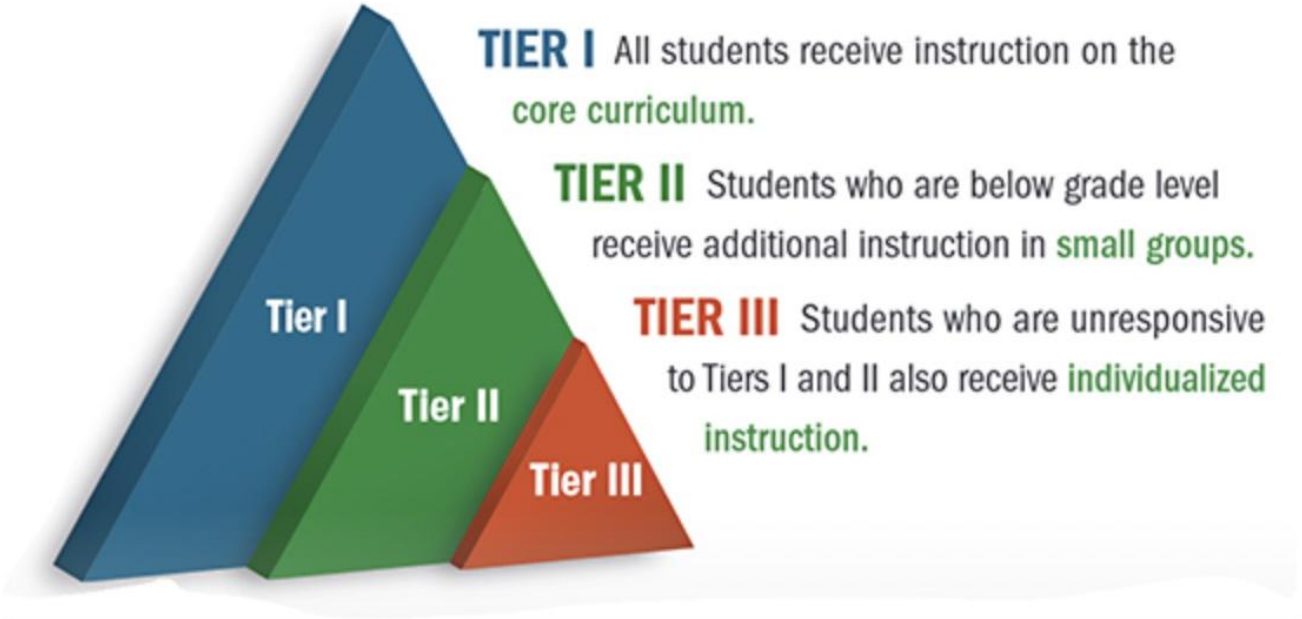
D97 Reading Foundational Skills, Resources & Instructional Strategies

Daily Time Allotment	Reading Foundational Skill Standard	D97 Curricular Resource/Instructional Strategies
30-45 minutes	• RF.1 - Print Concepts	• Reading Units of Study • Shared Reading
10-15 Minutes	• RF.2 - Phonological Awareness	• Heggerty Phonemic Awareness
20-30 minutes	• RF.3 - Phonics & Word Recognition	• Phonics Units of Study • Words Their Way
45 minutes	• RF.4 - Fluency	• Reading Units of Study • 1:1 conferencing • Small Group Instruction

Oak Park District 97 Beliefs about Literacy

We recognize

We recognize that strong adult practices in core instruction which support students in our focal cohort will result in positive outcomes for all students

