Outline:

I.   Ask of the Board;

II. The Need for High Quality Foundational Skills Curriculum;

I.   Foundational Skills Selection Process; and

II. Recommendation for Foundational Skills Curriculum Adoption.

Ask of the Board

Approve resolution to adopt University of Florida Literacy Institute: **UFLI Foundations** for grades K-2 Foundational Skills Curriculum

Our Vision

We will ensure that our youngest students develop the literacy skills they need to become lifelong readers, writers, critical thinkers and empowered community members.

To fulfill this vision, we will dramatically increase the number of 3rd graders reading at grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years. We will enhance our collective impact by partnering with educators, families and community.

Our North Star:

Initiative #1: Ensuring Strong Readers by the Third Grade

All OUSD students will **"break the code"** and **read fluently by 3rd grade**

We will track progress through:

- Grade-level proficiency on *Diagnostic Assessments*
- Implementation of grade-level **foundational skills curriculum**

The Need for High-Quality Foundational Skills Curriculum

The Need for Foundational Skills Curriculum

- Regular work with complex text for all students, including scaffolds and content learning in a unit of study with summative tasks as the vehicle for developing literacy and language (CA ELA/ELD Framework)
- Clear supports of ELLs, including Designated and Integrated ELD (CA ELA/ELD Framework)
- **A strong foundational literacy component**
- ELA achievement gaps

See FAQ - K-5 ELA Steering Committee and ELA Adoption 2020-21 for summary of process.
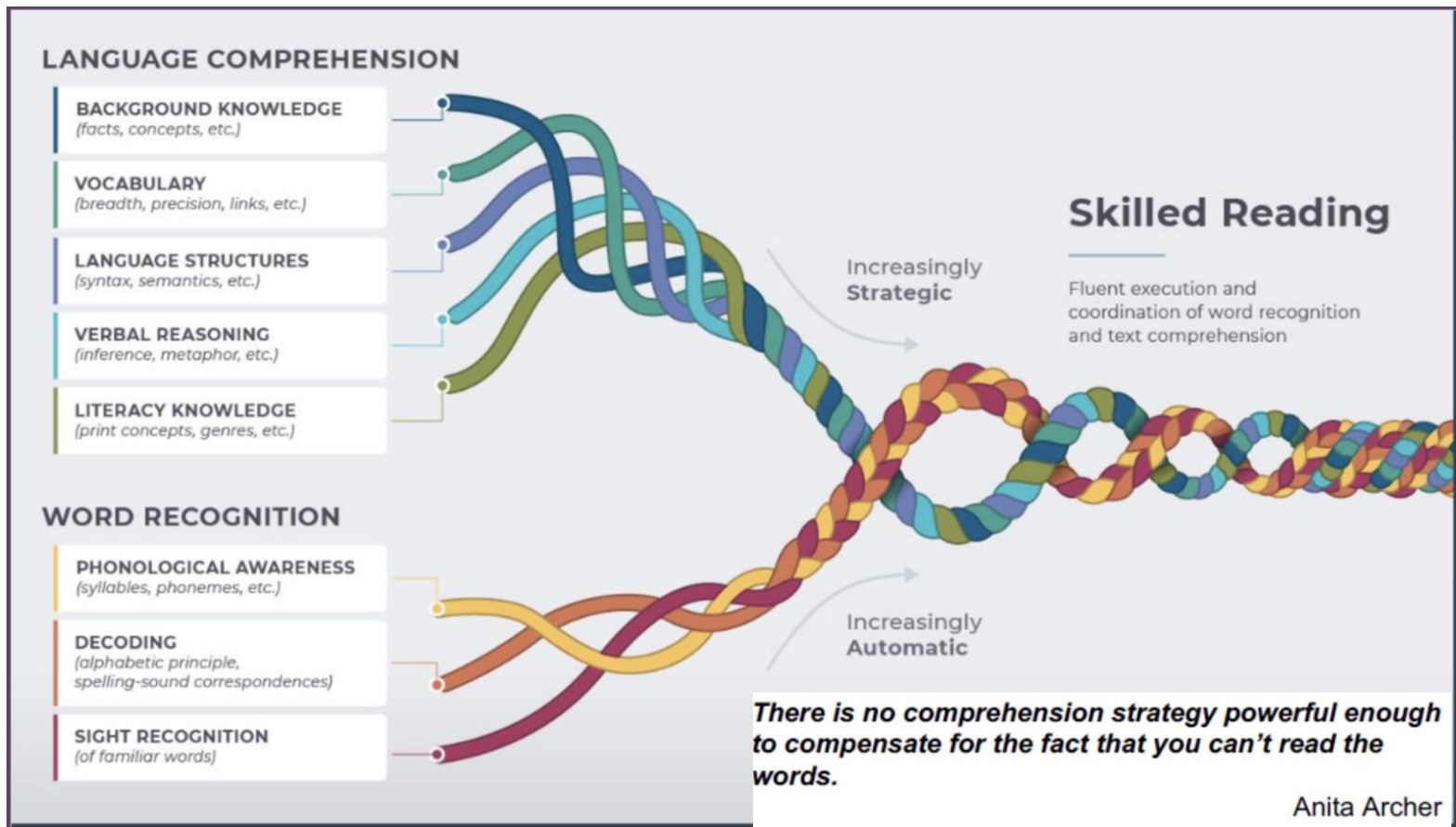
Scarborough's Rope Model

