

In Love with Literacy

UPDATE

District 97

K-5 ELA Resource

Recommendation for Adoption

Oak Park Elementary School District 97

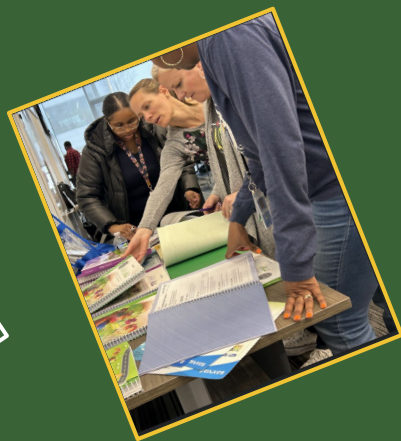
Board of Education

Committee of the Whole Meeting

April 22, 2025



"The presentation of data
and the protocol for making
the decision was
well-executed."



"I strongly encourage you
to join the Math
Committee. I really felt
like my voice was heard
and that it counted."



What's the big idea?

"Piloting is hard!
I have great empathy for those who did
not walk away with their first choice.
That said, I think people walked away
knowing it was fair."



Presenters

Mr. Patrick Robinson

Assistant Superintendent for Elementary
Schools

Dr. Tawanda Lawrence

Senior Director of
Teaching and Learning

Ms. Jennifer Logan

Curriculum Coordinator (Pre-K-5)

Dr. Anna Colaner

Senior Director of
Data Analytics and Research

Ms. Cheryl Sullivan

Beye Elementary School Principal

Ms. Susan Mura

Irving Elementary School Principal

Ms. Betsy Parkinson

Irving Elementary Instructional Coach
ELA Curriculum Committee

Dr. Juan Carlos Domecq

Lincoln Elementary School
ELA Curriculum Committee

Ms. Sheila Schrems

Longfellow Elementary School
ELA Curriculum Committee

Ms. Julia Stenger

Irving Elementary School
ELA Curriculum Committee

Ms. Mandy vonBokern

Beye Elementary School
ELA Curriculum Committee

Ms. Kara Sakellaris

Irving Elementary School
ELA Curriculum Committee

In Love with Literacy

District 97 K-5 ELA Resource Recommendation for Adoption **Agenda**

Our WHY

01

02

The Process

**Recommendation
for Adoption**

03

04

**Projected Budget &
Next Steps**



“ Teaching students to
read and write is a
teacher’s job. Teaching
students to love
reading and writing is
a teacher’s gift. ”

–Dale Lumpa

01

Our WHY



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."

EQUITABLE LITERACY EDUCATION

THE FRAMEWORK FOR TEACHING AT A GLANCE

DOMAIN 1

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy
- 1b Knowing and Valuing Students
- 1c Setting Instructional Outcomes
- 1d Using Resources Effectively
- 1e Planning Coherent Instruction
- 1f Designing and Analyzing Assessments

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
- 2b Fostering a Culture for Learning
- 2c Maintaining Purposeful Environments
- 2d Supporting Positive Student Behavior
- 2e Organizing Spaces for Learning



THE
DANIELSON
GROUP

DOMAIN 4

PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice
- 4b Documenting Student Progress
- 4c Engaging Families and Communities
- 4d Contributing to School Community and Culture
- 4e Growing and Developing Professionally
- 4f Acting in Service of Students

DOMAIN 3

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- 3e Responding Flexibly to Student Needs

Illinois Comprehensive Literacy Plan

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.

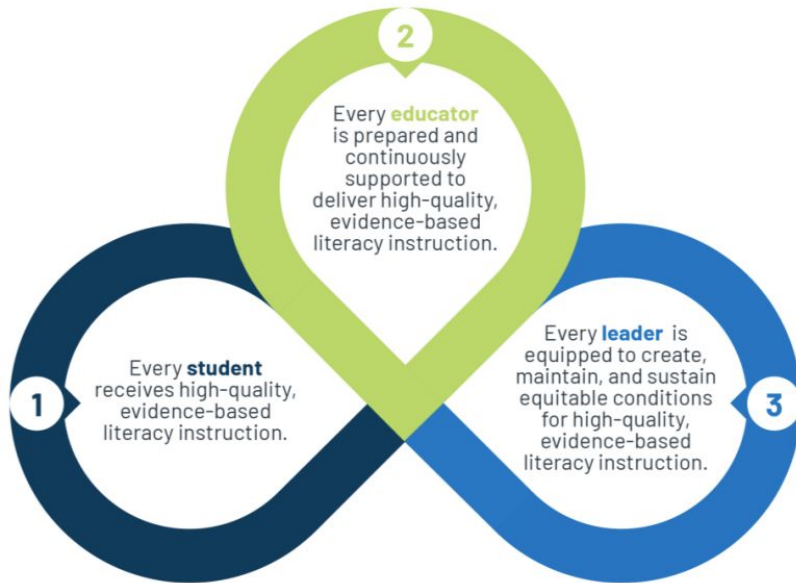
Every learner
has the right to be
empowered through
agency to self-
advocate within
supportive learning
environments.

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

Equitable Literacy Education

Illinois Comprehensive Literacy Plan

3 Key Goals

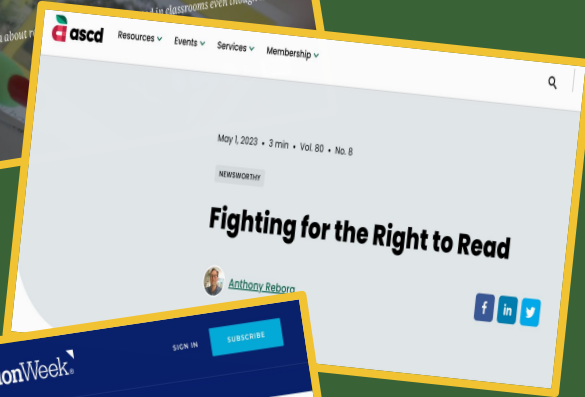


7 Components of Literacy



The National Debate

New ELA Resource 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."

Literacy Instruction in District 97

Institute Day
January 6, 2023

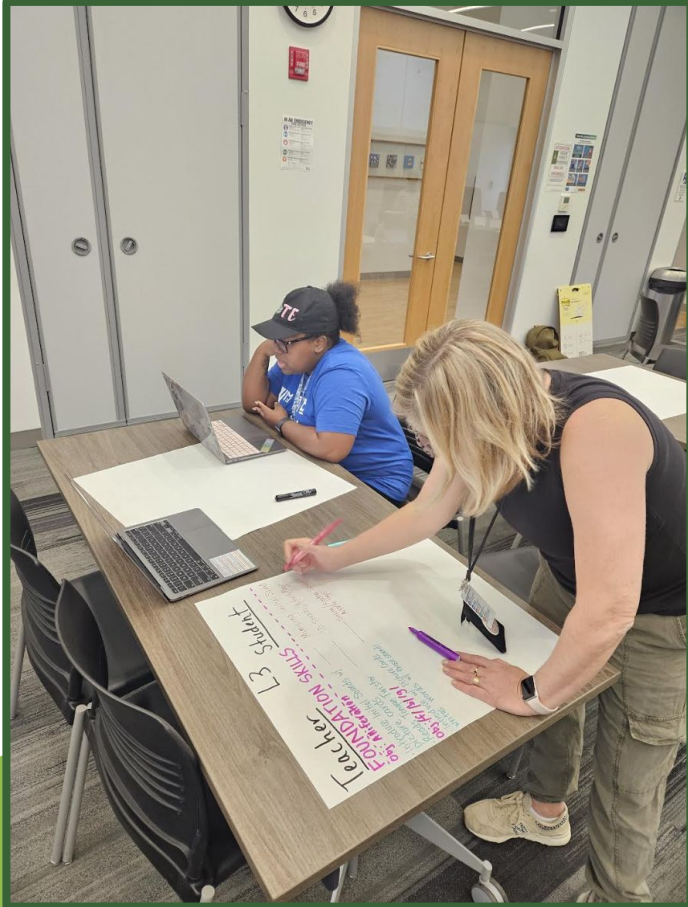
"I'm teaching structured phonics lessons during small group. At this point I have targeted students who have the highest need. I would like to have access to more decodable texts. I would also LOVE to have LETRS training."

"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 Foundations, 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."

Our Beliefs



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

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

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

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

Utilize the school improvement logic model process to engage teacher leaders and literacy teachers in identifying resources and professional learning opportunities for future curriculum review decisions.

02

The PROCESS



Resource Review Plan - SY23-24

Surveyed District 97 teachers and families to gather input on their students' needs and comprehensive, evidence-based ELA resources to review

Discussed school-based survey data with each Building Leadership Team to determine targeted support in the area of literacy

Collaborated with K-5 ELA Curriculum Committee in the following areas::

- Created a mission statement
- Identified comprehensive ELA resources for review
- Participated in vendor presentations
- Utilized evaluation tools to select three comprehensive resources to pilot for SY24-25

Pilot Plan - SY24-25

Identified pilot timeline, determined units of instruction to align with the scope and sequence, and communicated pilot process

Engaged in professional learning (initial, follow-up coaching, & learning walks) before & during the pilot of each resource

Gathered pre and post assessment data, teacher, family, and student survey data for each pilot resource

Analyzed pilot data (survey feedback, pre/post assessment, & family listening session) based on seven criteria to select a comprehensive K-5 ELA resource to recommend to the Board of Education for district adoption

03

Recommendation for Adoption



over
500
professional hours!



K-5 ELA Curriculum Committee

THANK YOU!!!

ELA Curriculum Committee Members *Brooks Feeder Schools*

Ruth Barker - Lincoln
Rachel Wheatley - Lincoln
Courtney Tyler - Lincoln
Laura Meglan - Lincoln
Juan Carlos Domecq - Lincoln
Don Shanahan - Lincoln
Valeria Garcia - Lincoln

Jennifer Jones - Hatch
Hannah Gallup - Hatch
Ellen Corcoran - Holmes
Marissa Pettenuzzo - Holmes
Anna Kalember - Holmes
Taylor Kula - Whittier
Caroline Baker - Whittier

ELA Curriculum Committee Members *Julian Feeder Schools*

Betsy Parkinson - Irving
Kara Sakellaris - Irving
Fran Sbarbaro - Irving
Shehara Brinson - Irving
Annie Planek - Irving
Julia Stenger - Irving
Lori Pelling - Irving

Mandy von Bokern - Beye
Sarah Adduci - Beye
Jessica Milburn - Beye
Sheila Schrems - Longfellow
Jen Buckley - Mann
Michelle Bolis - Mann
Karolyn Miller - Mann

K-5 ELA Pilot Schools

THANK YOU!!!

Brooks Feeder Schools

Hatch Elementary School

Sarah Mendez
Principal

Linda Chrystall
Instructional Coach

Jennifer Jones
Language Arts Specialist

Whittier Elementary School

Dr. Ashley Mosley
Principal

Chasity McComb-Williams
Assistant Principal

Meagan Roskos
Instructional Coach

Danielle Costanzo
Language Arts Specialist

Julian Feeder Schools

Beye Elementary School

Cheryl Sullivan
Principal

Erin Woodson
Instructional Coach

Katie Cairns
Language Arts Specialist

Irving Elementary School

Susan Mura
Principal

Kendra Simmons
Assistant Principal

Betsy Parkinson
Instructional Coach

Jennifer Richards
Language Arts Specialist



D97 K-5 ELA Mission Statement

Elementary students in D97 will engage in hands-on, student centered, learning experiences that are authentic, meaningful, and extend beyond the classroom.

Our students will become reflective communicators, readers, and writers through standards-aligned curriculum and instruction that includes: phonemic awareness, phonics, vocabulary, grammar, fluency, oracy, comprehension, and writing.

Students will be immersed in diverse texts that allow them to see themselves as well as the perspectives of others.

K-5 ELA Pilot Resources – SY24-25

September - October



November - January



February - March



Gathering Meaningful Feedback & Identifying a K-5 ELA Resource Recommendation

Data Sources

Surveys:

- Teacher Surveys
- Administrator & Instructional Coach Surveys
- Student Surveys
- Family Surveys

Pilot Unit Pre/Post Assessment

- SAVVAS myView/miVision
- HMH Into Reading/Arriba la Lectura
- Amplify CKLA/Caminos

Additional Feedback

- Family Listening Session
- Input from other school districts

Evaluation Tools

Evaluation Tools:

- Ed Reports
- ISBE Curriculum Evaluation Tool
- Educators Evaluating the Quality of Instructional Products Rubric
- The Reading League Curriculum Evaluation Guide
- Knowledge Matters Review Tool

7 Criteria

7 Criteria:

- D97 K-5 ELA Mission Statement
- IL Learning Standards for English Language Arts
- 7 Components of Literacy
- Instructional Approach
- Assessment
- Culturally Responsive
- Differentiation and Accessibility

Selection Process:

Rate each resource on a scale of 1 to 5 based on the 7 criterion

Program Decision-Making Matrix

	SAVVAS	HMH	Amplify
Average Weighted Program Criteria Score Summative value indicates the sum of the products between average item scores within a dimension and the determined weight of each dimension (Sources: Teacher/Staff surveys, Weighting survey)	Weighted score: 58	Weighted score: 80	Weighted score: 85
Teacher Final Ranking (Source: Pilot teachers rank order survey)	3 (Least Preferred) (86% responding this way)	2 (54% responding this way)	1 (Most Preferred) (58% responding this way)
Student Final Ranking (Source: Pilot students rank order survey)	3 (Least Preferred) (66% responding this way)	2 (61% responding this way)	1 (Most Preferred) (70% responding this way)
Family Final Score (Source: Family survey, Scale of 1-10)	5	5	8

Final K-5 ELA Curriculum Committee Ranking

Number of Responses	22	22	22
	SAVVAS	HMH	Amplify
% Committee Members Ranking this as First Choice	0.00%	45.45%	54.55%
% Committee Members Ranking this as Second Choice	13.64%	50.00%	36.36%
% Committee Members Ranking this as Third Choice	86.36%	4.55%	9.09%

K-5 ELA Resource Recommendation for Adoption

Inclusive

Amplify CKLA

Literacy
in 2 or more
Languages

Amplify Caminos

Differentiated

Evidence-based

Agency
and
Self
Advocacy

Unique
Assets and
Interests

Program Overview



Amplify CKLA/Caminos is a comprehensive, research-based K–5 ELA program grounded in the 7 Components of Literacy. It provides explicit, systematic instruction in foundational skills and builds deep knowledge across content areas through the Core Knowledge Sequence. Students grow as readers, writers, and thinkers through a coherent, equitable approach to literacy.

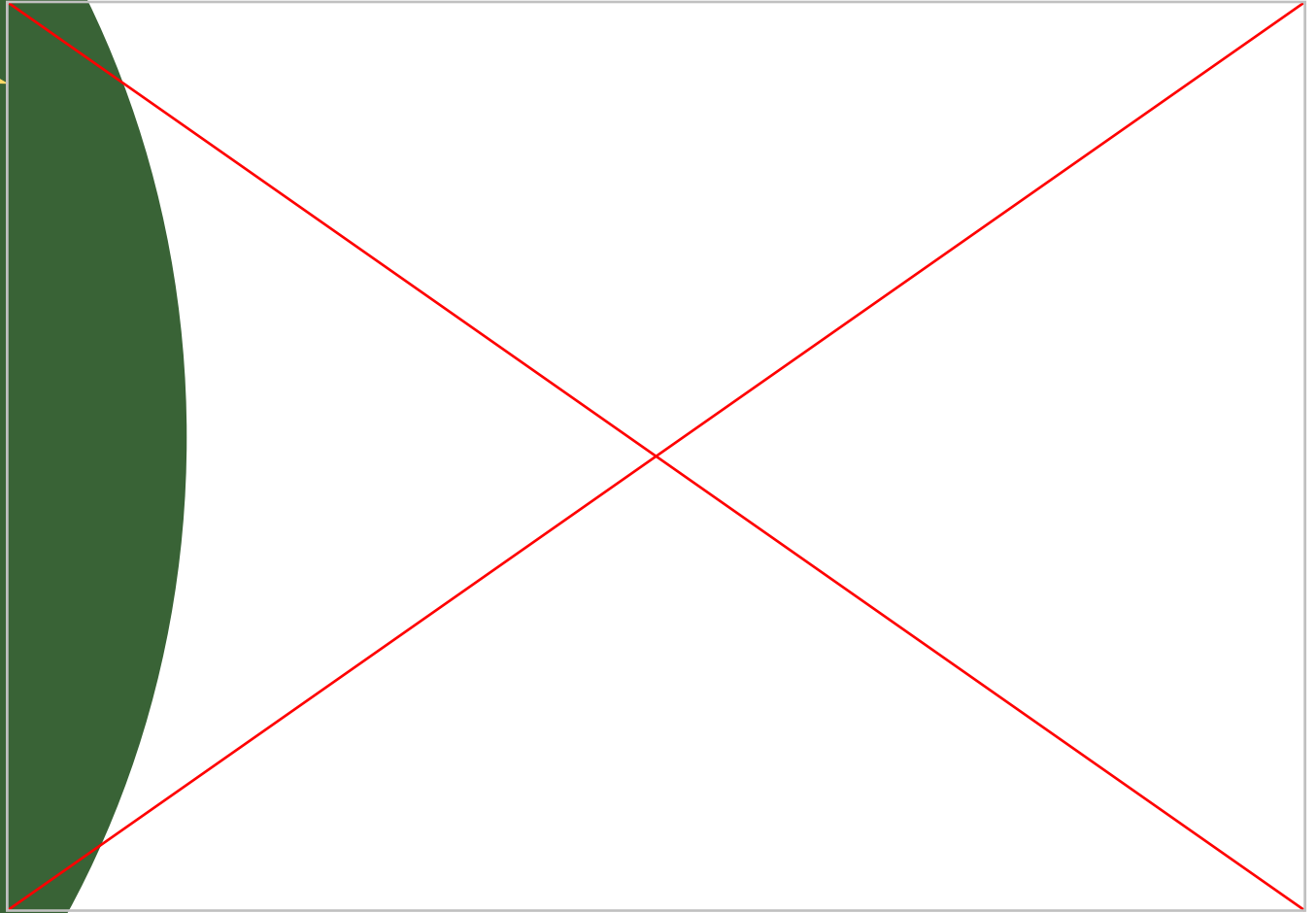
Key Features:

- **Foundational Skills:** Systematic phonics, phonemic awareness, and spelling instruction (Grades K–3)
- **Knowledge Building:** Content-rich units in history, science, and the arts
- **Integrated Literacy:** Reading and writing instruction grounded in the Science of Writing
- **Diverse Texts:** Decodable readers (K–2), trade books, novel studies (3–5), and authentic texts
- **Differentiation:** Built-in supports for English Learners and diverse learners
- **Caminos:** Spanish counterpart offering parallel, high-quality instruction

**CKLA in
Action
Kindergarten**



**CKLA in
Action
3rd Grade**



Panel Discussion

Can you share how your overall experience using Amplify CKLA/Caminos influenced your perspective on literacy instruction, and its impact on student learning and engagement?

