

School Board Executive Summary

Topic: Elementary P95 Foundational Skills Update

Date: October 19, 2026

Prepared by: Kami Jessop, Asst. Supt for Teaching and Learning
Kelcy Tapp, Director of Elementary Teaching and Learning



Recommended Action:

- ☒ Information Only
- ☐ Presentation/Discussion
- ☐ Discussion/Action by Board of Education
- ☐ Presentation/Action Next Meeting

Recommendation(s): The purpose of this presentation is to share an update on the summer and fall implementation of the 95% Group Phonics Core Program (P95). The presentation will highlight how teachers are experiencing the new curriculum, what implementation looks like in classrooms, the early successes and challenges educators have identified, and how the district is responding with ongoing professional learning, coaching, and practical support.

Background: The district follows a seven to nine-year curriculum adoption cycle to keep instructional materials aligned with current standards and research. The previous foundational literacy resources, developed in 2016, are now out of print and no longer receive publisher support, which created gaps in essential materials. P95 provides a systematic approach grounded in the Science of Reading, with explicit instruction in phonics, sound-letter relationships, and orthographic mapping.

In spring 2026, 40 curriculum toolbox teacher leaders participated in a nine to twelve-week pilot of multiple high-quality literacy resources. They evaluated each option for instructional quality, student benefit, and classroom usability. P95 received the highest overall score, earning 3.05 out of 4. Teachers identified its explicit instruction, active student-response routines, embedded handwriting program, and support for students with unfinished foundational skills as key strengths.

The district has supported implementation through leadership training, districtwide professional learning days, paid summer planning sessions, instructional coaching, ongoing building-leadership/coaches training sessions, and monthly Science of Reading Soirees.

Early feedback indicates that consistent routines are increasing student engagement and helping teachers build confidence with the program. The district recognizes that new curriculum implementation includes an initial learning curve and continues to support staff with materials management, pacing, technology, and instructional decision-making as it moves toward full implementation in all K-5 foundational literacy blocks.

Attachment(s): Slide Presentation