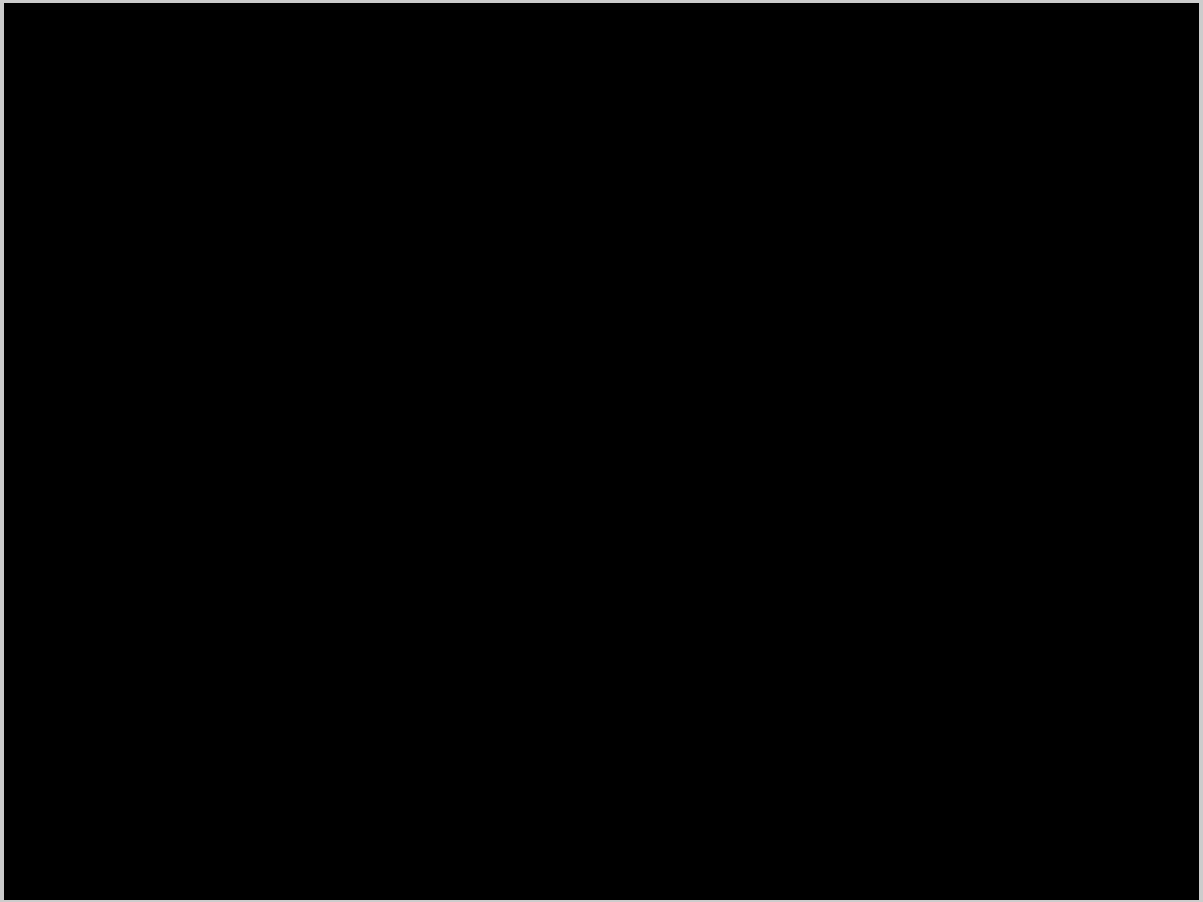


RTI frameworks have three tiers of support.
Source: https://ies.ed.gov/ncee/edlabs/pdf/RELMW_1460RTI.pdf.

Oak Park District 97 Beliefs about Literacy

We invest

in ongoing professional learning opportunities to expand teachers' knowledge of evidence-based instructional practices for supporting emergent readers



Oak Park District 97 Beliefs about Literacy

We design

school improvement logic models which engage teacher leaders and early literacy teachers in identifying resources and professional learning opportunities to inform future curricular review decisions

Opportunity Statement: [What are you doing to **change adult practices in core instruction** to support the success of **students in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. Why do you believe it will work?]

School

Area

Resources	Actions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcome
hat resources do we have in place to pport focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohort?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
			[This will be given to you]	[This will be given to you]	[This will be given to you]

This Opportunity Statement should be completed and tailored to your school/teams.

These yellow (process) columns will be completed by your team(s)

Engage professionals who know the standards and know their students in an authentic logic model school improvement process.

*We value the voices of early literacy teachers in decision-making

Opportunity Statement: What are you doing to **change adult practices in core instruction** to support the success of **students in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. Why do you believe it will work?