D97 Student Testimonials:

My favorite part of the Amplify reading and writing lessons and activities was...

"My favorite part was the boost reading section. It was very fun, entertaining, educational, and enjoyable"

"The fun, digital, adventurous lessons that you learn a lot from while having fun." 😄

The activities were fun and partner work.

Note: Amplify (this unit) was much better than the other units

"My favorite part of Amplify reading curriculums was doing the poetry unit because i absolutely love love love poetry."

"Writing my own poems and reading more phantom tollbooth, the poetry was my favorite out of all the curriculums."

"My favorite part of CKLA was I'd say everything but if I had to choose one I'd pick all of the America gaining independence."

"All the lessons! They were amazing and fun. But if I had to pick my favorite lesson would be the text about "The Boston Tea Party."

D97 Family Testimonials:

What was your child's experience with the Amplify program?

"My child said this was her favorite ELA curriculum ever. She felt she learned a lot and enjoyed having the book and said the lessons made learning fun."

"Overall, this resource had a significant and positive impact on his learning experience, and we loved seeing his excitement about reading and sharing new knowledge."

"I was also really impressed by the growth in his written responses and how much his ability to respond to literature improved over the course of the unit. Additionally, I appreciated the parent letters included in this curriculum—they were a helpful way to stay informed and engaged in what he was learning."

"My child absolutely loved this curriculum. Typically, he doesn't share much about school, but throughout this program, he was regularly talking about what he was reading and learning. We were amazed by how much he retained—he even taught us new information about the body systems!"

"My children LOVED CKLA. Please please please choose this curriculum. The other two were sub-par on all levels."

04

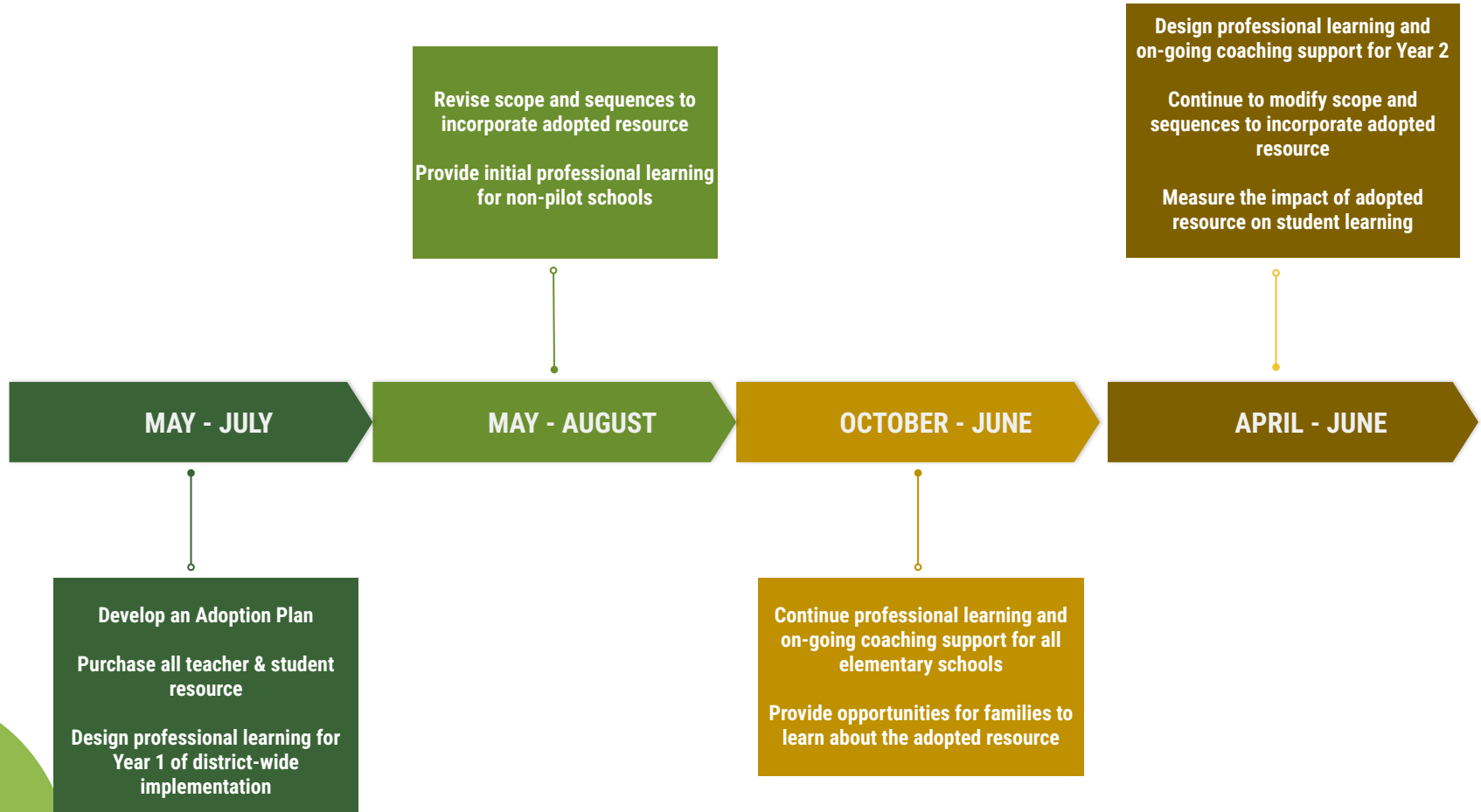
Projected Budget & Next Steps



SY25-26 Projected Budget - \$1,549,536.05

Student & Teacher Resources	Professional Learning		ELA Subscription Nonrenewal	
Instructional Materials	Training	Consultant Fee	Resource	Cost
<u>Teacher Materials</u> Complete Classroom Kit (6-year) Digital Teacher License (6-year) <u>Student Materials</u> Digital Student License (6-year) Student Consumable Set (6-year) Trade Book Collection (6-year) Student Kit (Caminos only - 6-year) Big Book Set (Caminos only - 6-year) Boost Reading License (1-year) Boost Lectura License (1-year) Language Studio (1-year complimentary) <u>Teacher and Student Materials Total</u> \$1,549,536.05	Full Day	\$3,200	Handwriting Without Tears	\$29,291 (1-year)
	Half Day	\$2,500	BAS	\$8,250 (1-year)
			Reading A-Z (TBD)	\$52,205 (1-year)
<u>1-year Subscription Renewal Cost - \$52,232</u> Boost Reading License - \$14/student = \$48,692 Boost Lectura License - \$15/student = \$1,980 Language Studio License - \$5/teacher = \$1,560			myHeggerty digital platform	\$4,806 (1-year)
			Words Their Way/Palabras a su Paso	\$150,359 (3-year)

Next Steps & Timeline



Questions from the Board of Education



Appendix Slides

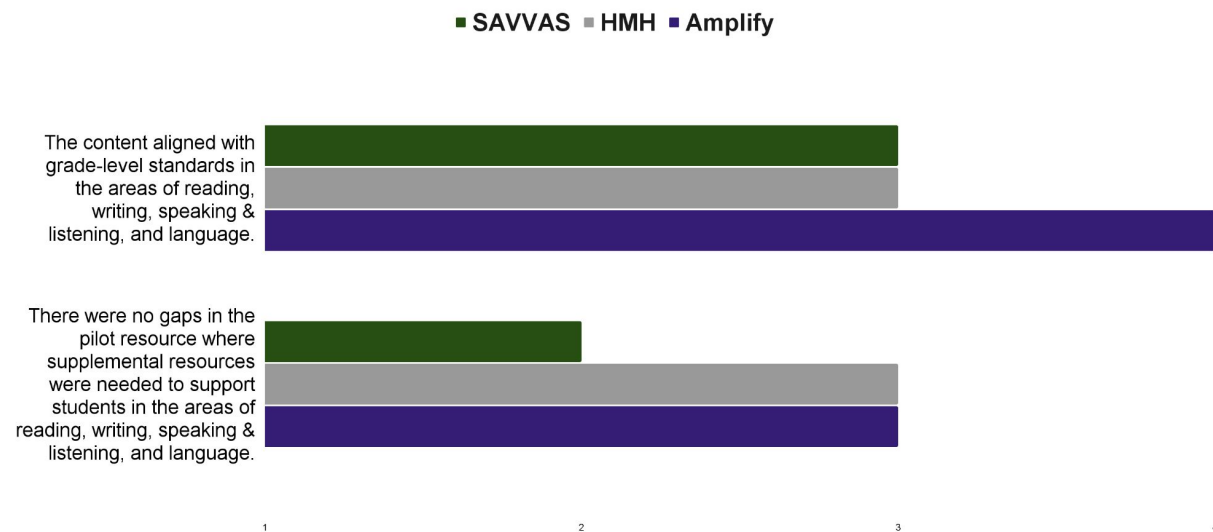
Pilot Data Review & Reflection

- Review pilot data
 - **Teacher Survey Data**
 - Student Survey Data
 - Family Survey & Listening Session Data
 - Student Assessment Data
- Discuss the Pilot Decision Matrix
 - Average Weighted Program Criteria Score
 - Pilot Resource Final Ranking
 - Wows! AND Wonders?

Number of Responses to Surveys

	SAVVAS	HMH	Amplify
K5 Teacher/Staff	74	56	73
K5 Students	536	575	319
Families	104	47	25

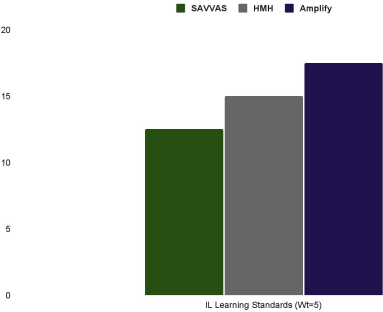
IL Learning Standards Items



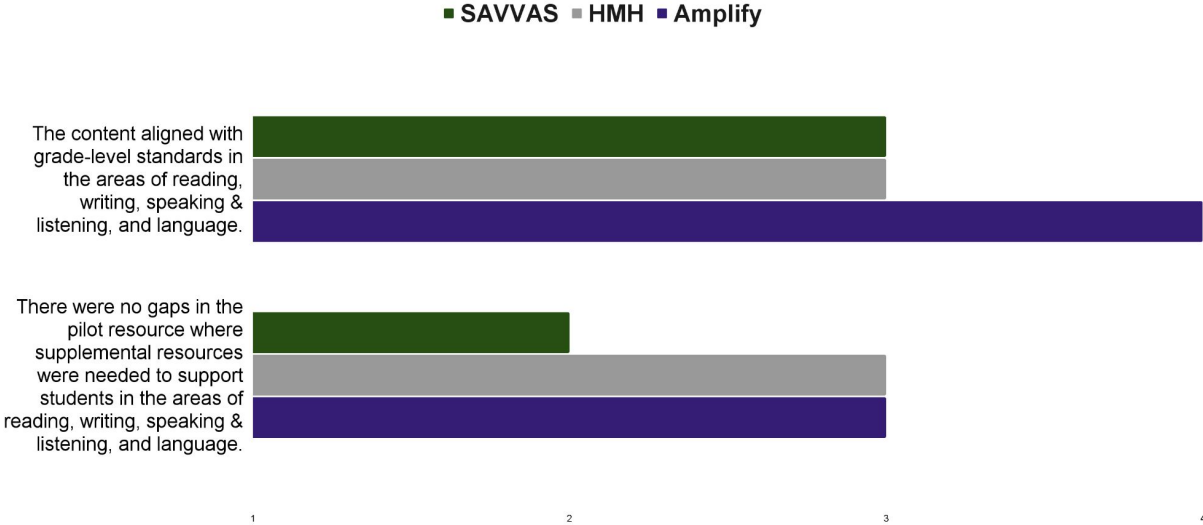
Median score (out of 4) from teacher/staff survey responses

IL Learning Standards Items and Weighted Dimension Score

Weight=5
Source: Staff
Weighting Survey

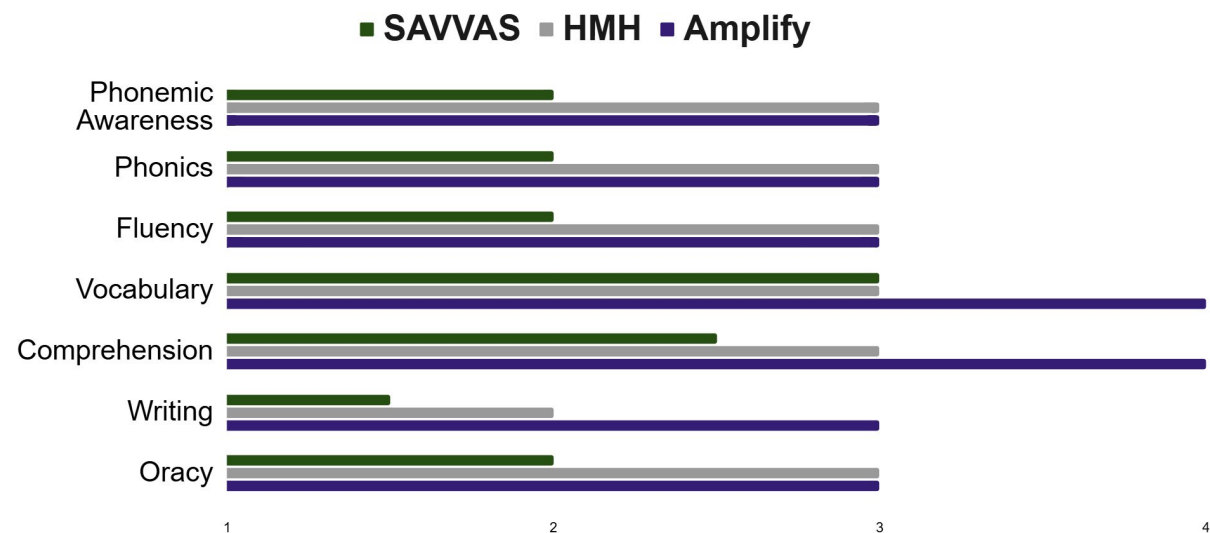


Weighted dimension score



Median score (out of 4) from teacher/staff survey responses

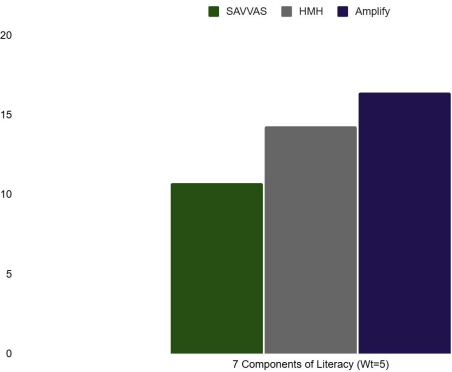
7 Components of Literacy Items



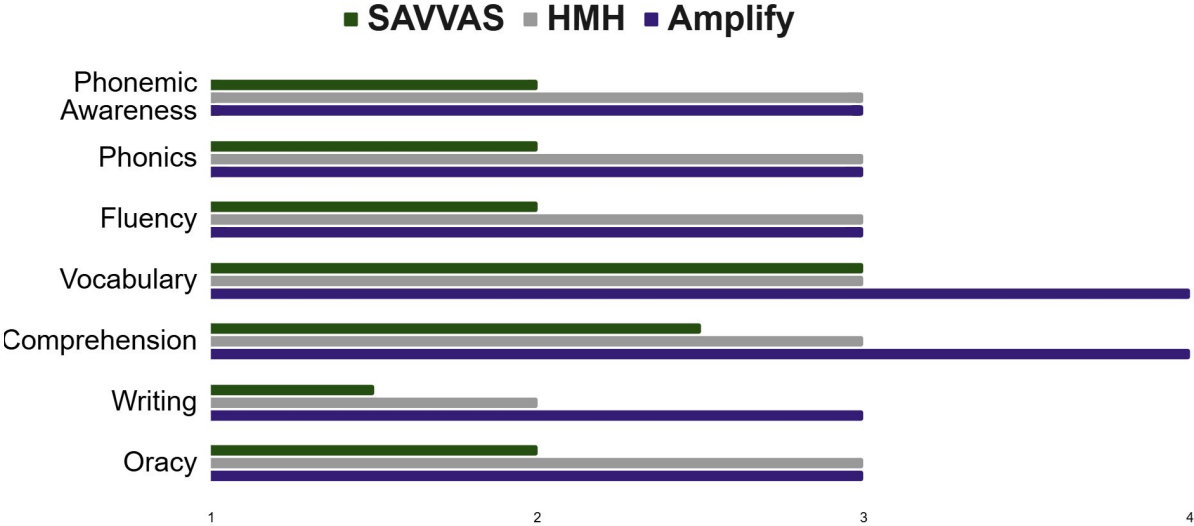
Median score (out of 4) from teacher/staff survey responses

