



ELEMENTARY LITERACY PROGRAM REVIEW

April 9, 2024

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STRATEGIC PLAN 21-25

Our mission is to:

Empower an
inclusive, diverse
community of
learners to innovate
and thrive as global
citizens.



OUR GOALS & STRATEGIES

This presentation falls under the:

Student Achievement Goal

Refine and extend instructional practices, programs, and services to ensure all learners are academically ready for high school and beyond.





AGENDA

This presentation will cover:

1. Program Review Process
2. Elementary Literacy Timeline
3. Research
4. Action Plan
5. Professional Learning
6. Implementation Years 1 & 2
7. Monitor & Refine
8. Fiscal Impact
9. Instructional Impact

DISTRICT 25 PROGRAM REVIEW PROCESS



ELEMENTARY LITERACY TIMELINE



- Department of Student Learning (DSL) reviewed research, best practices, standards, and curricula

- Professional learning for K-5
- Early implementation for Literacy Committee & K Teachers
- Develop implementation support

**Research
22-23**

**Action Plan
23-24**

**Professional Learning
24-25**

- Literacy Committee formed
- Professional learning for committee & K Teachers
- D25 Core Literacy Belief Statements
- Analyzed current resources

ELEMENTARY LITERACY TIMELINE



- Full implementation for all K-5 Teachers Y1
- Continue professional learning

- Monitor student achievement data & engagement
- Refine instructional practices

Implementation Y1
25-26

Implementation Y2
26-27

Monitor & Refine
27-28

- Full implementation for all K-5 Teachers Y2
- Continue professional learning

RESEARCH



2022-2023

- Reviewed current research, best practices, standards, and assessment data
- Identified effective instructional programs and resources
- Outlined program review structure and timeline
- Formed program review committee

ACTION PLAN



2023-2024

- Committee | 32 Staff Members
 - Teachers | Representatives from all K-5 grade levels, Special Education Teachers, Multilingual Teachers, a Literacy Interventionist, & a Student Learning Coach
 - All Elementary Principals
 - Director of Equity & Multilingual Program
 - Assistant Superintendent of Student Learning
 - DSL Coordinators
 - Mrs. Laura Beltchenko | Literacy Consultant

ACTION PLAN



- Professional Learning
 - *Teaching Reading: A Playbook for Developing Skilled Readers Through Word Recognition & Language Comprehension* by Douglas Fisher, Nancy Frey, & Diane Lapp book study
 - IL Comprehensive Literacy Plan, the science of reading, and IL State Standards review with Laura Beltchenko, consultant
 - Various scholarly articles and book excerpts
- Created D25 Core Literacy Belief Statements
- Full-Day Kindergarten Committee members, which includes all kindergarten teachers, voted to align the implementation of the new literacy resource with the start of full-day kindergarten in 24-25
- Resource training for committee and full-Day Kindergarten Teachers in May 2024

IL COMPREHENSIVE LITERACY PLAN



GOAL 1: Every student receives high-quality, evidence-based literacy instruction. **(New resource)**

GOAL 2: Every educator is prepared and continuously supported to deliver high-quality, evidence-based literacy instruction. **(Robust program review process including a year of professional learning & Instructional coaches)**

GOAL 3: Every leader is equipped to create, maintain, and sustain equitable conditions for high-quality, evidence-based literacy instruction. **(All principals participate on committee & will receive specific PD)**

D25 CORE LITERACY BELIEFS



We, the members of the Arlington Heights School District 25 K-5 Literacy Committee, hold these core beliefs about literacy instruction:

Inclusive Literacy Education | We believe that every student has the right to learn to read. Access to high-quality instruction and literacy-rich environments is essential, reflecting students' identities and connecting them to the diverse world around them. Materials and instruction should affirm students' cultural identities and broaden their perspectives.

Systematic and Explicit Literacy Instruction | We believe in a systematic and explicit approach to literacy instruction grounded in research. This includes comprehensive coverage of phonemic awareness, alphabetics, phonics, sight words, vocabulary, fluency, comprehension, and writing. Our instruction aligns with the Illinois State Learning Standards, ensuring a robust foundation for students' literacy skills.

Connected Instruction for Deeper Understanding | We believe that students achieve a deeper and more complex understanding when reading, writing, and language instruction are interconnected across disciplines. This holistic approach fosters transferable skills across the entire educational landscape.

D25 CORE LITERACY BELIEFS



Nurturing a Positive Learning Environment | We believe in creating learning environments that inspire student ownership. It is of the greatest importance and is optimally developed in an environment that promotes student choice and reflection, inspires risk-taking, encourages learning from mistakes, fosters a sense of belonging, and instills passion and joy for reading and writing. Included in this environment should be classroom libraries that are expansive, with texts reflecting student interests.

Rigorous and Comprehensive Literacy Approach | We believe in a rigorous, comprehensive approach to literacy instruction, integrating data analysis to guide instruction, ongoing and authentic assessments, differentiation to challenge all learners, and dedicated time for teacher and student reflection to drive responsive teaching and learning. This approach ensures that our literacy instruction meets the diverse needs of our students and prepares them for success in an ever-changing world.

Empowering Teachers through Professional Learning | We believe in providing teachers with quality professional learning experiences and resources that are relevant, ongoing, and job-embedded. Collaboration opportunities are integral to this process. These experiences aim to cultivate literacy educators who are well-versed in best practices and capable of delivering differentiated instruction to meet the diverse needs of all learners.

RECOMMENDED RESOURCE



HMH Into Reading

- Comprehensive literacy resource
- Top-rated by EdReports
- Evidence-based system aligned with science of reading research & IL Learning Standards
- Builds knowledge with connected text sets covering science & social studies topics
- Explicit, systematic phonics instruction
- High-quality, diverse, and culturally responsive materials
- Considerations for learners with multicultural, advanced, and specialized needs
- Robust technology platform and professional learning supports

PROFESSIONAL LEARNING



2024-2025

- Best practices & resource training for all Teachers
- Specific training for Administrators
- Early implementation & accelerated professional learning
 - Literacy Committee
 - Kindergarten Teachers

IMPLEMENTATION YEARS 1 & 2



2025-2027

- Full implementation by all K-5 Teachers beginning in 25-26
- Continued professional learning
- Instructional Coach & Advanced Learning Specialist support

MONITOR & REFINE



2027-2028

- Monitor IAR English Language Arts, MAP Reading, and other student achievement and classroom performance data
- Monitor student engagement
- Monitor alignment with evolving educational standards and best practices
- Refine instructional practices and implementation support

FISCAL IMPACT



HMH - INTO READING

MATERIALS	CONTRACT LENGTH	COST
Teacher Materials, Student Materials, Digital Licenses, Professional Learning	6 years plus kindergarten and literacy committee early implementation	\$1,454,893.25^ *savings over 6 years = \$477,676.17

^ excludes shipping

* not adjusted for future price increases

INSTRUCTIONAL IMPACT



Mrs. Amy McFarland
1st Grade Teacher
Ivy Hill



Dr. Corinne Duffy
4th Grade Teacher
Westgate





QUESTIONS?