

Literacy Pilot Update

Board of Education Meeting

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ORCHARD PARK CENTRAL SCHOOL DISTRICT

DCIP

District Comprehensive Improvement Plan

Organizational Coherence

Positive Climate
and Culture

Learning and
Achievement
for All

Family and
Community
Engagement



ORCHARD PARK CENTRAL SCHOOL DISTRICT

Why Change Fails

The Lippitt-Knostr Model for Managing Complex Change

Vision	+ Consensus	+ Skills	+ Incentives	+ Resources	+ Action Plan	= Successful Change
NO Vision	+ Consensus	+ Skills	+ Incentives	+ Resources	+ Action Plan	= Confusion
NO Vision	+ NO Consensus	+ Skills	+ Incentives	+ Resources	+ Action Plan	= Sabotage
Vision	+ Consensus	+ NO Skills	+ Incentives	+ Resources	+ Action Plan	= Anxiety
Vision	+ Consensus	+ Skills	+ NO Incentives	+ Resources	+ Action Plan	= Resistance
Vision	+ Consensus	+ Skills	+ Incentives	+ NO Resources	+ Action Plan	= Frustration
Vision	+ Consensus	+ Skills	+ Incentives	+ Resources	+ NO Action Plan	= False Starts

Source: Lippitt-Knostr (1987/2000)

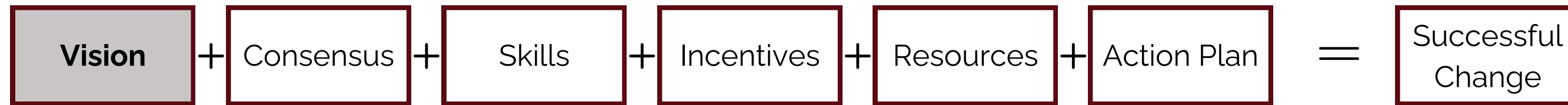
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What was present in a successful change?
What was missing in a change that failed?



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Vision for Literacy for All



- **Literacy Steering Committee**
- **Professional Learning**
 - NYSED Literacy Briefs
 - Reading League Partnership
 - SUNY New Paltz Science of Reading Fundamentals Microcredential
 - *Shifting the Balance* book studies
 - *Writing Revolution* book studies
 - NYSED PreK-3rd Grade Literacy Instructional Best Practices Guide
 - NYSED Curriculum Review Guide
- **K-6 Literacy Pilot of Fishtank ELA, Amplify CKLA, and Amplify ELA**



Building Consensus for Change



- **Literacy Steering Committee**
- **Literacy Pilot work began in the spring of 2024**
 - Pilot Interest Survey to all K-6 classroom teachers
 - Summer/Fall of 2024 - All pilot teachers trained
 - September 16, 2024 - Pilot launched
 - Continued support
 - Feedback cycles - Pilot teachers, students in pilot classrooms, and parents.
- **March 7 - Pilot Decision Meeting**
- **March 13 - Administrator Pilot Meeting**
- **March 18 - Pilot Closure Meeting**



Parent Feedback

“
I am so impressed with the vocabulary component of the program! My child could define and use the targeted vocabulary words. The texts also seemed to be grouped by themes that helped my child develop a depth of knowledge.”

“
We were very surprised with how fast he developed and mastered his reading skills this year; to see the difference from the beginning of the school year to now is astonishing. While reading, he will recognize and explain to us the different phonic and word structure rules he's been learning at school.”

“
She like the topics in the Fishtank curriculum. She asked me to buy her copies of the Grace Lin books. She was excited for the lesson about learning disabilities and felt represented. She like listening to the books read in class and I think she enjoys the discussions that occur.”