7 Components of Literacy Items and Weighted Dimension Score

Weight=5
Source: Weighting
Survey

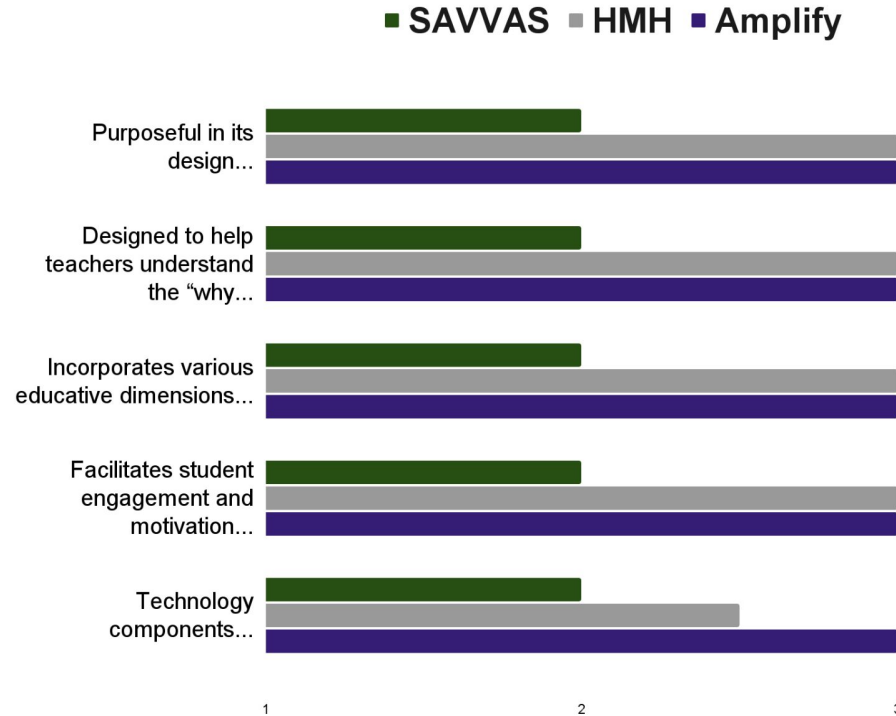


Weighted dimension score



Median score (out of 4) from teacher/staff survey responses

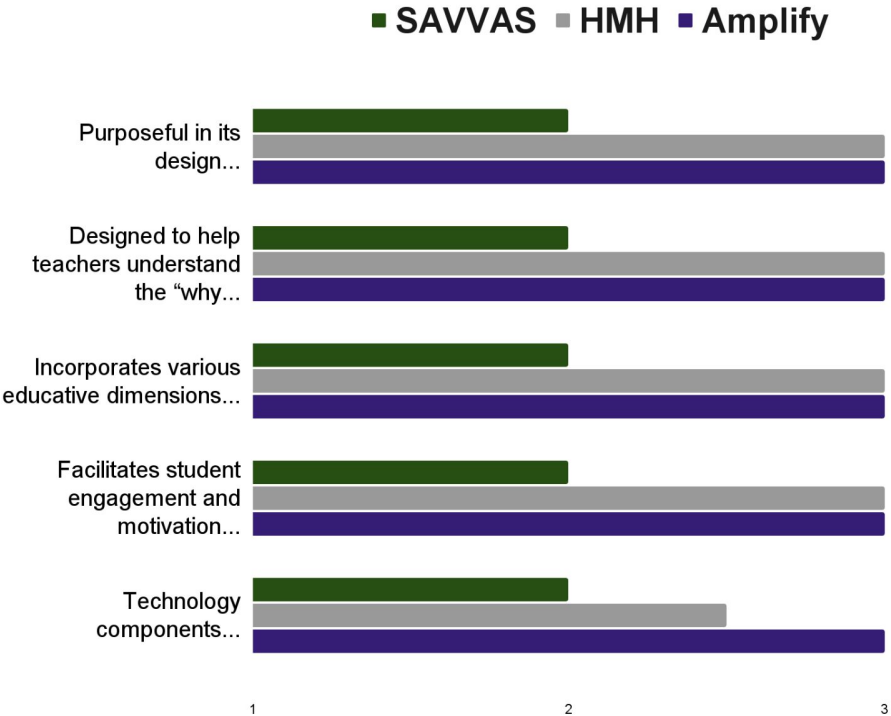
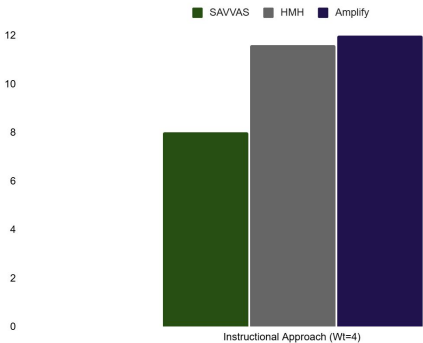
Instructional Approach Items and Weighted Dimension Score



Median score (out of 4) from teacher/staff survey responses

Instructional Approach Items and Weighted Dimension Score

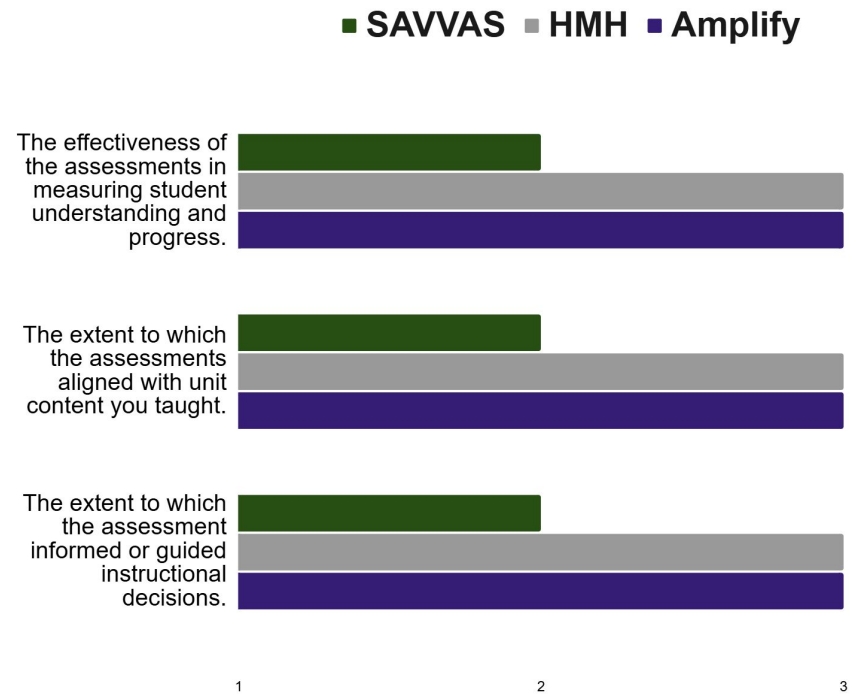
Weight=4
Source: Weighting
Survey



Weighted dimension score

Median score (out of 4) from teacher/staff survey responses

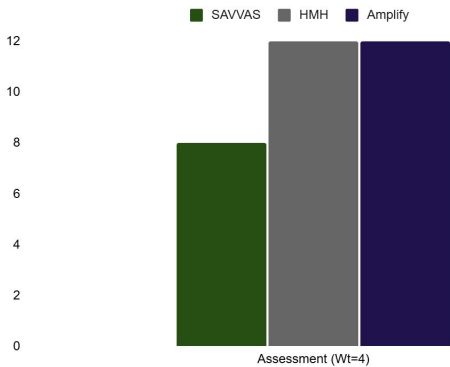
Assessment Items



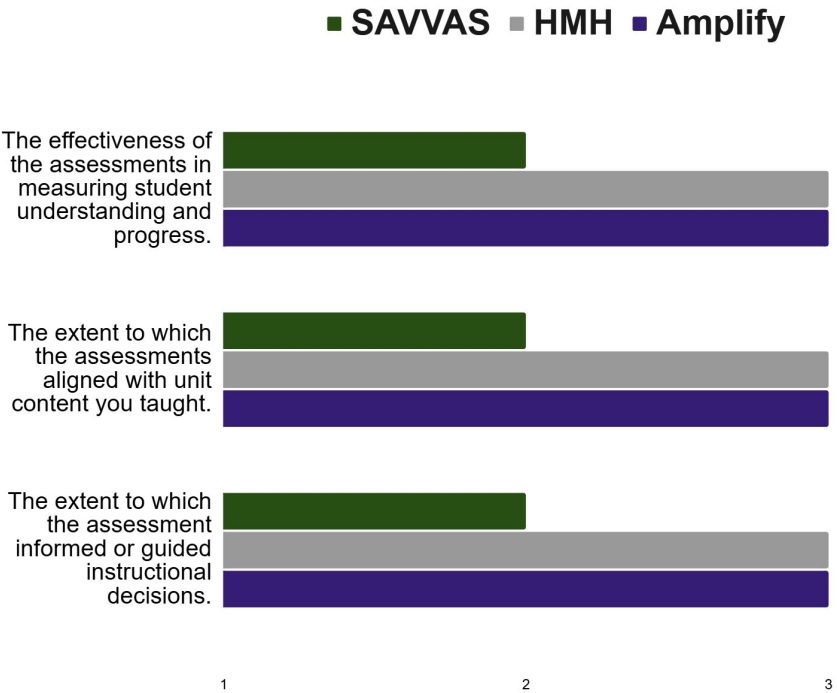
Median score (out of 4) from teacher/staff survey responses

Assessment Items and Weighted Dimension Score

Weight=4
Source: Weighting
Survey

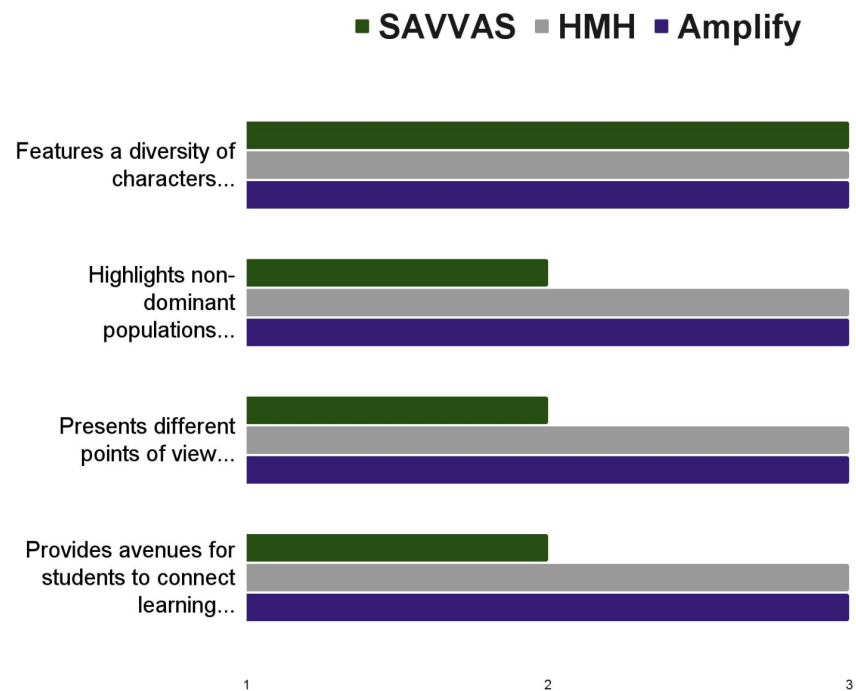


Weighted dimension score



Median score (out of 4) from teacher/staff
survey responses

Culturally Responsive Items

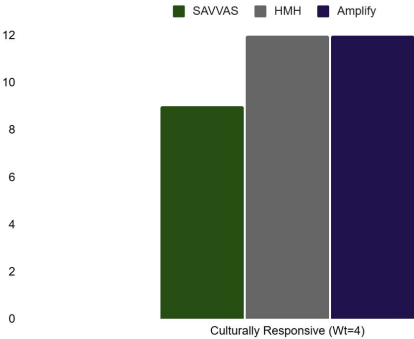


Median score (out of 4) from teacher/staff survey responses

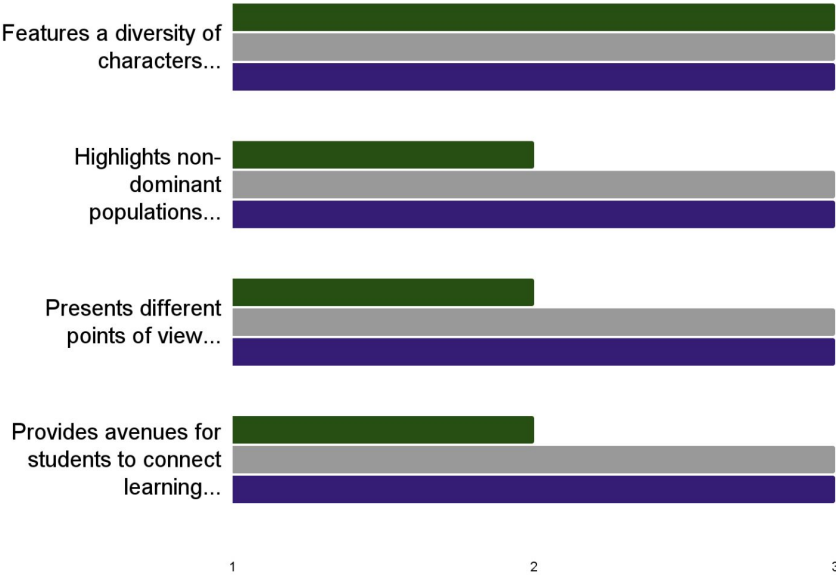
Culturally Responsive Items and Weighted Dimension Scores

Weight=4
Source: Weighting
Survey

Note: Results of the weighted scores will
be used in the decision-making process.



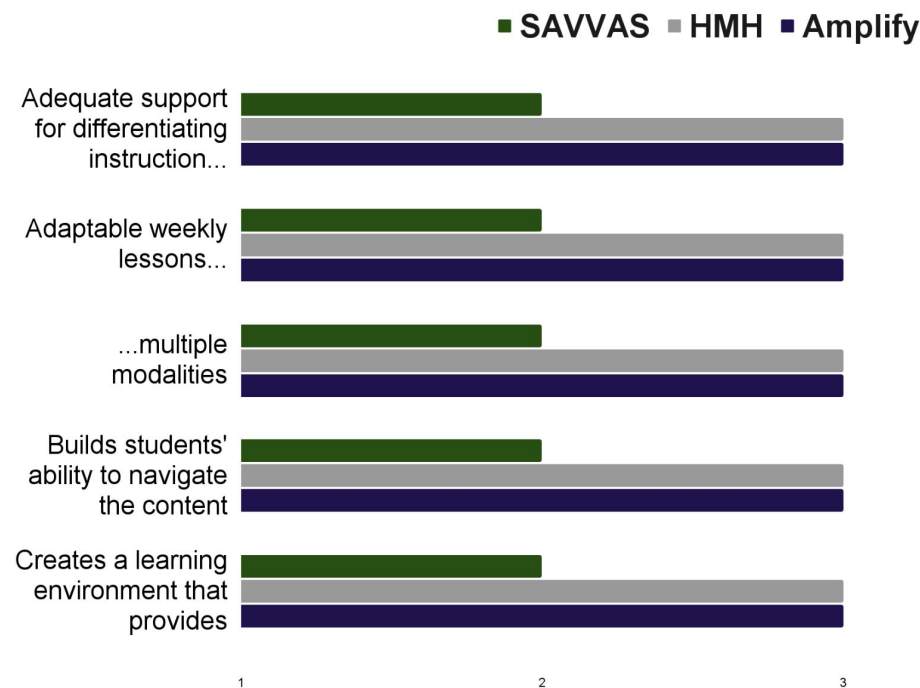
■ SAVVAS ■ HMH ■ Amplify



Weighted dimension score

Median score (out of 4) from teacher/staff
survey responses

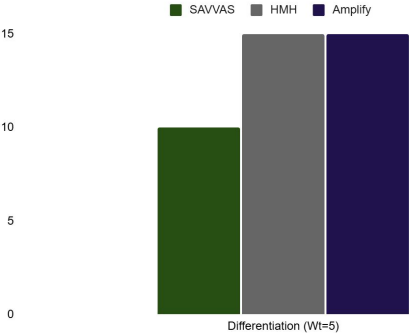
Differentiation Items and Weighted Dimension Score



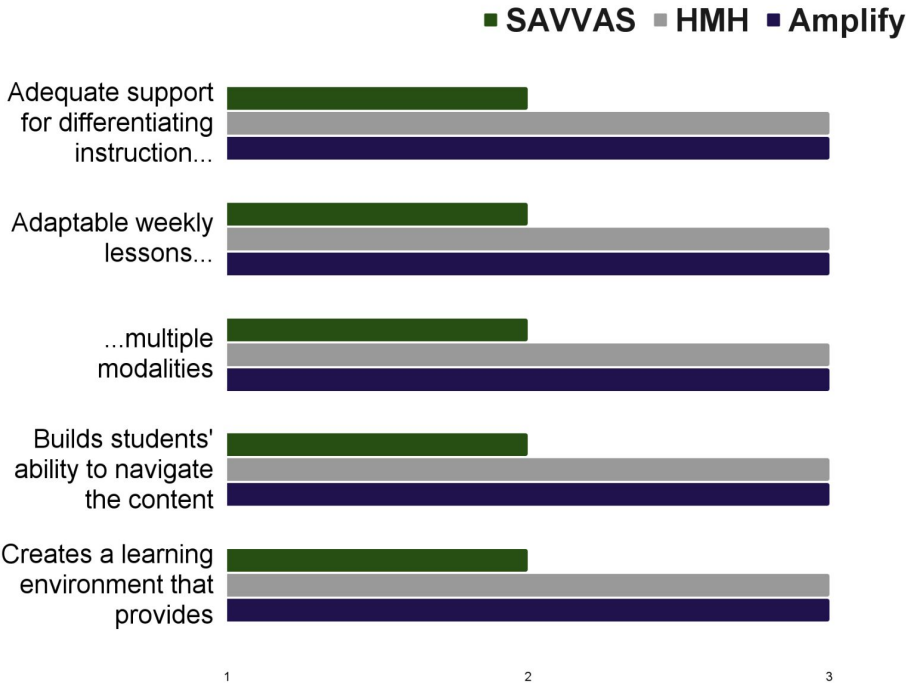
Median score (out of 4) from teacher/staff survey responses