EL Education
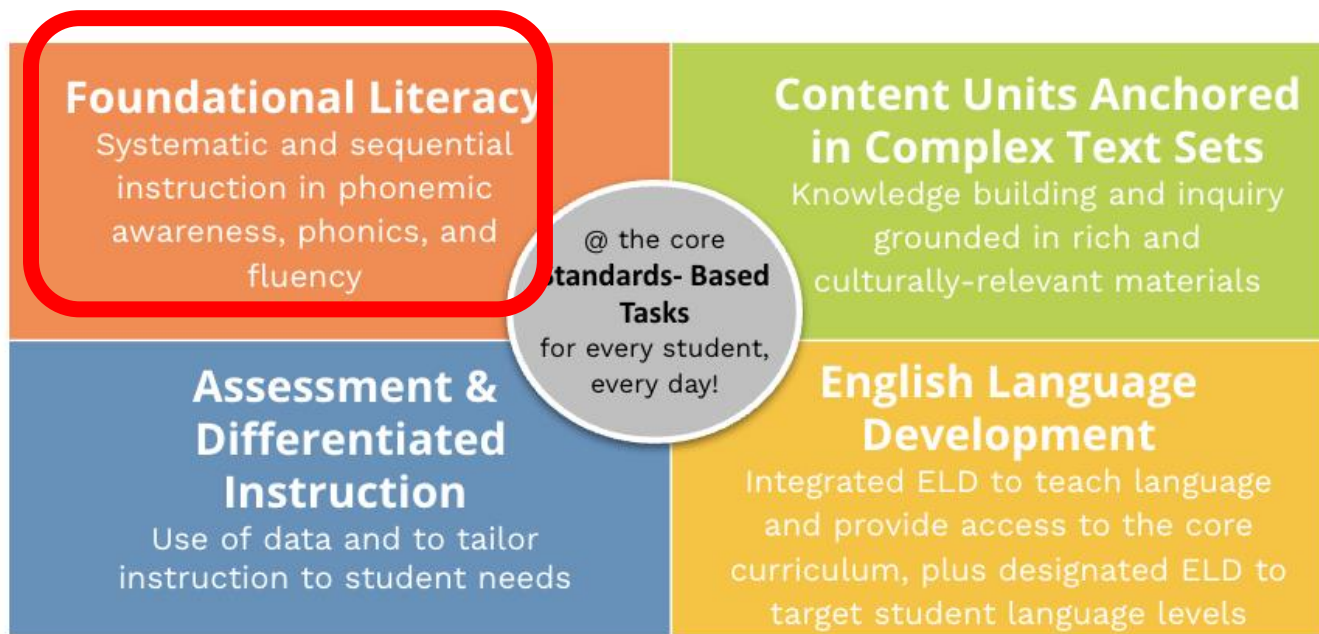or
Benchmark-
Advance/Adelant
e

Content Area
Instruction

UFLI
Foundations or
Benchmark
(Tier 1)

SIPPS (Tier 2/3)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

Increasingly
Strategic

Increasingly
Automatic

Skilled Reading

Fluent execution and
coordination of word recognition
and text comprehension

*There is no comprehension strategy powerful enough
to compensate for the fact that you can't read the
words.*

Anita Archer

OUSD Language & Literacy Framework

Foundational Literacy
Systematic and sequential instruction in phonemic awareness, phonics, and fluency

Content Units Anchored in Complex Text Sets
Knowledge building and inquiry grounded in rich and culturally-relevant materials

@ the core
Standards- Based Tasks
for every student, every day!