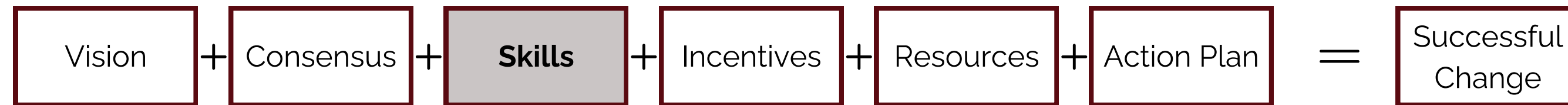
“
My daughter liked reading the Breadwinner in her ELA class the most this year. I am glad that OP is looking into the science of reading. My children have always been very bright and I never felt that the units of study was a good curriculum. It was not explicit enough when it came to the teaching of reading and writing.”

“
Our daughter loves sharing what she has learned about during reading ie: the Aztec and Mayan people. The foundational skills she has been given in Kindergarten through UFli and O-G have helped her become confident and she always wants to share her new skills. We continue to see her confidence and fluency improve.”

“
This new program seems to have given her a variety of skills that she was struggling with in prior years such more depth understanding of what she's reading, more written portions to explain what she gathered from the story and higher levels of challenges.”



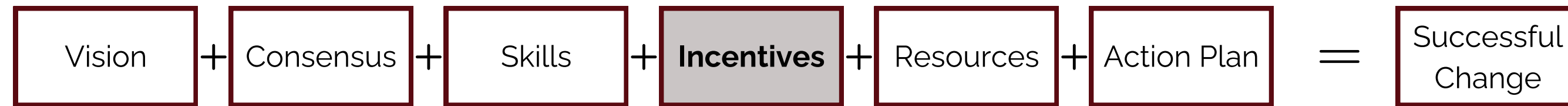
Building Skills for Successful Implementation



- **Professional learning through The Reading League focused on the Science of Reading**
 - *Teacher Introduction Day - What is meant by the Science of Reading?*
 - *Phonological Awareness*
 - *Phonic Knowledge*
 - *6-step lesson plan for decoding, spelling, and fluency: part A*
 - *6-step lesson plan for decoding, spelling, and fluency: part B*
- **Program-specific professional learning**
- **Data-Driven Instruction**
- **Support from Instructional Leaders, Lead Teachers and Instructional Coaches**



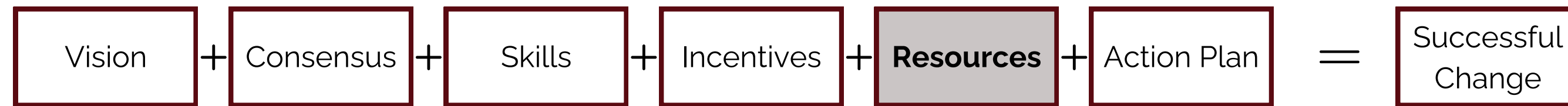
Creating Incentives for Engagement and Success



- Continued professional learning opportunities
- Ample opportunities for program training in spring, summer and fall
- Celebrations of student success, growth, achievement and classroom success stories
- Time: cross-curricular connections to Science and Social Studies
- Student vocabulary, background knowledge and writing
- Collaborative grade-level opportunities at the building and district level
- Continued support from Instructional Leaders, Lead Teachers and Instructional Coaches



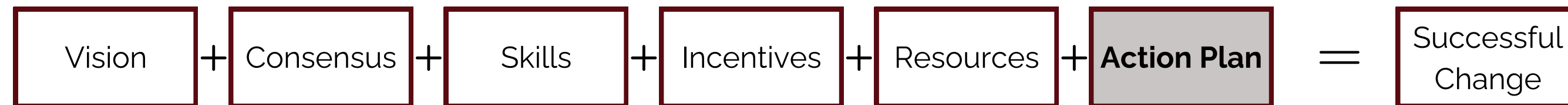
Ensuring Adequate Resources for Program Success



- **Program Materials and Curriculum Resources**
 - Teachers will have access to the full suite of program materials, which includes print and digital resources such as unit plans, lesson plans, student texts, assessments and interactive tools.
- **Partnership with central copying to streamline support**
- **Google Classrooms by grade level to share resources**
- **Ongoing professional development and support**
- **Instructional Coaches and Lead Teachers**
- **Data to make informed decisions regarding Tier I instruction and interventions**