Differentiation Items and Weighted Dimension Score

Weight=4
Source: Weighting
Survey

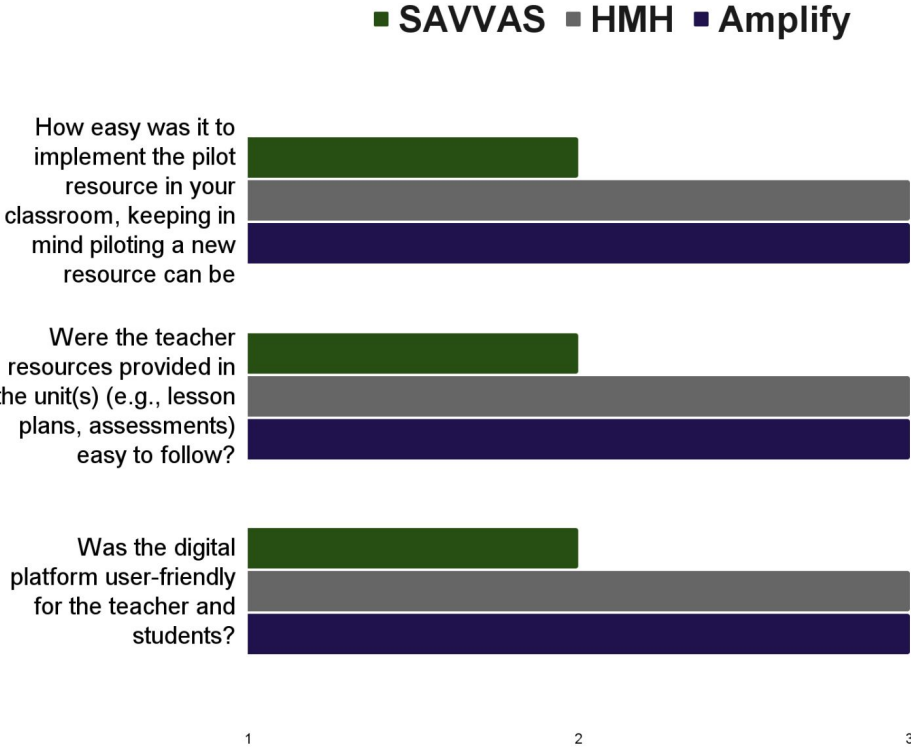


Weighted dimension score



Median score (out of 4) from teacher/staff
survey responses

Other Items

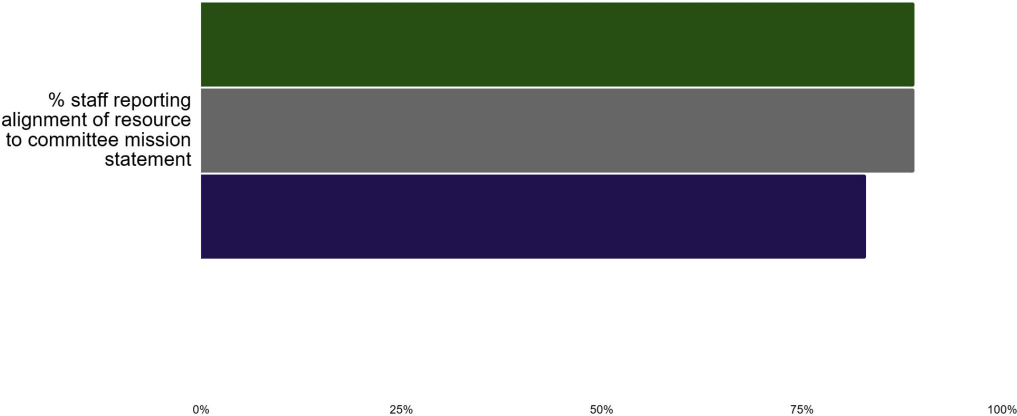


Median score (out of 4) from teacher/staff survey responses

Mission Statement Alignment

■ SAVVAS ■ HMM ■ Amplify

Source: Committee Survey



What aspects of the pilot resource did you find most effective?

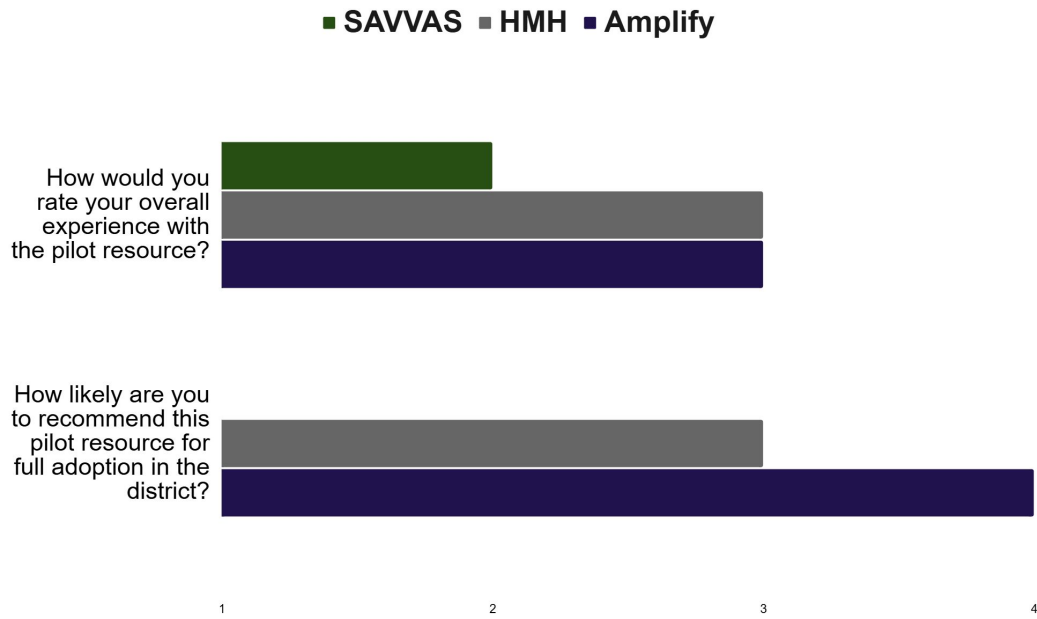
SAVVAS	HMH	Amplify
Engaging Materials: The workbooks were visually appealing, with students enjoying the texts, poems, and stories, which were age-appropriate. The variety of text options, including diverse stories, poems, and leveled assessments, was highly appreciated. Organized Structure: The consistent weekly structure, routine, and predictable format helped both teachers and students stay on track. The daily format, lessons, and slide decks were easy to follow and assisted in maintaining a good flow of lessons. Student Resources: The workbook being a comprehensive resource for students (with annotations, interactive elements, and worksheets) was particularly effective. Teachers liked that students had their own materials, including digital resources, allowing for independent work and easy assessment tracking. Close Reading & Comprehension Strategies: Teachers found the close reading activities, annotation practice, and focus on comprehension strategies beneficial for student engagement and learning. Assessment Tools: The digital assessments, cold read assessments, fluency passages, and weekly progress checks were useful tools for monitoring student understanding. The leveled assessments were especially noted for catering to varying student needs. Teacher Support: The availability of anchor charts, teacher guides, and slide decks helped structure lessons. Teachers also appreciated the easily accessible online resources, like lesson plans and additional teaching materials.	Engaging Resources: Teachers praised the variety and quality of resources available, including diverse stories, vocabulary cards, phonics materials, and comprehension tools. Students enjoyed the engaging and colorful texts, and the ability to annotate directly in the workbooks. Ease of Use: The online platform was generally considered user-friendly, with well-organized resources. The clickable teacher guide, digital resources, and live links made it easier for teachers to access materials quickly. The system of assigning work through Google Classroom was also appreciated. Comprehensive Curriculum: The curriculum offered a rich set of materials, including decodable books, thematic units, videos, and anchor charts. Teachers liked the structured literacy approach, phonics, and grammar components, and the wide range of assessments (both digital and paper). Differentiation and Accessibility: The program included resources for differentiation, such as audio options for texts, assessments, and vocabulary materials. It also provided effective scaffolding for different learning levels and included multimedia support, like videos and interactive elements. Teacher and Student Support: Teachers found the extensive resources for lesson planning, assessment, and differentiation helpful. The vocabulary instruction and the structure of lessons, which encouraged collaborative discussions and writing, were particularly effective. The writing process and comprehension strategies were well-supported. Effective Assessment Tools: Weekly assessments, exit tickets, comprehension checks, and differentiated resources were appreciated for monitoring student progress and offering targeted support.	Engaging and Informative Content: The curriculum's background knowledge and vocabulary-building components were highly praised. The students enjoyed the engaging, developmentally appropriate stories, including topics like animals, poetry, and historical figures. The knowledge units were rich and kept students excited and engaged. Effective Instructional Design: The lessons were well-structured and built logically on each other, with graphic organizers helping students digest the material. Teachers appreciated the easy-to-follow teacher manual, the well-paced lessons, and the clear breakdown of skills and vocabulary. Phonics and Writing: The phonics component, especially the decodable books, was highlighted for building fluency. Writing lessons were also well-received, with students producing high-level work, particularly in poetry. The writing activities, including research-based writing, helped students develop strong writing skills and stamina. Digital and Print Resources: The digital platform was user-friendly and allowed teachers to easily access materials and assess student progress. The combination of print and digital resources, like student workbooks and online guides, was seen as a strong feature. The ability to assign and track assessments was a major plus. Differentiation and Engagement: The curriculum offered differentiation options, such as Boost for additional support. Students were engaged with both the stories and the materials, which included diverse genres, interactive components, and cross-curricular links (e.g., science and history). Teacher Support and Clarity: The teacher's manual and resources provided clear, step-by-step instructions, which made planning and teaching easier. Teachers felt confident in addressing both content and standards, with no need for additional supplementary materials.

What challenges did you face while piloting this resource?

SAVVAS	HMH	Amplify
Time Management and Pacing: The curriculum had too many components to cover within the given time frame, making it difficult to manage lessons effectively. The scope and sequence were overwhelming, and there wasn't enough time for all aspects of literacy, particularly writing. Lack of Differentiation and Support: There were insufficient differentiated resources for students, especially those with IEPs or multilingual learners. Phonics, word study, and core instruction lacked differentiation, making it hard to meet individual student needs. Limited support for teachers to adapt the program for students at varying levels. Engagement and Student Experience: The material often failed to engage students, who found the stories boring and uninteresting. The writing component lacked rigor, with minimal opportunities for students to engage in meaningful writing tasks. Some lessons, like assessments and phonics, were not age-appropriate or difficult to follow. Organization and Navigation: The online platform and teacher resources were difficult to navigate, with too many tabs, windows, and scattered materials. It was challenging to find and use resources, and the teacher's guide was often disorganized and unclear. Curriculum Quality and Coherence: The curriculum was described as disjointed, with abrupt shifts between genres, insufficient depth in content, and a focus on breadth over depth. The program didn't align well with standards or provided inconsistent resources, leaving teachers to supplement lessons frequently. Writing and Grammar Instruction: The writing program was seen as underdeveloped, lacking a clear structure and adequate support for independent student work. Grammar lessons were either unclear or inadequate, requiring teachers to supplement with outside materials. Assessments: Assessments often didn't align with what was taught in the curriculum, creating confusion for both students and teachers. The digital assessments were not user-friendly, and there was a lack of meaningful feedback for students. Training and Professional Development: The training provided was insufficient, disorganized, and did not adequately prepare teachers to implement the program effectively. Teachers felt unsupported in the initial stages of the program rollout, especially without an instructional coach. Resources and Materials:	Resource Overload & Navigation Issues: Teachers felt overwhelmed by the abundance of resources, many of which were difficult to access and navigate, especially the online platform. Finding specific materials was time-consuming, and the interface was confusing. The website and digital tools were described as "awful" and "scattered," making it hard to find items for lessons. Pacing & Content Delivery: Teachers struggled with the pacing of the curriculum, finding it challenging to fit everything into their daily reading blocks. The lessons were often seen as too rushed, with too much content to cover, leading to a shallow exploration of topics. Some felt that the curriculum was developmentally inappropriate and moved too quickly for younger students. Additionally, the writing assignments were considered insufficient and lacking in engagement. Writing & Student Engagement: The writing component was a significant concern. Teachers felt that students were not writing enough original pieces, and the assignments lacked creativity or depth. The writing prompts were seen as too restrictive, and many teachers felt that the students didn't have enough opportunities to express their ideas freely. Additionally, some reported that the student books were not engaging. Assessment Issues: There was dissatisfaction with the assessments, particularly the multiple-choice questions, which were often seen as disconnected from the lessons. Some teachers wished there were more opportunities for students to redo questions or receive clearer instructions. The online assessments were also seen as problematic, with students not taking them seriously. Technology Challenges: The digital platform (Amira) was difficult for both teachers and students to navigate. There were also issues with the lack of digital accessibility for students with accommodations, such as IEPs. The platform was considered to be a major hindrance to smooth implementation of the curriculum. Lack of Support for Writing & Phonological Awareness: Teachers noted a lack of focus on phonological awareness, and the writing instruction was seen as weak, especially for younger grades. There was a desire for more robust writing instruction, with a focus on personal narratives and creative expression. Teacher Adaptation & Training Needs: Teachers highlighted the need for more training to effectively use the resources and platforms, especially the online tools. As they became more familiar with the system, some reported that things got easier, but there was still a learning curve, especially when trying to integrate various components of the curriculum. Cultural Sensitivity & Content: Some content was seen as outdated or inappropriate, particularly topics like the "Wild West," which were considered culturally insensitive and lacking in depth. The materials didn't always align well with modern perspectives. Teacher-Directed & Lack of Student Agency: The curriculum was considered very teacher-directed, leaving little room for student choice, representation, or	Curriculum Concerns: The curriculum is seen as less rigorous compared to previous programs and lacks key components such as grammar, spelling, word work, and phonics. Many found it too easy for higher-level students and criticized the minimal writing and comprehension opportunities, particularly for reading and spelling. Technology Issues: The digital platform (Boost) was frequently glitchy and not helpful, causing frustration. It lacked essential digital tools for students with accommodations, and navigating the online resources was difficult. Teacher access to materials and student-facing tools was often not well-organized. Teacher Prep and Materials: There was a lot of teacher prep involved, including creating anchor charts, and the teaching materials (like slides) were often too minimal. Teachers also struggled with the time needed to set up and familiarize themselves with materials. There was a perceived lack of supporting resources, such as trade books or differentiated materials for small groups or students with specific needs. Assessment Issues: There were complaints about the assessments being too long, repetitive, and lacking in variety, with no weekly assessments. The assessment format was also criticized for not effectively capturing student learning, especially for students with special needs or language learners. Lack of Differentiation: Teachers found the curriculum lacked differentiation, particularly for students needing extra support or enrichment. There were limited options for differentiated reading materials, small group instruction, and modifications for students with disabilities. Writing and Vocabulary: The writing component was minimal and lacked rigor, and vocabulary instruction was poor, especially for ELL students. There were also complaints about the lack of student books and authentic texts, with some feeling the stories were too long and not appropriate for young learners. Classroom Experience: Some teachers found the pacing too fast and struggled to cover everything in the lessons. The use of too much teacher talk and whole group instruction, with minimal student participation, was a concern. Teachers also expressed the challenge of teaching without adequate resources, such as picture books or student

Summative Staff Ratings

Staff ratings suggest a preference for Amplify over the other two, with HMH preferred over SAVVAS



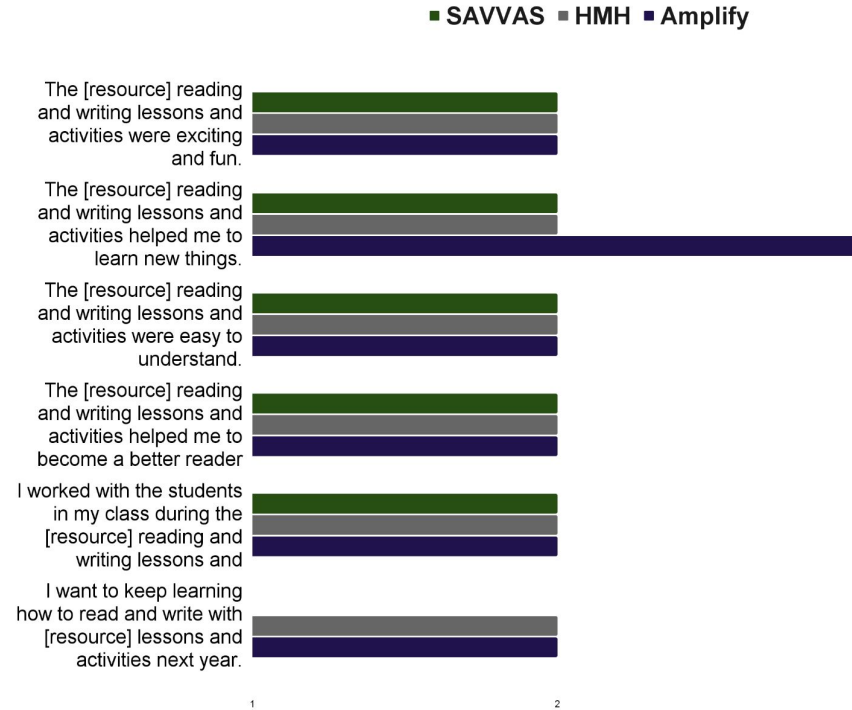
Median score (out of 4) from teacher/staff survey responses

Pilot Data Review & Reflection

- Review pilot data
 - **Teacher Survey Data**
 - **Student Survey Data**
 - Family Survey & Listening Session Data
 - Student Assessment Data
- Discuss the Pilot Decision Matrix
 - Average Weighted Program Criteria Score
 - Pilot Resource Final Ranking
 - Wows! AND Wonders?

Students rated the 3 resources similarly low (2 out of 4) on most items

Amplify was rated higher on one item, and SAVVAS was rated lower on another



Median score (out of 4) from student responses

My favorite part of the [resource] reading and writing lessons and activities was...