	Resources	Actions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcomes
	(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohort?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
Holmes - First Grade	1) Collaborative Team Meetings 2) Essential Standards 3) MTSS and Title 1 interventionists 4) High quality and engaging Tier 1 instruction. -supplemental phonics resource -sight words -Heggerty -diverse texts -developmentally appropriate supplemental writing resources 5) Project based Learning 6) Professional Development for highly effective instructional strategies 7) iReady	**Creating an agenda to analyze data trackers of focal cohorts' progress towards meeting essential standards** • **Data protocols to analyze CFAs & iReady diagnostic progress in order to discuss & make next step action plans** • **Phonics** **Effectively utilize school staff to pre-teach, reteach, & celebrate skills needed to successfully meet essential standards.** Classroom & student goal setting to monitor essential standards **Celebrate progress towards mastery of goals** Collaboration of teacher teams and instructional coach to incorporate PBL & research based instructional practices (staff meetings, weekly update, coaching collaboration meetings) **Utilize iReady assessments & lesson plans to determine learning needs for upcoming grade level content**	Collaborative meeting agendas with notes & next steps. **Updated data trackers.** **Unit plans that include pre teaching, reteaching, and extension activities in response to data analysis.** Individual & class goal setting evidence. **Formal & informal celebrations recognizing students meeting and exceeding goals.** Students meeting or exceeding projected growth in iReady.	Teachers are able to name and understand the priority ELA Learning Standards. Students in the focal cohort understand priority standards, how to successfully demonstrate mastery, and why they are important. Families of students in the focal cohort understand the grade-level ELA priority standards for which we expect mastery.	Teachers will plan and deliver rigorous and equitable instructional tasks that are aligned to priority standards. Students in the focal cohort successfully demonstrate mastery on priority standards as evidenced by formative & summative classroom assessments, normed assessments, such as NWEA MAP and AimsWeb Plus, *and one out-of-school format** Families and teachers of students in the focal cohort collaborate to develop school-home partnerships in utilizing resources and priority learning	**65% proficient in ELA**, as measured by iReady

02

Where have we been?

Our Journey

Adopted K-5 ELA Resources

SY16-17 adopted Lucy Calkins Units of Study to establish common written curriculum and instructional materials district-wide

Implemented Tier 1 Supplemental Resources & PD

Established a Word Study Committee to select supplemental resources to strengthen students' foundational skills *(Heggerty Phonemic Awareness, Phonics Units of Study, & Words Their Way)*

1

2

3

4

Discovered Gaps in Foundational Skills

Identified gaps in students' reading foundational skills (phonological & phonemic awareness and phonics)

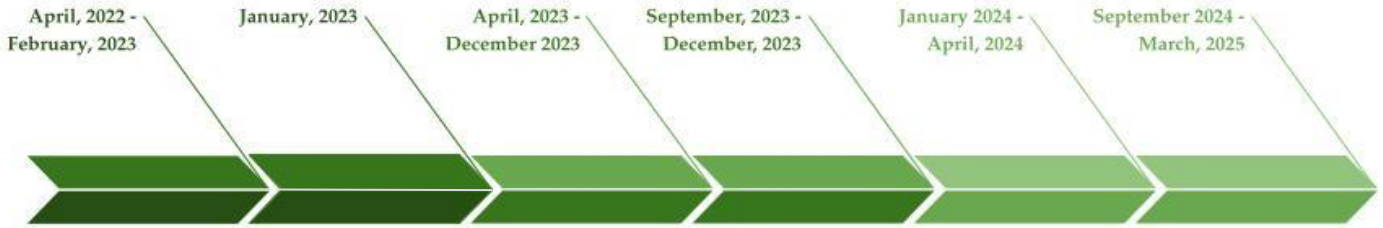
Engaged in Universal Design for Learning

Created a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided a variety of options when demonstrating their learning

03

Where are we going?

Timeline



Dyslexia Awareness Committee

Engaged with a committee of families & community members who had a vested interest in ensuring that the district's approach to literacy instruction is informed by their lived experiences as well as developing learning for families in the area of dyslexia.

Institute Day K-2 Session

Revisited the components of effective literacy instruction, shared early literacy research, and provided time for teachers to engage in dialogue on their instructional practices.

K-2 Phonics Ad Hoc Committee

Continue to engage with early grade literacy teachers and language arts specialists to review the scope and sequence of each existing curricular resource, realign each resource to the Reading Foundational Standards, and leverage research around best practices to bridge resource gaps for grades K-2.

Logic Model Data Collection & Teacher Feedback

Utilize the Logic Model to explore teachers' ideas and perspectives on effective literacy instruction, K-5 ELA resources to inform future curricular review decisions, and professional learning opportunities for teachers.

K-5 ELA Resource Review

Conduct a review in collaboration with the ELA Curriculum Committee of standards-aligned, research based ELA curricular resources and select resources to pilot in SY 2024-2025.

K-5 ELA Pilot & Adoption

Facilitate a pilot of standards-aligned, research based ELA curricular resources and identify resources to recommend to the Board of Education for adoption and district-wide implementation in SY 2025-2026.

04

Questions from the Board

Thank You!