Action Plan for Adoption and Implementation



- **Following this presentation to the Board of Education, we will begin the following steps:**
 - Meet with elementary and middle school staff to introduce the program and discuss next steps.
 - Ensure all program materials (digital and print) are ordered and distributed to schools.
 - Program-specific training beginning this spring and continuing through the summer.
 - Implementation in all K-6 classrooms in September 2025.
 - Continuous support through instructional coaching, monthly check-ins, lead teachers, data review, and adjustments based on teacher and student feedback.



Recommendation

Fishtank

Grades K-3

Implementation in September 2025

- Foundational Skills (Phonics, phonemic awareness, spelling)
 - UFLI
- Reading
 - Fishtank
- Writing
 - Fishtank
 - *Aligned to Writing Revolution*

Amplify CKLA/ELA

Grades 4-6

Implementation in September 2025

- Foundational Skills (Grammar, word work, spelling)
 - Amplify CKLA
- Reading
 - Amplify CKLA
- Writing
 - Amplify CKLA
 - *Aligned to Writing Revolution*



Why two programs?

- **Responsive to the experience of the pilot**
 - Feedback from teachers, administrators and students
- **Both programs**
 - Aligned to learning standards
 - Social Studies and Science curricular alignment
 - Reading and writing in the content areas
 - Diverse, complex texts
 - Direct, systematic and explicit
 - Evidence-based instructional strategies
 - Academic vocabulary “tier 2”
 - High student engagement



Direct, Systematic and Explicit

- **Systematic Instruction “The Design”**

- What we teach
- A carefully planned sequence for instruction, similar to a blueprint, that builds upon prior learning. It involves strategic building from simple to complex and is designed before activities and lessons are planned.



Direct, Systematic and Explicit

Explicit Instruction “The Delivery”

- How we teach
 - Content knowledge (effect size of 0.13)
 - Craft of HOW we teach (effect size of 0.60 or greater)
 - **Cognitive task analysis** (effect size of 0.87)
 - *ex: higher order questions that challenge student thinking*
 - **Classroom discussion** (effect size of 0.82)
 - *ex: think/pair/share, check for understanding, academic vocabulary discussions*
 - **Teacher clarity** (effect size of 0.75)
 - *ex: clear explanations and demonstrations, stating learning objectives)*
 - **Concept mapping** (effect size of 0.64)
 - *ex: graphic organizers, visual aids, presentation of material*
 - **Vocabulary instruction** (effect size of 0.62)
 - *ex: 2 to 7 words are defined in context in each lesson, explicitly taught in consistent routines*



Direct, Systematic and Explicit

- **Direct Instruction**

- often confused with lecture
- Involves seven steps:
 - clear learning intentions
 - success criteria of performance
 - engagement of students' attention and interest
 - presentation of lesson using input, modeling, and check for understanding
 - guided practice
 - closure to review and clarify
 - independent practice to reinforce the skill or content in a real-life or different but relevant context



NYSED Literacy Attestation

Per Education Law 818, on or before September 1st, 2025, every school district shall verify to the Commissioner that their curriculum and instructional practices in the subject of reading, in prekindergarten through grade three, aligns with all the elements of instructional best practices provided by the Commissioner pursuant to this section as outlined in the P-3 Literacy Instructional Best Practices guide.

“The Department acknowledges that there may not be one perfect curriculum that meets all the criteria in the Guide. Likely, a district curriculum or collection of curricular materials will not be fully aligned with this Guide. The Department does not advocate the use of this Guide to holistically reject or discard entire curricula, nor does the Department require districts to purchase a new vendor developed curriculum that can meet all expectations. Rather, districts are urged to use a tool such as this to reflect on literacy curricula, to identify aspects that need to be revised or supplemented and/or to identify materials that should be repurposed, to meet expectations.”



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Questions?



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