SAVVAS	HMH	Amplify
Reading: Many students enjoyed reading stories, particularly those in the SAVVAS curriculum. They liked learning new things, reading with partners, and answering questions after reading. Popular stories included <i>Barbed Wire Baseball</i>, <i>Feathers: Not Just for Flying</i>, <i>Cocoliso</i>, <i>Why the Sky is Far Away</i>, and <i>Grandma and the Great Gourd</i>. The stories were seen as fun, detailed, and interesting. Writing: There was a mixed response to writing tasks. While some students enjoyed writing personal narratives and other assignments, others found writing challenging. Personal narratives were a highlight for many, but some students didn't enjoy writing in general. A few found activities like the country project and narrative writing creative and enjoyable. Spelling and Vocabulary: Spelling activities, particularly the <i>Spelling Voyage</i> game, were often mentioned as fun. Students also liked activities like alphabetizing words and working on word meanings. Projects: Projects like the country research project, travel brochure, and the playground project were generally enjoyed, especially for their hands-on nature and opportunities to be creative. Some students appreciated learning new facts through these projects. Group Work: Many students enjoyed working with classmates, whether on projects, reading tasks, or other activities. Group work helped with understanding material and made tasks more enjoyable. Activities and Lessons: Highlights included reading lessons with visual aids, underlining text evidence, vocabulary practice, and answering questions based on readings. Activities like highlighting, underlining, and working with partners were noted as particularly engaging. Dislikes: Some students expressed dislike for certain parts of the curriculum, including writing tasks, specific books, or projects. Others mentioned disliking activities that felt repetitive or difficult to understand.	Stories and Reading: Many students enjoyed the stories, especially those about the Wild West, Greek myths (such as Perseus and Medusa), and fairy tales. Stories were a major highlight for most, with readers' theater and acting out stories like <i>Perseus and the Fall of Medusa</i> being particularly popular. Several students enjoyed reading stories like <i>The Beatles Were Fab (And They Were Funny)</i>, <i>Brothers at Bat</i>, and <i>Pecos Bill</i>. A common sentiment was that reading was enjoyable, especially when it involved acting or reading aloud with classmates. Drama and Acting: The drama units, including acting in plays like <i>Perseus and the Fall of Medusa</i>, were widely enjoyed. Students loved performing, especially in front of their peers, and found it engaging to take on characters from stories. Performing in readers' theater and doing skits related to stories was a favorite activity for many. Writing: Writing activities were generally less favored compared to reading and drama, though some students enjoyed writing essays or responses to stories, particularly when it involved summarizing or writing about a historical figure. Writing letters was another activity that some students liked. History and Social Studies: The Wild West and westward expansion were popular topics. Students appreciated learning about the pioneers, the Oregon Trail, and the transcontinental railroad. Greek mythology, including the story of Perseus, also stood out as a memorable learning experience. Learning about different historical and cultural topics, such as the Maya, Inca, and Aztec civilizations, was also mentioned. Videos and Media: Videos included in the curriculum were appreciated by some, though there were mixed feelings about certain ones, like the <i>Bend It Like Bianca</i> video, which was considered hard to watch by some, especially those who were soccer fans. The use of videos helped to break up the reading and provided additional learning materials. Projects and Group Work: Many students enjoyed working on group projects, such as creating travel brochures for the Wild West unit or acting out skits with partners. Working with classmates in small groups or as partners was often highlighted as a fun and beneficial aspect of the curriculum. Miscellaneous: The vocabulary games and quizzes were a fun part of	Favorite Activities: Writing poetry was a favorite activity for many students, with many expressing how much they enjoyed creating their own poems. Reading plays and performing them was also a highly enjoyed aspect, with some students mentioning specific roles they played, such as being a member of Parliament. The American Revolution unit was frequently highlighted, with students enjoying the history and activities related to it. Interactive games and activities in the Amplify app were fun, especially the ones with minimal reading and those that involved group work or "boost" activities. Learning about historical events, particularly the Maya, Inca, and Aztec civilizations, as well as the Revolutionary War, were also mentioned as exciting and informative. Content and Lessons: The Poetry Unit stood out for being fun and well-organized, with students enjoying learning different types of poetry and writing their own poems. The Phantom Tollbooth and other stories like Charlotte's Web were enjoyed by students, who appreciated the chance to read these books and discuss them. History lessons, such as those on the American Revolution, Aztec, Maya, and Inca cultures, and Rome, were well-liked for their engaging content and fun projects (like the Codex Project). Group work and working with friends during assignments and activities made learning more enjoyable. Curriculum and Platform: Students found the Amplify platform user-friendly and fun, with interactive lessons, fun games, and the clear explanations of the content. Boost reading was mentioned as both fun and adventurous, and the activity books were noted for being helpful in guiding students through lessons. Many students appreciated the balance of reading and writing, which allowed for creativity and engagement without being overwhelming. Other Highlights: The Maya, Inca, and Aztec unit stood out for its combination of learning and hands-on projects, such as creating research books and posters. The American Revolution was a favorite historical topic, with students appreciating the drama, essays, and group work associated with this unit. Students enjoyed working with partners, sharing their ideas, and doing activities together, making the lessons feel more interactive and engaging. General Impressions: Overall, students felt the Amplify curriculum was better than previous ones, with many appreciating the variety of activities, the opportunity to learn new things, and the mix of creative writing and historical learning. The platform was well-received for making learning fun, interactive, and engaging.

If I could change one thing about the [resource] reading and writing lessons and activities it would be...

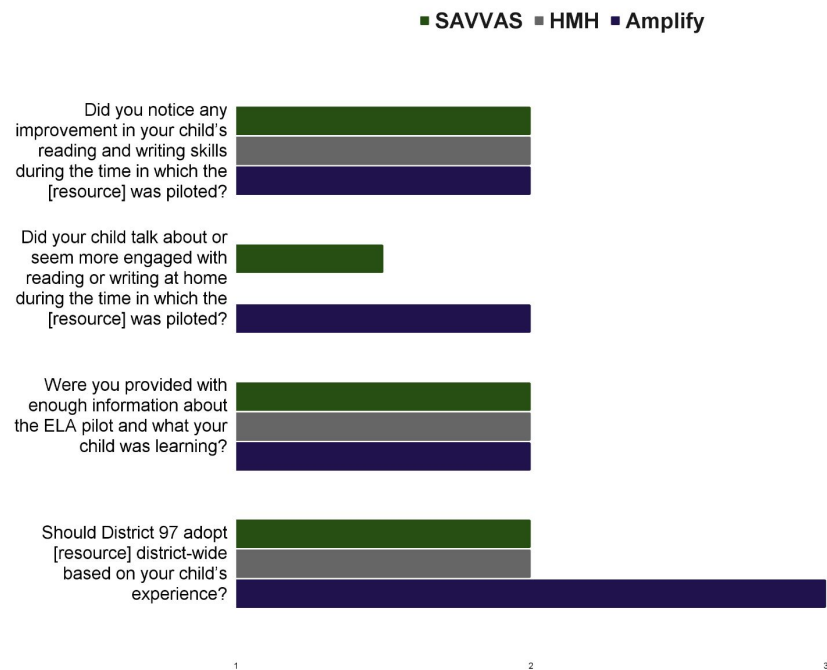
SAVVAS	HMH	Amplify

Pilot Data Review & Reflection

- Review pilot data
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Family Ratings

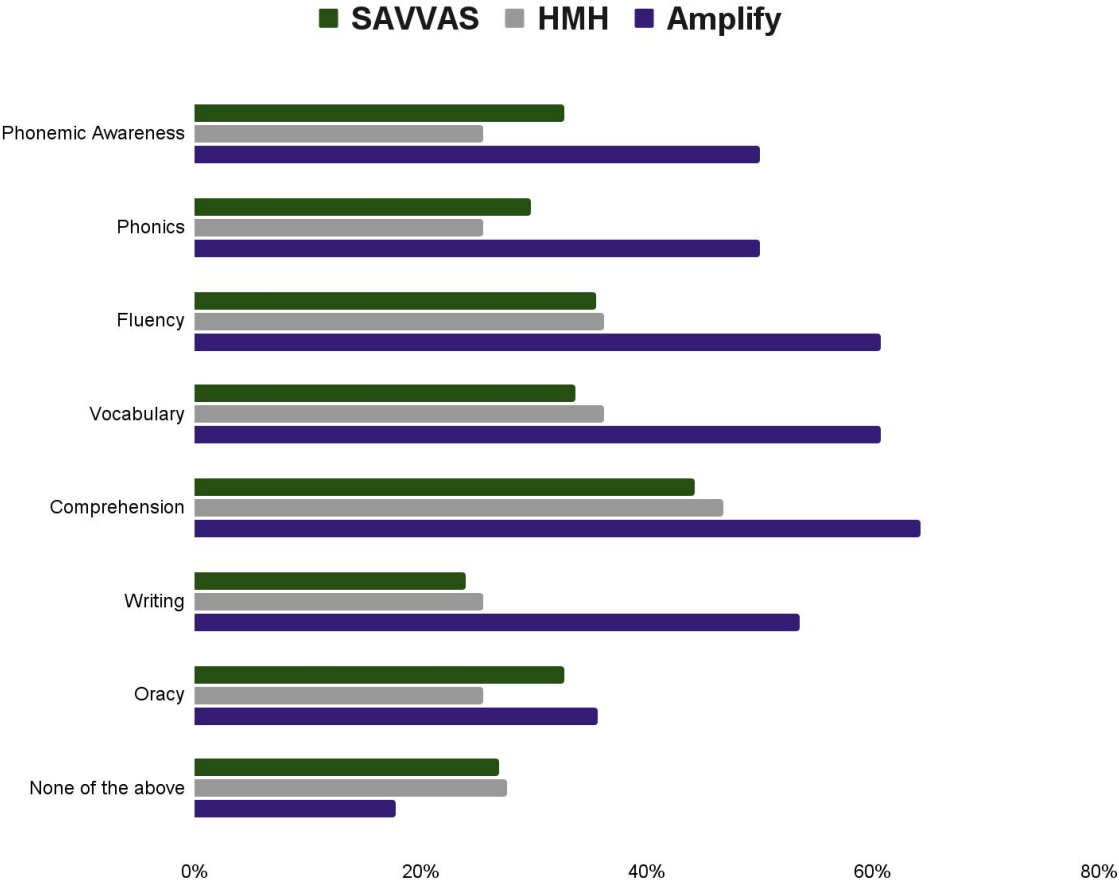
Families rated Amplify higher than the other resources on 2 of the 4 questions.



Median score (out of 4) from family responses

Family Ratings

Compared to the other 2 resources, a higher percent of families rated Amplify as a having strength on each components.



% of Family respondents indicating component as a strength of the resource

Family Ratings

Compared to the other 2 resources, a higher percent of families rated SAVVAS as being challenging on nearly every component.

Amplify had a higher percentage on Vocabulary and Oracy

On every component, fewer families reported HMH being challenging

“Based on what you have observed at home and know of your student's experience in the classroom with [resource] lessons and activities, which of the components below are challenging?”



% of Family respondents indicating area as a challenge of the resource

Are there any additional comments you would like to share about your child’s experience with the [resource]?

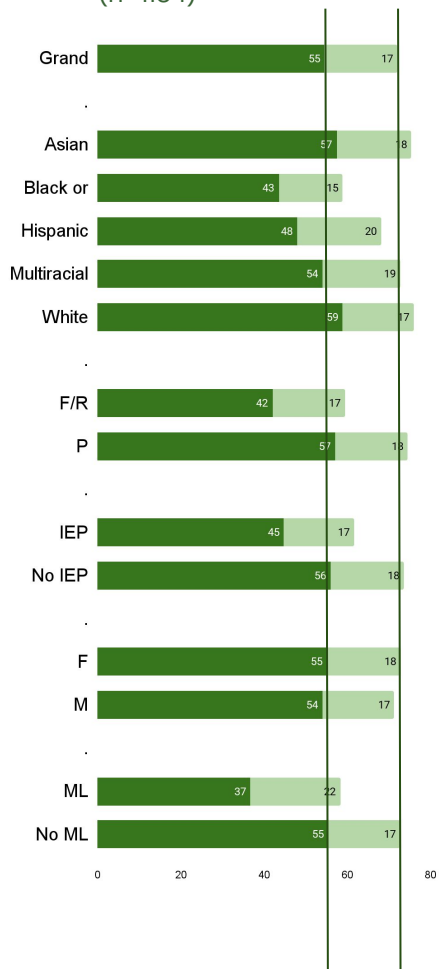
SAVVAS	HMH	Amplify

Pilot Data Review & Reflection

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SAVVAS

(n=1184)

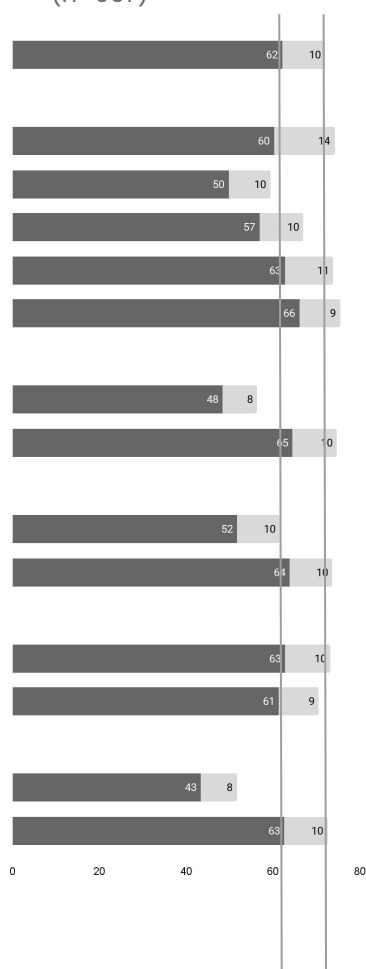


■ Average Pre-Assessment Score

■ Average Growth

HMH

(n=957)



■ Average Pre-Assessment Score

■ Average Growth

Amplify

(n=478)



■ Average Pre-Assessment Score

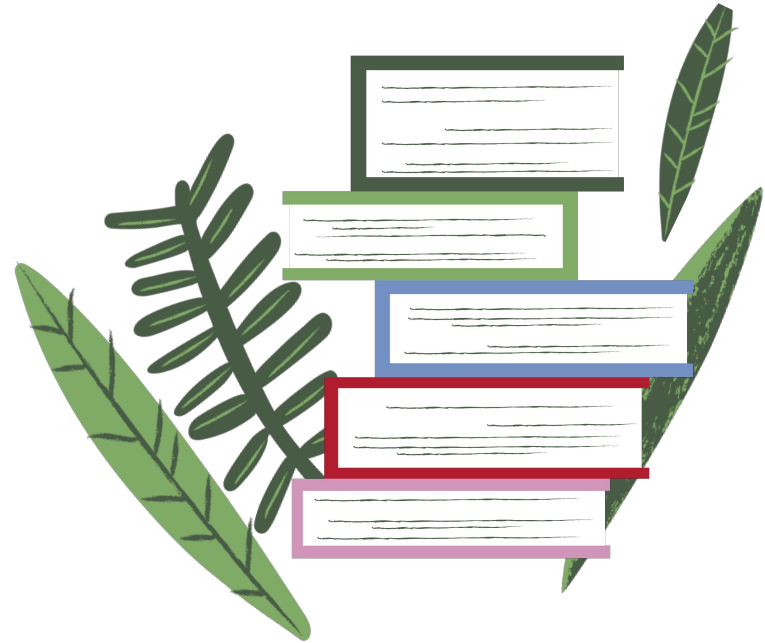
■ Average Growth

Note: Student assessment results across pilots should not be compared to each other. The assessment associated with Pilot Resource A is not necessarily intended to measure the same skills or knowledge as the assessment associated with Pilot Resource B. Additionally, there are other potentially confounding variables that might account for differences observed, including the time of year the assessment was administered. Only student scores with only non zero values on both pre- and post- are included here

D97 Family Listening K-5 ELA P

Beye ~ Hatch ~ Irving ~
Holmes ~ Lincoln ~ Longfellow

2025
M



Pilot Data Review & Reflection

- Review pilot data
 - **Teacher Survey Data**
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In Love with Literacy

UPDATE

We're All In This Together!

D97's Approach to K-5 Literacy
and
School Improvement

Oak Park Elementary School District 97

Board of Education Meeting
October 22, 2024



What's the big idea?

Presenters

Patrick Robinson

Assistant Superintendent for
Elementary Schools

Sarah Mendez

Hatch Elementary School
Principal

Dr. Tawanda Lawrence

Senior Director of
Teaching and Learning

Dr. Ashley Mosley

Whittier Elementary School
Principal

Jennifer Logan

Curriculum Coordinator (Pre-K-5)

Tricia Groben

Longfellow Elementary School
Instructional Coach

In Love with Literacy **UPDATE**

Tonight's Agenda

ELA Resource Pilot Schools

Foundational Literacy Schools

Where Are We Now?

Transforming K-5 Literacy Practices

Where Are We Going?

Beye
Hatch
Irving
Whittier

Holmes
Lincoln
Longfellow
Mann

We're All In This Together!