Assessment & Differentiated Instruction
Use of data and to tailor instruction to student needs

English Language Development
Integrated ELD to teach language and provide access to the core curriculum, plus designated ELD to target student language levels

Based in Equity Practices
Culturally sustaining strategies to *interrupt deficit thinking, leveraging students' linguistic and cultural assets, and nurture empowering narratives* with and for our students and families.

Foundation Skills Curriculum Selection Process

Our Steering Committee Goal

"...to review ELA Foundational Skill curricula and pilot data against shared criteria of high-quality, materials aligned to Common Core State Standards. Steering committee members play a critical role because they will provide an analysis and recommendation for adoption."

See FAQ - K-5 ELA Steering Committee and ELA Adoption 2020-21 for summary of process.

Main Work of the Steering Committee

1. **Developing a shared knowledge base** around the guiding principles and core features of high quality language arts curriculum that serves all students and substantially addresses the needs of underserved student populations.
2. **Evaluating curricula** in order to identify which curricula are worthy of piloting.
3. **Supporting the piloting itself**, primarily by reviewing data and feedback resulting from the pilots. *(Winter 24-25)*
4. **Making a final recommendation to the board** of the curriculum or curriculums, that should be officially adopted. (*Spring 2025)*

See FAQ - K-5 ELA Steering Committee and ELA Adoption 2020-21 for summary of process.

Timeline

	Phase 1: Ending in Pilot 1.0
Jan 2020-May 2021	Several Curriculum Reviewed by Foundational Subcommittee (No recommendation for adoption)
Oct- Nov 2021	Additional Foundational Sub-Committee members recruited and applied
Dec. 2021	New Committee members build their knowledge about principles grounding the review work
Jan-June 2022	Steering Committee reviews 2-3 more programs and recommends which to pilot
Fall 2022	Piloting of EL Ed Skills block & From Phonics to Reading and collection of pilot data
Winter 2022-23	**Piloting completed and recommendation NOT to adopt either curriculum**
	Phase 2: Ending in Pilot 2.0
SY 23-24	Reviewed additional 3 curriculum and chose UFLI and 95 Percent to Pilot in Fall 2024
Fall 2024	Piloting of UFLI & 95 Percent and collection of data (student outcome, teacher feedback, etc.)
Spring 2025	**Committee makes recommendation for Adoption to senior leadership and Board**

Curricula that we have reviewed…

- EL Education Skills Block

- Benchmark Advance

- Fountas & Pinnell Classroom

- Wonders/Maravillas from McGraw Hill

- Core Knowledge Language Arts (CKLA) from Amplify

- Fundations & Geodes

Curricula that we have reviewed …

- EL Education Skills Block 2.0

- Phonics to Reading

- Current Suite *(WITH Letter Naming Curriculum)*

- UFLI

- Heggerty: Bridge to Reading

- 95 Percent

Steering Committee and Pilot Teacher Demographics 2024-25

- **Committee Composition:**
  - 4 Central Literacy Staff members
  - 9 Teachers
- **Pilot Schools (All K-2 Classrooms):**
  - 95 Percent: Hoover and OAK
  - UFLI: Cleveland and Acorn

Committee Pilot Data Review

- The Foundational Skills Committee reviewed the following data when making their recommendation:

  - Teacher surveys and teacher focus groups for each pilot program

  - Site Leader surveys and focus groups for each pilot program

  - Student outcome data (DIBELS)
    - UFLI sites had higher % of students making average to well above average growth on DIBELS
    - UFLI pilot sites outperformed other pilot and the district as a whole on iReady Phonics
  - Observations of instruction
    - Every grade-level at every pilot site
    - Using aligned rubric

Teacher Recommendation:

100% of pilot teachers surveyed stated that they would recommend adopting UFLI

"We should waste no time with waiting to implement the science of reading and explicitly teaching students to read. I do not want our first and second graders to lose out on the opportunity to learn to read in such an explicit way." - Pilot Teacher

Teacher Reflections on Criteria for Quality Materials

Scale: 1 (strongly disagree to 5 (strongly agree)

Indicator	UFLI
Coherent Instruction	4.4
Breadth of Instruction	4.6
Routines	4.2
Multiple Practice Opportunities	4.4
Data Collection	4
Differentiation	3.8
Overall	**4.23**

	UFLI
Ease of Implementation (1 - very easy to 5 - very difficult)	2 (easy to moderate)

Committee Comments:

"The data is making the decision for me, as well as the committee's review of the curriculum last spring and our observations of the pilot. I also think, that while it does have a learning curve, and is not as scripted as 95% or SIPPS, it is a program that even new teachers will be able to implement."

