



To: Harlem Board of Education
Dr. Terrell Yarbrough, Superintendent
Josh Aurand, Assistant Superintendent for Business and Operations

From: Michelle Erb, Assistant Superintendent of Curriculum & Instruction
Heidi Lange, Director of Student Support Services
Rebecca Logan, Director of Elementary Education
Shannon Rice, Assistant Director of Student Support Services
Ana Luisa Dominguez, Director of Multicultural Education
Jacob Hubert, Director of Secondary Education

Re: Professional Development

Effective curriculum implementation necessitates comprehensive staff training and ongoing support. To ensure a successful launch, We have developed a strategic, multi-faceted professional development plan:

Into Reading

1. **Initial Virtual Training:** A two-hour virtual "Getting Started" session will be conducted during the April School Improvement Planning (SIP) day, providing foundational knowledge of the new curriculum. Following this, our Professional Development Specialists (PDS) will facilitate extended exploration and application activities. This initial two hour virtual training is included as part of the curriculum material purchase.
2. **Getting Started Back to School Training:** We request Board approval for two in-person training days, for a total of four three-hour sessions, to be held in August. These sessions will provide an opportunity for deeper engagement with the curriculum materials and facilitate initial planning and preparation when materials are in-hand.
3. **Ongoing Specialist Support via Coachly:** To empower our PDS in their building-level implementation efforts, we seek Board approval for the purchase of Coachly licenses. This platform will provide PDS with direct access to Into Reading specialists, enabling timely resolution of implementation-related inquiries and supporting their coaching of teachers. This provides access to the Into Reading Specialist with unlimited support and virtual meetings.
4. **On-Site Coaching and Feedback:** We propose four in-person coaching days with an Into Reading Specialist. During these visits, the specialist, in collaboration with PDS and administrators, will observe classroom instruction, providing targeted feedback, suggestions, and instructional strategy recommendations to enhance curriculum



implementation.

While the curriculum provider offers a broader range of professional development opportunities, this proposal represents the minimum level of support deemed essential for a successful and sustainable curriculum rollout.

Funding Source: Title II \$25,180 and \$4,000 from the Illinois Literacy Grant

HMH Arriba la Lectura: Professional Development

Successful curriculum implementation depends on well-rounded staff training and continuous support. We have created a professional development plan to facilitate a smooth rollout that equips educators with the necessary tools and guidance.

1. **Initial Virtual Training:** Before the end of the school year, a two-hour virtual "Getting Started" session provides foundational knowledge of the new SLA curriculum. Following this, our Professional Development Specialists (PDS) will facilitate extended exploration and application activities. This initial two-hour virtual training is included as part of the curriculum material purchase.
2. **Getting Started Back to School Training:** We request Board approval for one in-person training day to be held in August. These sessions will provide an opportunity for deeper engagement with the curriculum materials and facilitate initial planning and preparation when materials are in-hand.
3. **Ongoing Specialist Support via Coachly:** To empower our building-level implementation efforts, we seek Board approval for the purchase of Coachly licenses. This platform will provide PDS and other school leaders with direct access to Arriba la Lectura specialists, enabling timely resolution of implementation-related inquiries and supporting their coaching of HoLA teachers. This provides access to the Arriba la Lectura Specialist with unlimited support and virtual meetings.
4. **On-Site Coaching and Feedback:** We propose two in-person coaching days with an Arriba la Lectura. During these visits, the specialist, in collaboration with PDS and administrators, will observe classroom instruction, providing targeted feedback, suggestions, and instructional strategy recommendations to enhance curriculum implementation.

Funding Source: Title II (\$10,060) & Title III (\$4,000)

LETRS

LETRS (Language Essentials for Teachers of Reading and Spelling), developed by literacy experts and consultants Louisa Moats and Carol Tolman, provides comprehensive training on the essential components of literacy instruction. The program equips educators with a deep understanding of *what* literacy skills to teach, *why* these skills are critical, and *how* to effectively plan and deliver instruction, grounded in the science of reading research. This training aligns with our previously shared plan to enhance the literacy expertise of our special education staff



while continuing to support our general education teachers, focusing on instructional practices informed by the science of reading.

To date, we have successfully trained over 100 teachers and administrators across three cohorts, with overwhelmingly positive participant feedback. Our district is now positioned to expand this training initiative through Becky Logan and Shannon Rice, who have recently completed LETRS Facilitator certification, which was requested and approved through the Board last spring. This certification enables them to deliver the required in-person learning components that complement the online licenses.

Therefore, we propose the initiation of new LETRS cohorts, encompassing educators and administrators from elementary through high school levels, with a targeted emphasis on special education at the middle and high school levels.

Cost and Funding Source

Quantity	Description	Per Participant Cost	Total Cost
47	LETRS Online Course & Material Bundle	\$798	\$37,506

*Note - the per participant cost has not changed over the last two years.

Funding would be paid through a combination of Title II (\$11,970) & IDEA (\$25,536) funds.

CommonLit 360 Pro

- 1. Exploration of Curriculum and Platform Beyond Pilot:** Middle School and High School staff will be provided with at least 2.5 hours of time to explore the curriculum and view recommended on-demand PD implementation videos and provided through the website. Staff will be able to adapt curriculum documents for next school year.
- 2. Jump Start Day 1 Training:**
 - a. Introduction to CommonLit 360
 - b. Getting Ready to Teach Unit 1
 - c. Best Practices for Teaching a CommonLit 360 Reading Lesson
 - d. Preparing to Teach a CommonLit 360 Reading Lesson
- 3. Jump Start Day 2 Training:**
 - a. Best Practices for Teaching a CommonLit 360 Writing Lesson
 - b. Beyond Reading and Writing: Related Media Explorations, Discussion Lessons and Vocabulary in CommonLit 360
 - c. Structured and Supported Planning Time
- 4. Four Live, virtual professional development sessions throughout the year**



5. Access to On-Demand Professional Development Portal

6. Access to CommonLit Webinars

As a school that is receiving school-improvement grant funds from the state, Harlem Middle School will receive all professional development options identified.

Funding Source: SIG Grant Funds \$12,000

Harlem High School will receive all professional development opportunities except Jump Start Day 2.

Funding Source: Title II \$6,000