Everyone is special in
their own way

We make each other strong

We're not the same

We're different in a good way

Together's where we belong

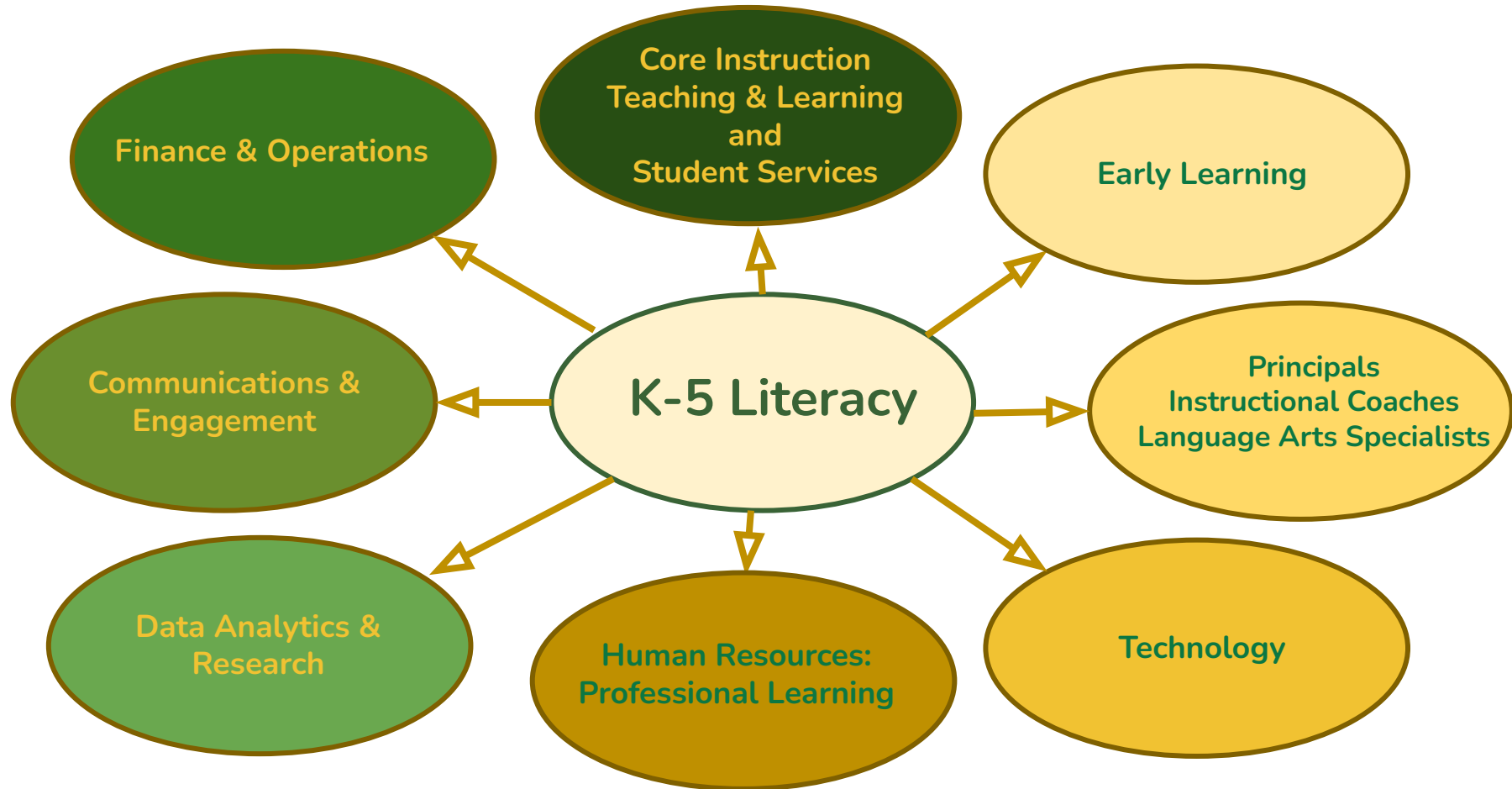
*~ We're All In This Together
High School Musical*

*D97's Approach to K-5 Literacy
and School Improvement*

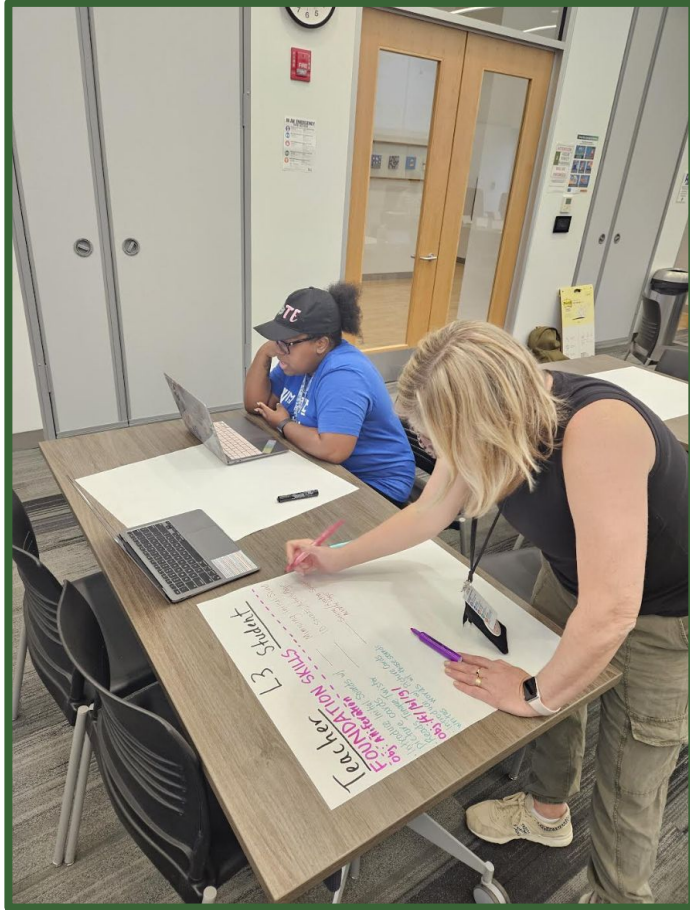


K-5 Literacy: Strategic Integration

D97's Literacy Work is Cross-functional!



Our Beliefs



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

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

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

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

Utilize the school improvement logic model process to engage teacher leaders and literacy teachers in identifying resources and professional learning opportunities for future curriculum review decisions.

Transforming K-5 Literacy Practices in D97

SY25

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

D97 Belief 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

ELA Resource Pilot Schools

Beye
Hatch
Irving
Whittier

Foundational Literacy Schools

Holmes
Lincoln
Longfellow
Mann

Transforming K-5 Literacy Practices

**K-5 English Language Arts Pilot in Full Swing
Across District 97!**

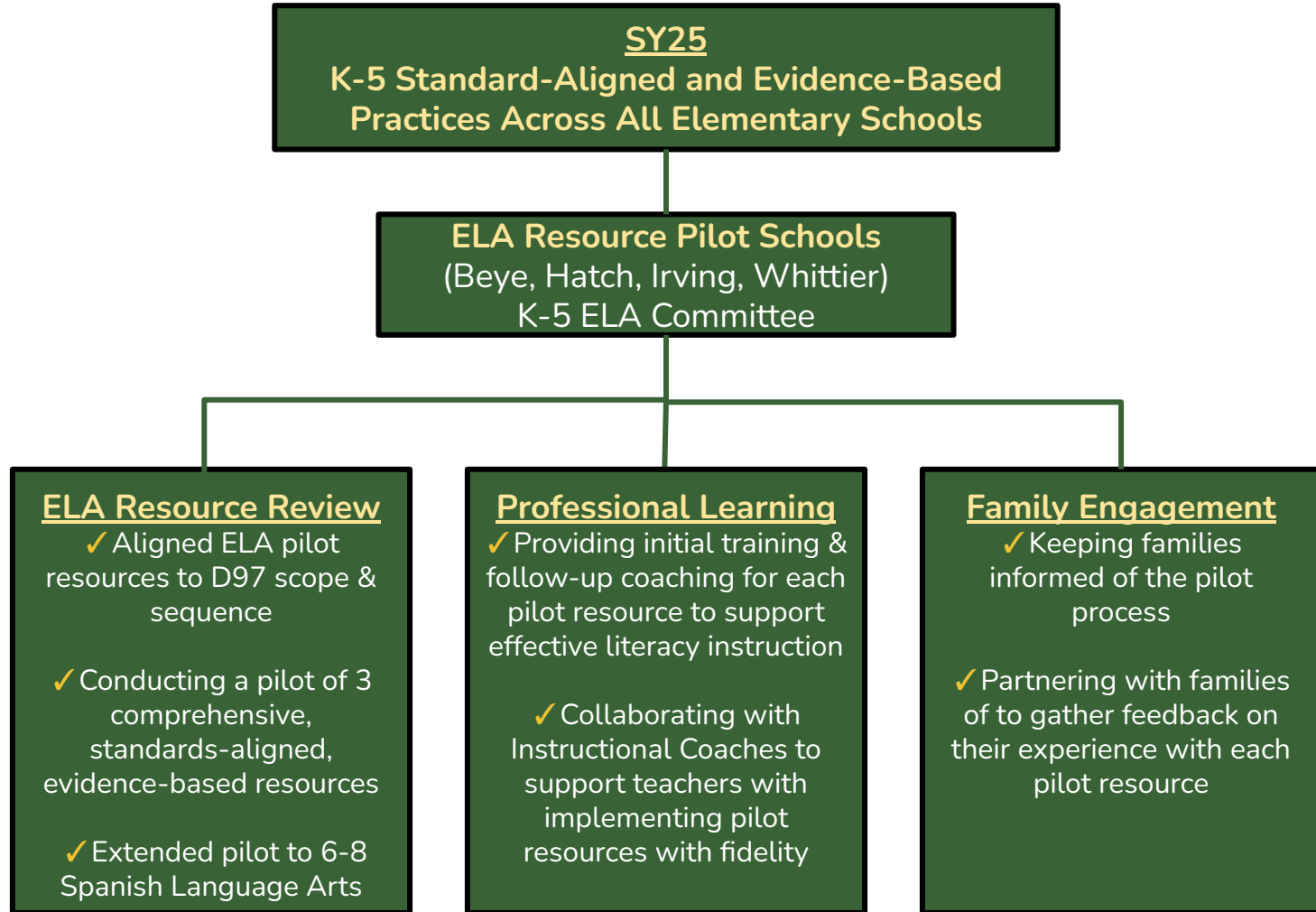


The D97 Core Instruction Team is excited to share that our K-5 English Language Arts (ELA) pilot is officially underway in several District 97 schools!

Resource Pilot Schools



Resource Pilot Schools – Where Are We Now?



Resource Pilot Schools – Where Are We Going?

October 2024 – March 2025

Continue to conduct a pilot of three evidence-based resources and provide professional learning on effective literacy instruction (SAVVAS myView/miVision, HMH Into Reading/Arriba la Lectura, Amplify CKLA/Caminos)

1

2

October 2024 – March 2025

Gather feedback from all stakeholders on their experiences with each resource during the pilot process (D97 staff, students and families)

3

March 2025 – April 2025

Engage the K-5 ELA Curriculum Committee in an analysis of pilot data (pre/post assessments and surveys)

4

April 2025

Utilize evaluation tools to identify resources to recommend to the Board of Education for adoption

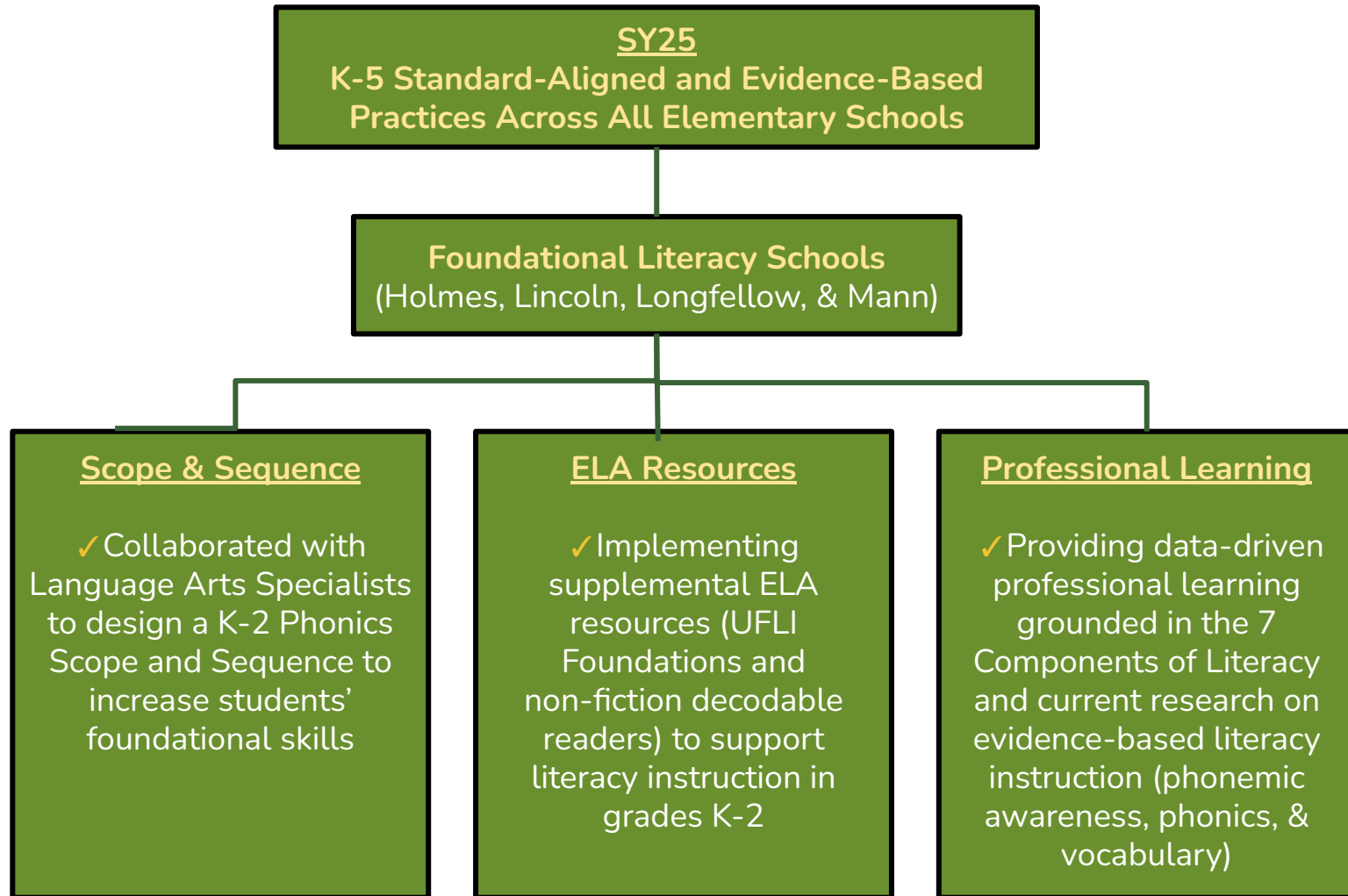
Transforming K-5 Literacy Practices



Foundational Literacy Schools



Foundational Literacy Schools – Where Are We Now?



Foundational Literacy Schools – Where Are We Going?

October 2024 – May 2025

Continue to monitor the implementation of the Phonics Scope and Sequence for grades K-2

1

2

3

4

October 2024 – May 2025

Provide K-5 professional learning opportunities grounded in the 7 Components of Literacy facilitated by Instructional Coaches and Language Arts Specialists

October 2024 – May 2025

Support teachers with incorporating UFLI Foundations to build students' early literacy skills

April 2025

Design a plan for district-wide implementation of the adopted K-5 ELA resource, while continuing to focus on evidence-based practices

K-5 Literacy & School Improvement: ELA Logic Model Focus

Schools demonstrate how...

- **Effective literacy practices at their school reflect** the Illinois Learning Standards for English Language Arts, evidence-based literacy instruction, and culturally and linguistically responsive teaching
- **Resources are utilized (*Curriculum Coordinator, Instructional Coaches, Language Arts Specialists, etc.*)** to collaborate on a regular basis with each other and teachers to share and apply strategies for enhancing literacy practices across all grades with a focus on the focal student cohort, Universal Design for Learning, and the Framework for Teaching
- **Elementary teachers are engaged in meaningful learning experiences** during K-5 ELA Curriculum Committee meetings, Institute Day sessions, and District Grade Level Meetings that impact improvement efforts at the school level

Resources	Actions	Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcome
(What time, people, technology, and money are in place to ensure success?)	(How will your team organize these resources to achieve success?)	(What visible evidence can be reviewed to see that the work is happening?)	(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?)
Instructional Coach Weekly grade level PLC School wide staff meetings	CER writing calibrating in L&L department connected to IAR writing rubrics to support effective feedback to students Weekly professional development during grade level PLC, school wide staff meetings, and coaching cycles around strengthening [early literacy] foundational standards for all teachers.	Student peers are reviewing each other's work (Domain 3a and 3c) Students document and set own learning goals (Domains 3c and 3d)	Teachers are able to name and understand the priority Math Learning Standards. Students understand priority standards, how to successfully demonstrate mastery, and why they are important. Families understand the grade-level Math priority standards for which we expect mastery.	Teachers will plan and deliver rigorous and equitable instructional tasks that are aligned to priority standards. Students 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 collaborate to develop school-home partnerships in utilizing resources and priority learning standards.	XX% proficient in ELA , as measured by IAR OR XX% proficient in ELA , as measured by NWEA (Predicted IAR proficient) OR XX% proficient in ELA , as measured by NWEA (Tier + and Tier ++ students)
Which staff members? Which meeting spaces?	Which staff members will be doing what? How will PLC time be used?	Which components of the Framework for Teaching are most important for you to see? How are we assessing? (peer observation, IC feedback, learning walks)	*This is future work. Upon development of the DIT Portal of a Graduate, our community learning and entrepreneurship focus will allow us to expand demonstrations of mastery to out of school time		

Questions from the Board of Education

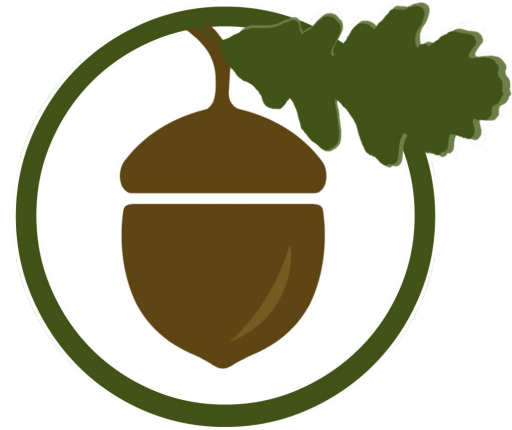


In Love with Literacy: **UPDATE**

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

Oak Park Elementary School District 97

Board of Education Meeting
May 14, 2024



What's the big idea?

In Love with Literacy **UPDATE**

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

01

**What was the
outcome of District
97's review of K-5
ELA resources?**

02

**What are the next
steps to prepare for
the pilot of selected
resources?**

Meet the K-5 ELA Curriculum Committee!