"I observed strong systematic instruction in my own observations of UFLI. The transition from SIPPS will not be too heavy of a lift with ample training and support."

"With strong PD, PLC, and Coaching and the tools to implement, UFLI seems to be the strongest curriculum for OUSD students."

"The data is impressive for the pilot, which had minimal training, which makes me hopeful for what an adoption of UFLI could look like with explicit trainings, consistent professional development for leaders, TSAs and teachers."

"I believe that UFLI will build on what teachers are already familiar with from SIPPS and add the pieces that we've felt were missing."

"Student assessment data was very promising. The teacher feedback we had was positive - teachers shared that it was easy to use, aligned with research, and systematic and explicit. Even first year teachers experienced success without extensive training."

Committee Recommendation:

100% of Foundational Skill subcommittee members recommended adopting UFLI when given the choice between both pilot curriculum

What is your recommendation to Senior Leadership?

10 responses

100%

● Adopt UFLI
● Adopt 95Percent
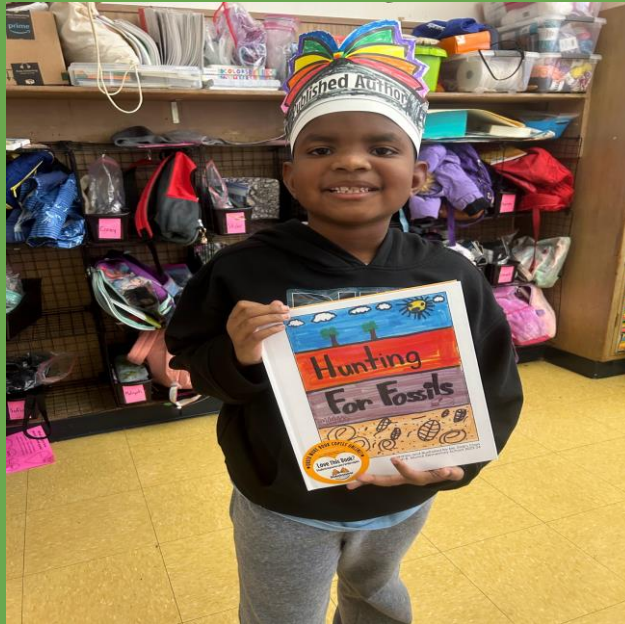
Professional Learning: Literacy

- **Foundational Professional Development**

- **Monthly Professional Development**

- **Teacher Collaboration**

- **Literacy Coaching Collaborative**
  (Teacher Leaders/TSAs)

- **Principal Professional Development & Learning Walks**

Coherent Instructional System

Foundational Teacher PD

Curriculum-Based Professional Learning

On-Site Coaching and Support

Quality, Standards-Based Curriculum

Standards-Based Assessment

Recommendation for Foundational Literacy Adoption

Ask of the Board

Approve resolution to adopt University of Florida Literacy Institute: **UFLI Foundations** for grades K-2 Foundational Literacy Curriculum.

EVERY STUDENT THRIVES!

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Appendix
-Fiscal Impact

Fiscal Impact

UFLI Foundations

UFLI Foundations is an open source curriculum that requires the printing of materials for teacher and student use. The cost of the program is the cost of a contract for a vendor to print the curricular materials and the associated professional development. The cost each year after the first year is an estimate and will be dependent on the number of classrooms according to enrollment each year. The year 1 costs are below and total, $450,050.62.

1)   The 1-year cost of printing Curricular Materials with a vendor, Prestige Printing, for all elementary schools is $315,050.62. The annual cost is estimated to be $75,000. The subsequent contracts for printing will be established on a yearly basis and return to the Board for approval. The rationale to bring a service agreement for printing back to the Board on an annual basis is to secure the best rate for printing services each year.

2)   Professional Development Contract with UFLI Foundations in the amount of $15,000.00

3)   Teacher Extended Pay through OUSD Payroll - Summer PD and Teacher Leaders - $120,000.00.