ELA Curriculum Committee Members *Brooks Feeder Schools*

Erica Childress - Hatch
Jennifer Jones - Hatch
Jackie DiNatale - Hatch
Hannah Gallup - Hatch
Andy Righeimer - Hatch
Ruth Barker - Lincoln
Catina Burries - Lincoln
Rachel Wheatley - Lincoln
Courtney Tyler - Lincoln
Laura Meglan - Lincoln
Juan Carlos Domecq - Lincoln
Don Shanahan - Lincoln

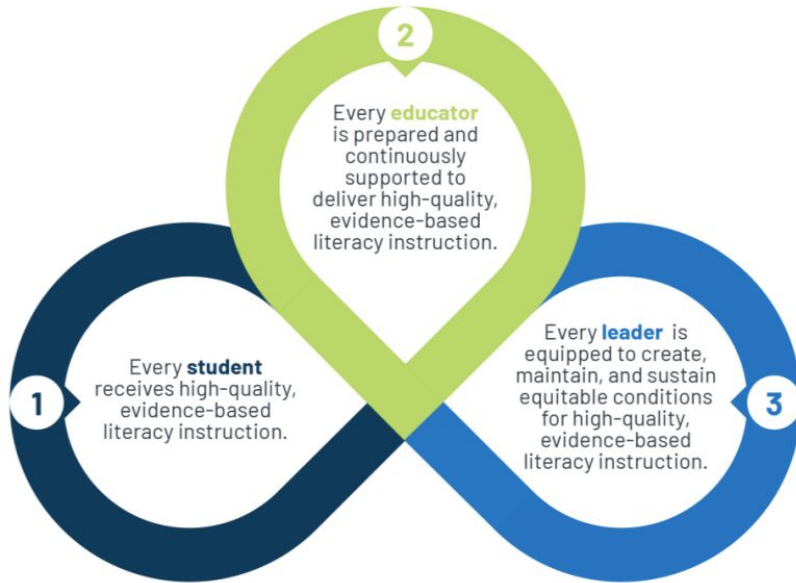
Ellen Corcoran - Holmes
Katie Keuler - Holmes
Taylor Kula - Whittier
Caroline Baker - Whittier
Meghan Dorka - Whittier/Irving
Rebecca Torres - EC Whittier

ELA Curriculum Committee Members *Julian Feeder Schools*

Megan Chambers - Beye
Mandy vonBokern - Beye
Sarah Adduci - Beye
Jessica Milburn - Beye
Jane Sheth - Beye
Betsy Parkinson - Irving
Kara Sakellaris - Irving
Fran Sbarbaro - Irving
Shehara Brinson - Irving
Annie Planek - Irving
Julia Stenger - Irving
Lori Pelling - Irving

Bianca Taylor - Longfellow
Sheila Schrems - Longfellow
Katie Egner - PKP Longfellow
John Bagley - Mann
Jen Buckley - Mann
Michelle Bolis - Mann
Karolyn Miller - Mann

3 Key Goals



7 Components of Literacy





D97 K-5 ELA Mission Statement

Elementary students in D97 will engage in hands-on, student centered, learning experiences that are authentic, meaningful, and extend beyond the classroom.

Our students will become reflective communicators, readers, and writers through standards-aligned curriculum and instruction that includes: phonemic awareness, phonics, vocabulary, grammar, fluency, oracy, comprehension, and writing.

Students will be immersed in diverse texts that allow them to see themselves as well as the perspectives of others.

01

**What was the
outcome of District
97's review of K-5
ELA resources?**



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 2: Select Resources to Pilot

- Conducted vendor presentations for 6 resources
- Explored resources & demo accounts provided by each vendor
- Rated each resource utilizing the ISBE Curriculum Evaluation Tool (CET)
- Utilized a decision-making protocol to select 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.	☐	☐	

ELA Curriculum Committee Meeting

April 11, 2024

1) Review District 97 Stakeholder Feedback

- Grade Level Teams
- Building Leadership Teams
- K-5 Families

2) Engage in a K-5 ELA Resource Showcase & Reflection Gallery Walk

3) Evaluate K-5 ELA Comprehensive Resources to Pilot

- American Reading Company Core
- HMH Into Reading
- Amplify Core Knowledge Language Arts (CKLA)
- Great Minds Wit & Wisdom and 95 Percent Group one95
- SAVVAS myView/miVision Literacy

District 97 Stakeholder Feedback

Hopes for
a K-5 ELA
Resource

Staff

- Comprehensive, systematic, and hands-on
- Explicit grammar, vocabulary, and phonics instruction
- Cohesive resources aligned to standards and reporting of student progress
- Differentiation and enrichment support

Families

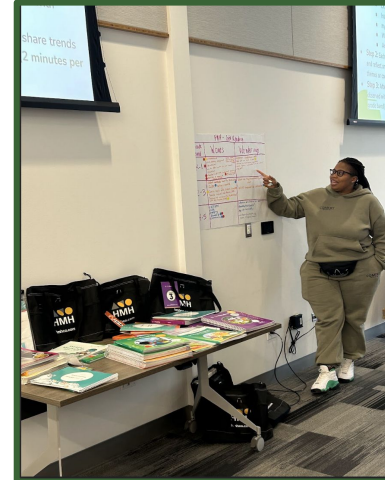
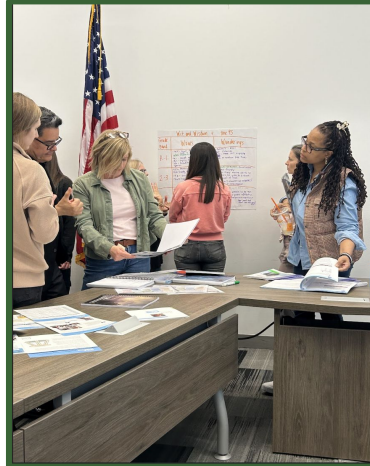
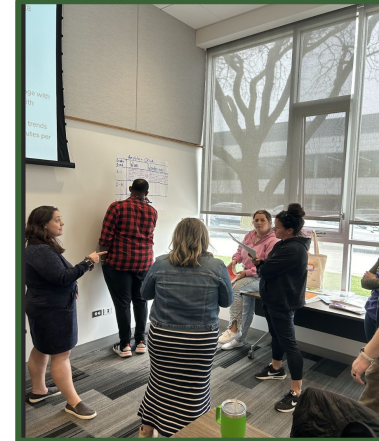
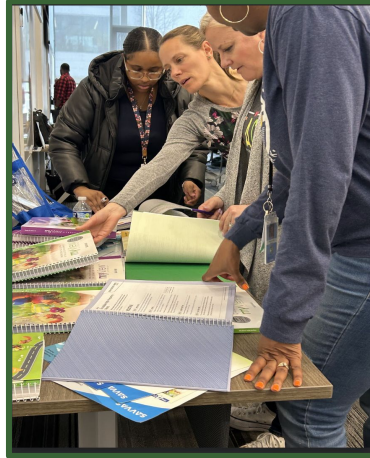
- Discontinue the use of Lucy Calkins Reading and Writing Units of Study
- Evidence based, structured literacy curricular resource
- Resources to support students at home
- Consistent experience for students across schools and grades
- Curriculum agnostic training based on evidence-based practices

K-5 ELA Resource Showcase & Reflection Gallery Walk

Step 1: Grade bands rotated through 5 stations to review resources and complete the *Wows & Wonders* anchor chart

Step 2: Grade bands engaged in a gallery walk of the *Wows & Wonders* anchor charts and used dots to affirm concepts

Step 3: A grade band representative highlighted themes that emerged from each *Wows & Wonders* anchor chart during a whole group discussion to promote collective teacher efficacy



Panel Discussion

**How did the gallery walk experience
contribute to your understanding of the
resources and promote collective teacher
efficacy?**

Evaluate K-5 ELA Comprehensive Resources to Pilot

- **Criteria:**

- D97 K-5 ELA Mission Statement
- IL Learning Standards for English Language Arts
- 7 Components of Literacy
- Instructional Approach
- Assessment
- Culturally Responsive
- Differentiation and Accessibility

- **Sources:**

- Vendor Survey Responses
- Vendor Presentations & Comprehensive Evaluation Tool (CET) Ratings
- Independent Exploration & Grade Band Gallery Walk

- **Evaluation:**

- Rate each resource on a scale of 1 to 5 based on the 7 criterion

American
Reading
Company
Core

HMH
Into Reading
&
Ariba Lectura

Amplify
Core
Knowledge
Language
Arts (CKLA)
&
Caminos

Great Minds
Wit &
Wisdom
&
95 Percent
Group one95

SAVVAS
myView
&
miVision
Literacy

K-5 ELA Pilot Resources for SY24-25

Beye - Hatch - Irving - Whittier



Amplify CKLA

Panel Discussion

What components of

HMH Into Reading/Arriba la Lectura

Amplify CKLA/Caminos

myView/miVision

**are you most excited about and looking
forward to implementing during the pilot next
year?**

02

What are the next steps to prepare for the pilot of selected resources?



K-5 ELA Pilot Next Steps

SEPT-OCT	NOV-JAN	NOV-JAN	NOV-JAN	FEB-MARCH	MARCH-APRIL
Establish Committee & Pilot Schools	Engage D97 Staff & Families	Develop a Mission Statement	Prepare Committee for Resource Review	Conduct the Resource Review	Prepare for the Pilot
<u>K-5 ELA Curriculum Committee:</u> -30+ members -8 elementary schools <u>Pilot Schools:</u> -Hatch, Whittier, Beye, & Irving	<u>District 97 Staff Feedback:</u> -Grade level survey -Listening sessions <u>District 97 Family Feedback:</u> -Family survey	K-5 ELA Curriculum Committee creates a mission statement that incorporates our purpose, core values, & hopes for K-5 ELA curriculum and instruction	-Current research -Illinois Learning Standards for ELA -Literacy framework -Evaluation tools	-Vendor presentations -Select (2-3) K-5 programs to pilot during SY25	-Order pilot materials -Schedule pilot training -Prepare committee & pilot schools
Completed	Completed	Completed	Completed	Completed	In Progress

- Conduct an information session for all ELA Resource Pilot Schools on May 1
- Identify units to pilot based on K-5 ELA Scope and Sequence
- Order K-5 ELA pilot teacher and student materials
- Schedule professional learning sessions for each K-5 ELA pilot resource

Questions from the Board of Education



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

**Illinois
Comprehensive
Literacy Plan
2024**

01

02

Where are we now?

**Where are we
going?**

03

04

**Questions from the
Board**

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

01

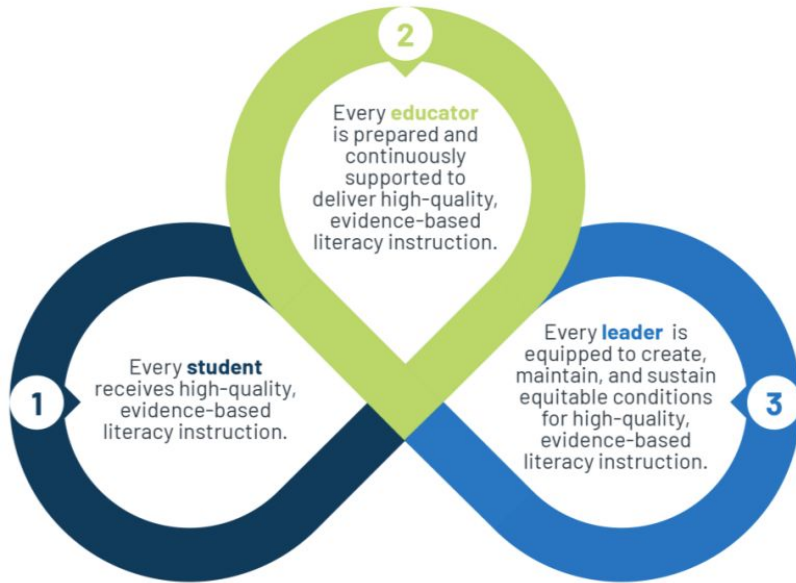
IL Comprehensive Literacy Plan 2024



Overview



3 Key Goals



7 Components of Literacy



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

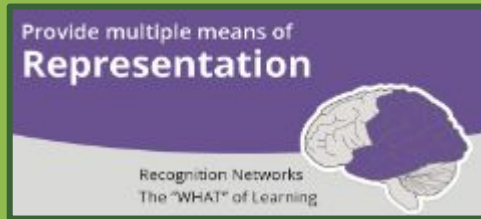
"Our staff will also undergo training on the importance and value of a curriculum that is culturally relevant and not based on euro-centric traditions that have historically permeated all of our curricula. Teachers will continue to undergo training on effective in-class learning differentiation."



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



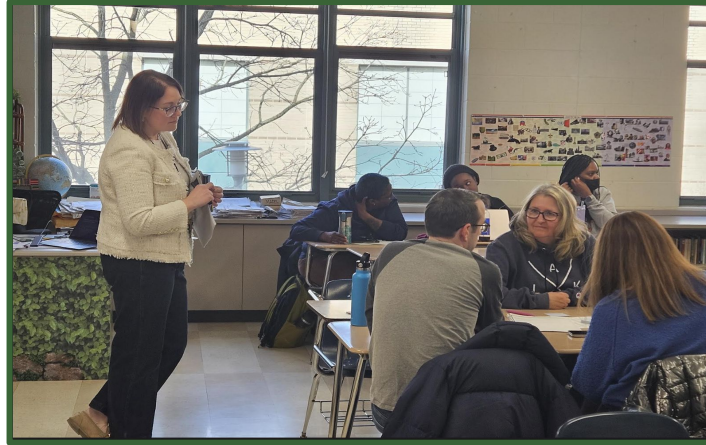
- ❖ Provide the opportunity for all students to access, participate in, and progress in the English language arts core curriculum by reducing barriers to instruction
- ❖ Incorporate multiple means of engagement, representation, and expression to create inclusive learning environments where all students 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



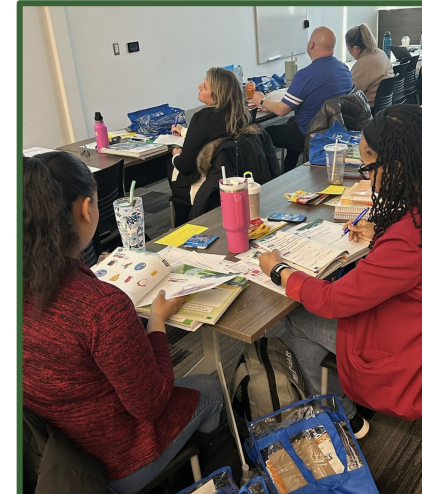
We recognize

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

SEPT-OCT	NOV-JAN	NOV-JAN	NOV-JAN	FEB-MARCH	MARCH-APRIL
Establish Committee & Pilot Schools	Engage D97 Staff & Families	Develop a Mission Statement	Prepare Committee for Resource Review	Conduct the Resource Review	Prepare for the Pilot
<u>K-5 ELA Curriculum Committee:</u> -30+ members -8 elementary schools <u>Pilot Schools:</u> -Hatch, Whittier, Beye, & Irving	<u>District 97 Staff Feedback:</u> -Grade level survey -Listening sessions <u>District 97 Family Feedback:</u> -Family survey	K-5 ELA Curriculum Committee creates a mission statement that incorporates our purpose, core values, & hopes for K-5 ELA curriculum and instruction	-Current research -Illinois Learning Standards for ELA -Literacy framework -Evaluation tools	-Vendor presentations -Select (2-3) K-5 programs to pilot during SY25	-Order pilot materials -Schedule pilot training -Prepare committee & pilot schools
Completed	Completed	Completed	Completed	In Progress	Not Yet Started

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

The image displays three screenshots of educational resource alignment reports:

- myView Literacy:** A report for the 2020 edition, published by Reveal Learning Company. It shows alignment with the Core: Comprehensive standard. The report includes a 'Grade Level Alignment' section with a score of 80/84 and a 'Science of Reading' section with a score of 174/192. The overall alignment is 'Meets'.
- Wit & Wisdom:** A report for the 2016 edition, published by Great Minds. It shows alignment with the Core: No Foundational Skills standard. The report includes a 'Grade Level Alignment' section with a score of NC and a 'Science of Reading' section with a score of 90/96. The overall alignment is 'Meets'.
- eQuIP Rubric for Lessons & Units: ELA/Literacy Grades K-2:** A detailed rubric for evaluating ELA/Literacy resources. It includes sections for 'I. Alignment to the Depth of the CCSS', 'II. Key Skills in the CCSS', 'III. Instructional Supports', and 'IV. Assessment'. The rubric provides a comprehensive overview of the resource's quality and alignment with the CCSS.

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.	☐	☐	

Stage 3: Conduct Pilot and Gather Data

- [illegible]

Representation		Varied Diversity (+)	Satisfied (+)	Unclear (+)	Not Satisfied (-)	Average Score (If you are reading with a friend)
Diversity / Characters	Statements					
	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 Latino families are Mexican, etc.					
	4. Diverse family structures (e.g. 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.					
Accuracy / Facts	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 Flag: Practices Not Aligned with the Science of Reading		Red Flag ✓
17	Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as <i>tr</i> / <i>r</i>) are kept intact rather than having students notice their individual sounds).	
18	Instruction is focused on letters only without explicit instruction and practice with the phonemes that letters represent.	
19	Phoneme awareness is not taught as a foundational reading skill.	
20	Phonological and phoneme awareness are not assessed and monitored.	
Practices Aligned with the Science of Reading		
21	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).	
22	Phoneme awareness is taught directly, explicitly, and systematically.	
23	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).	
24	Instructional focus on attending students to all phonemes in words (e.g., first, final, medial, phonemes in blends).	

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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

SY25

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

D97 Belief 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

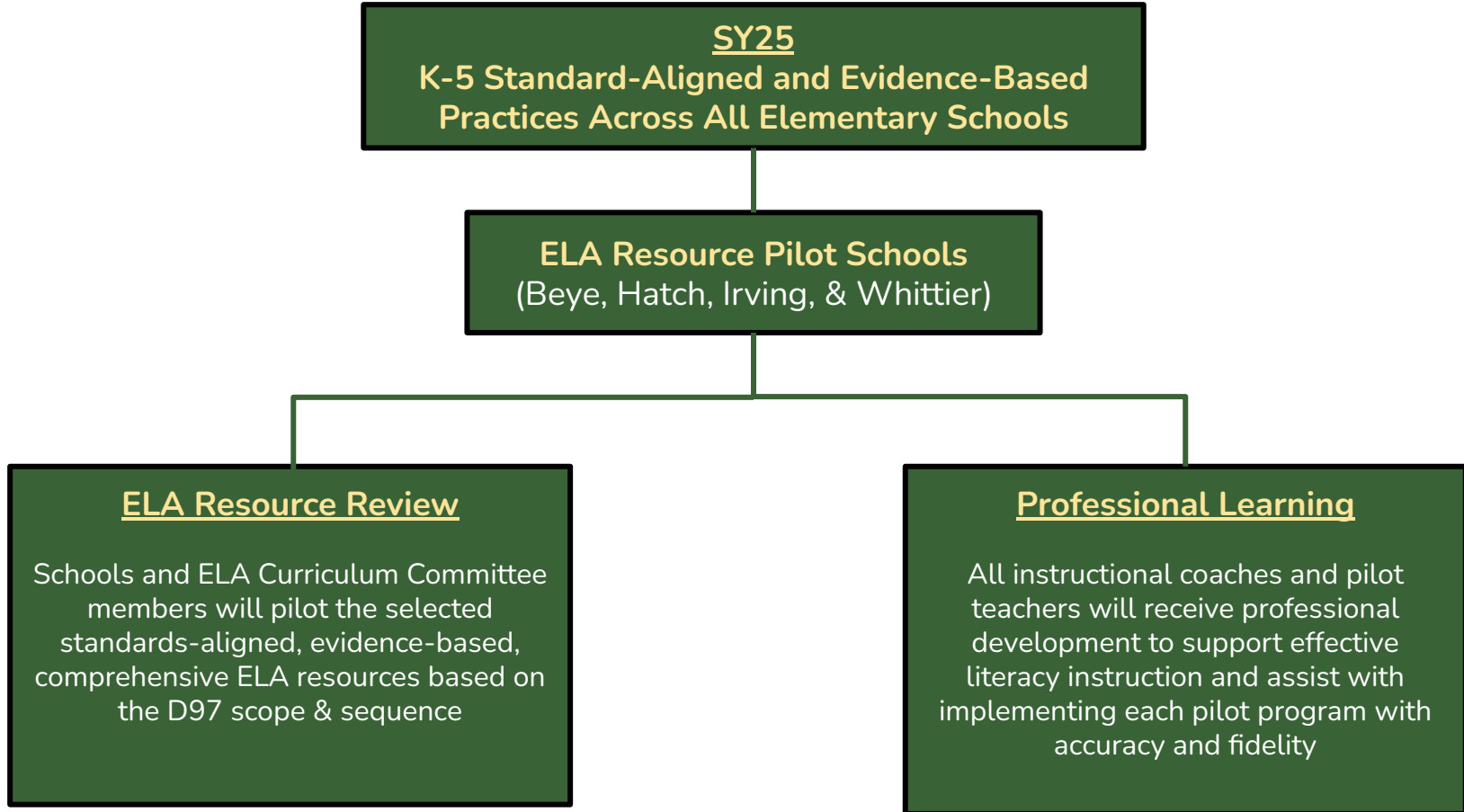
ELA Resource Pilot Schools

Beye
Hatch
Irving
Whittier

Foundational Literacy Schools

Holmes
Lincoln
Longfellow
Mann

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**



04

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

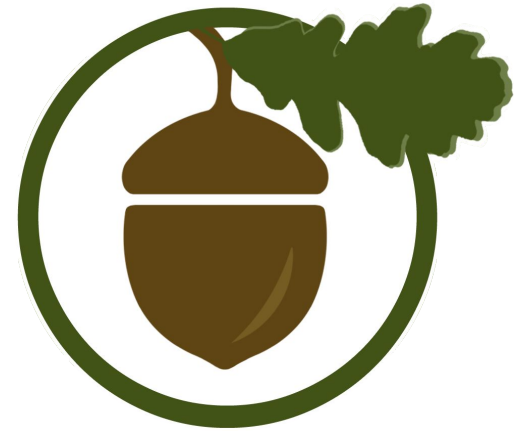
Assistant Superintendent for Elementary Schools

Dr. Tawanda Lawrence

Senior Director of Teaching and Learning

Jennifer Logan

Curriculum Coordinator (Pre-K-5)



“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

Our Beliefs

01

02

**Where have we
been?**

**Where are we
going?**

03

04

**Questions from the
Board**

01

Our Beliefs

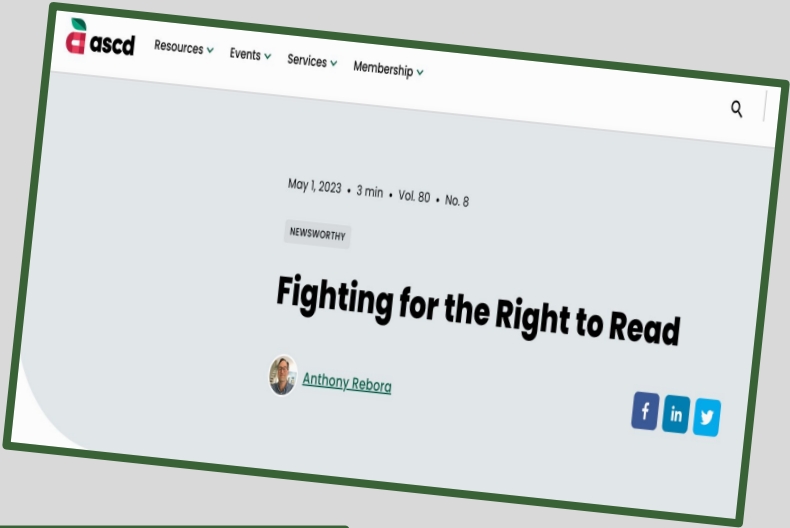


We value

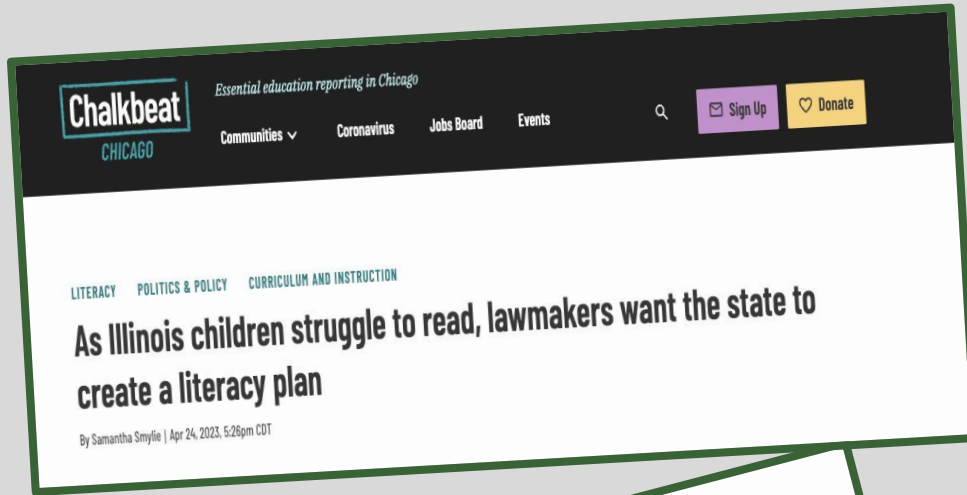
the expertise of practitioners closest to student experience so we engage them in the national debate around literacy instruction

**Oak Park
District 97
Beliefs
about
Literacy**

The National Debate



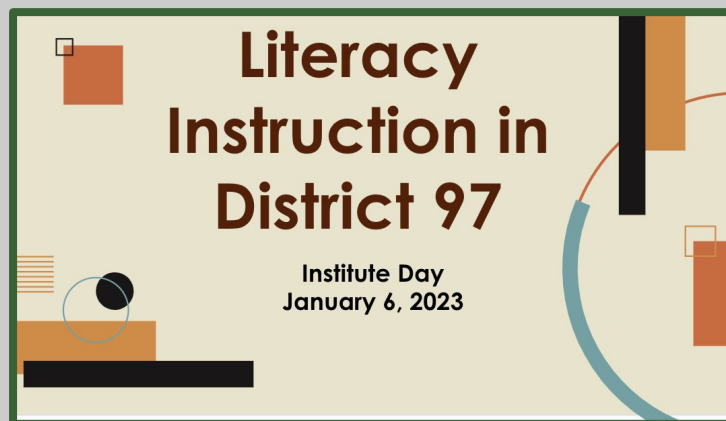
New Curricular Adoptions Across the Country



"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 Foundations, 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."

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

**Oak Park
District 97
Beliefs
about
Literacy**

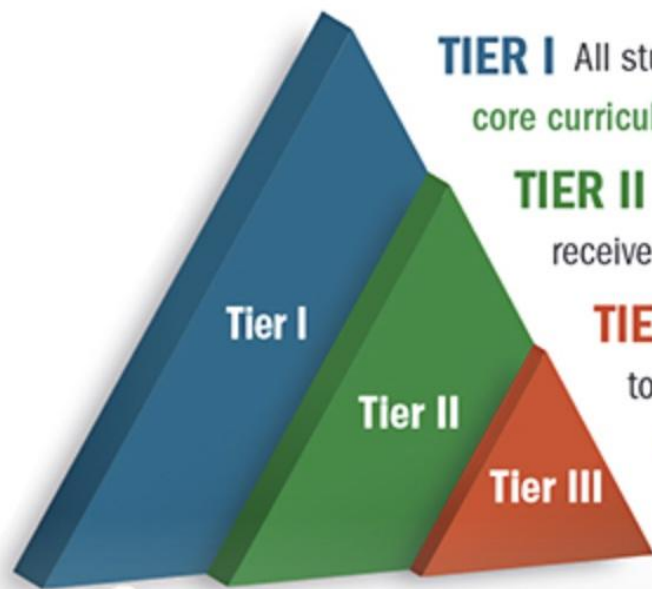
D97 Reading Foundational Skills, Resources & Instructional Strategies

 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

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

**Oak Park
District 97
Beliefs
about
Literacy**



TIER I All students receive instruction on the core curriculum.

TIER II Students who are below grade level receive additional instruction in small groups.

TIER III Students who are unresponsive to Tiers I and II also receive individualized instruction.

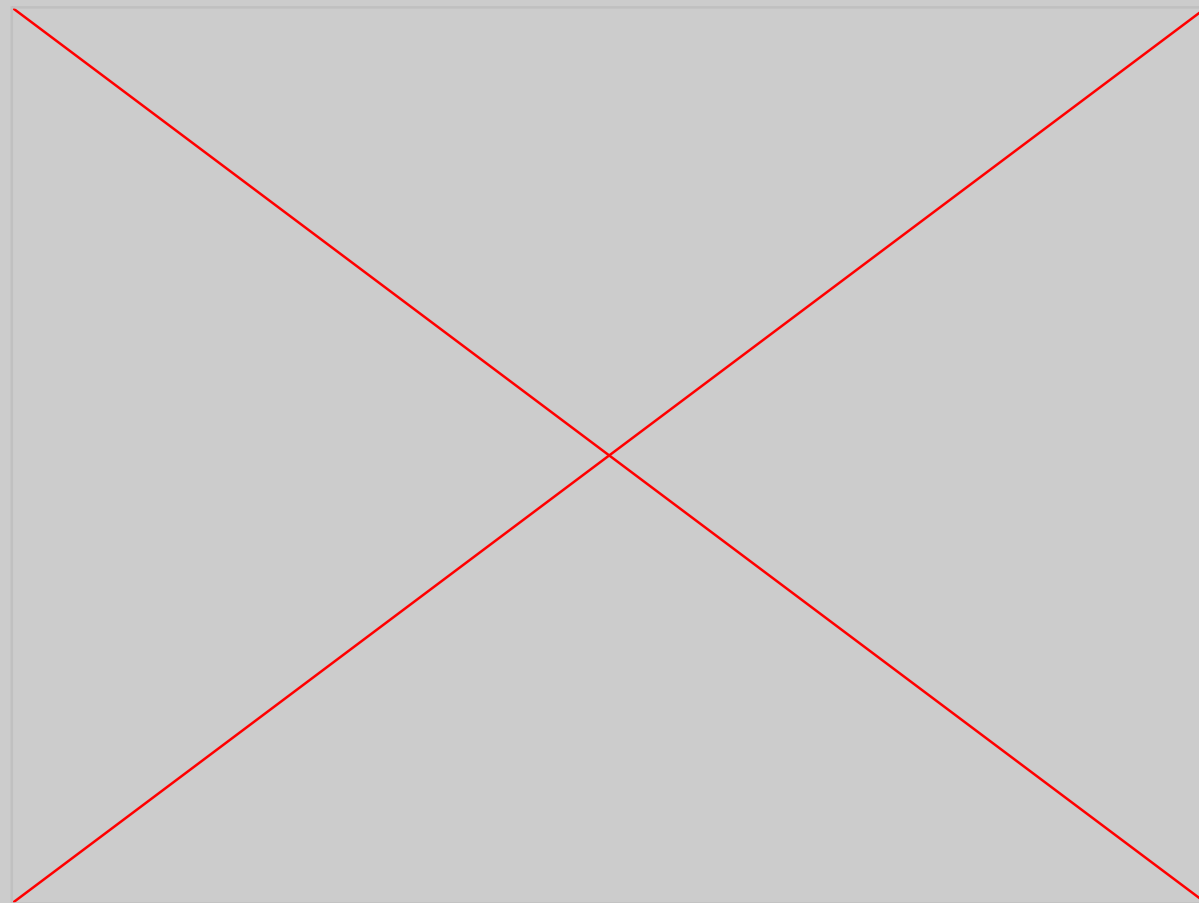
RTI frameworks have three tiers of support.

Source: https://ies.ed.gov/ncee/edlabs/pdf/RELMW_1460RTI.pdf.

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

**Oak Park
District 97
Beliefs
about
Literacy**



Area

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?)
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, <i>and one out-of-school format*</i> 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

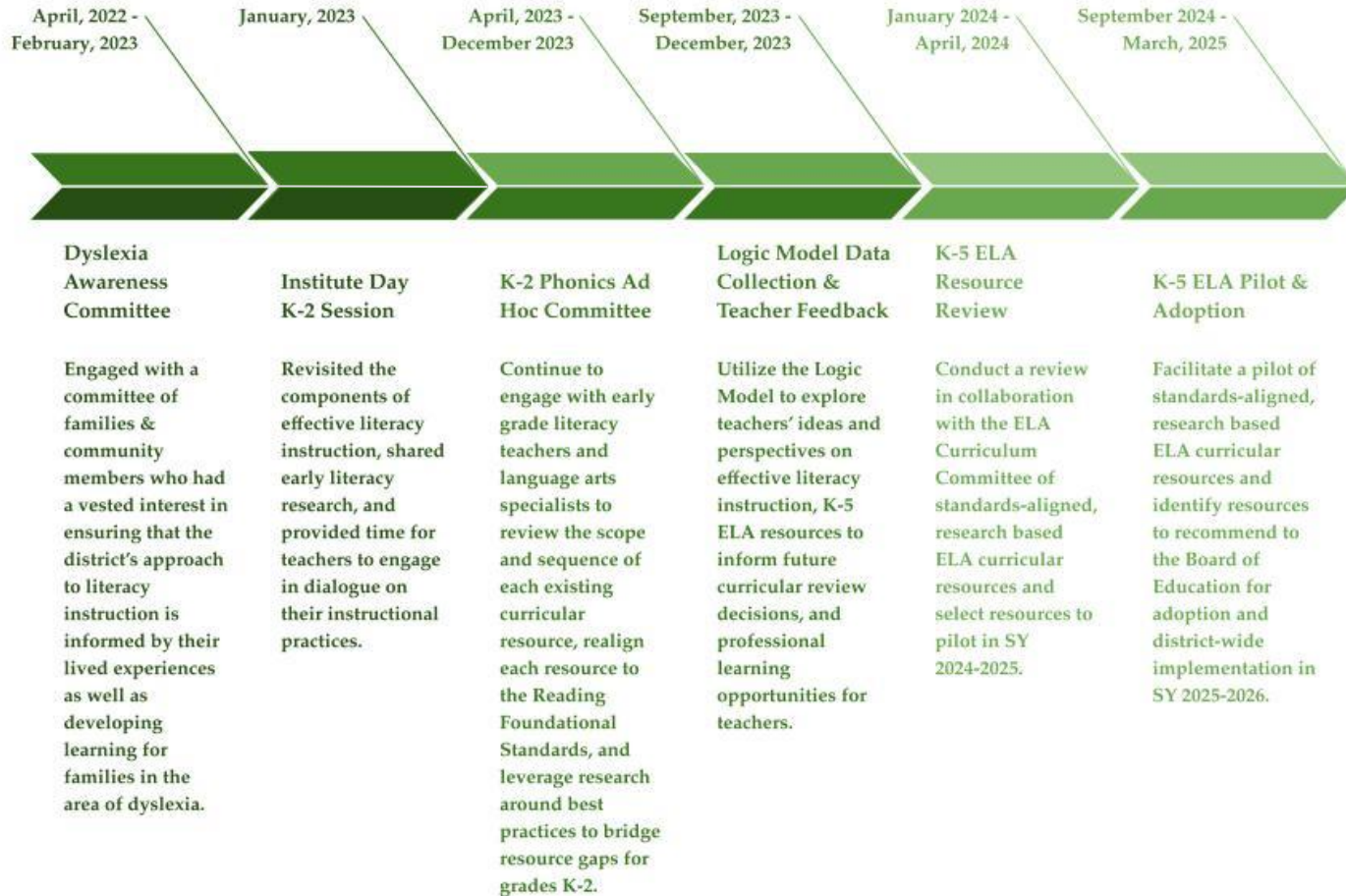
Created a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided a variety of options when demonstrating their learning

03

Where are we going?



Timeline



04

Questions from the Board



The background is a solid light green color. It features several large, overlapping circular shapes. Some are solid dark green, while others are defined by thin white outlines. These shapes are positioned in the corners and along the edges, creating a modern, geometric aesthetic.

**Thank
You!**