

Superintendent's Report

March 18, 2024

Island Park UFSD

Vincent Randazzo
Superintendent of Schools

Island Park UFSD

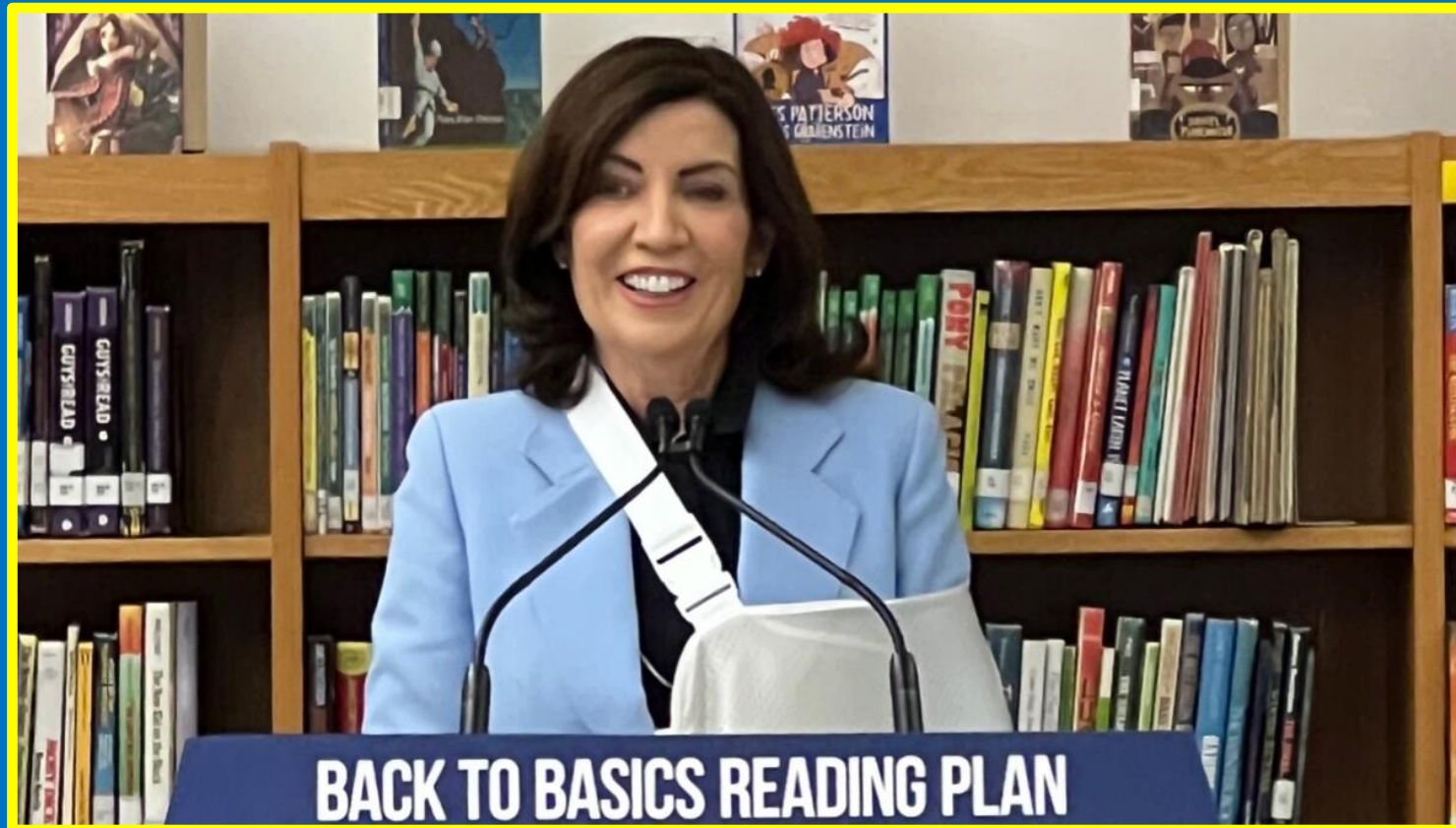




Literacy Instruction Updates



Governor's Assumptions



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RESPONSE TO INTERVENTION

Guidance for New York State School Districts

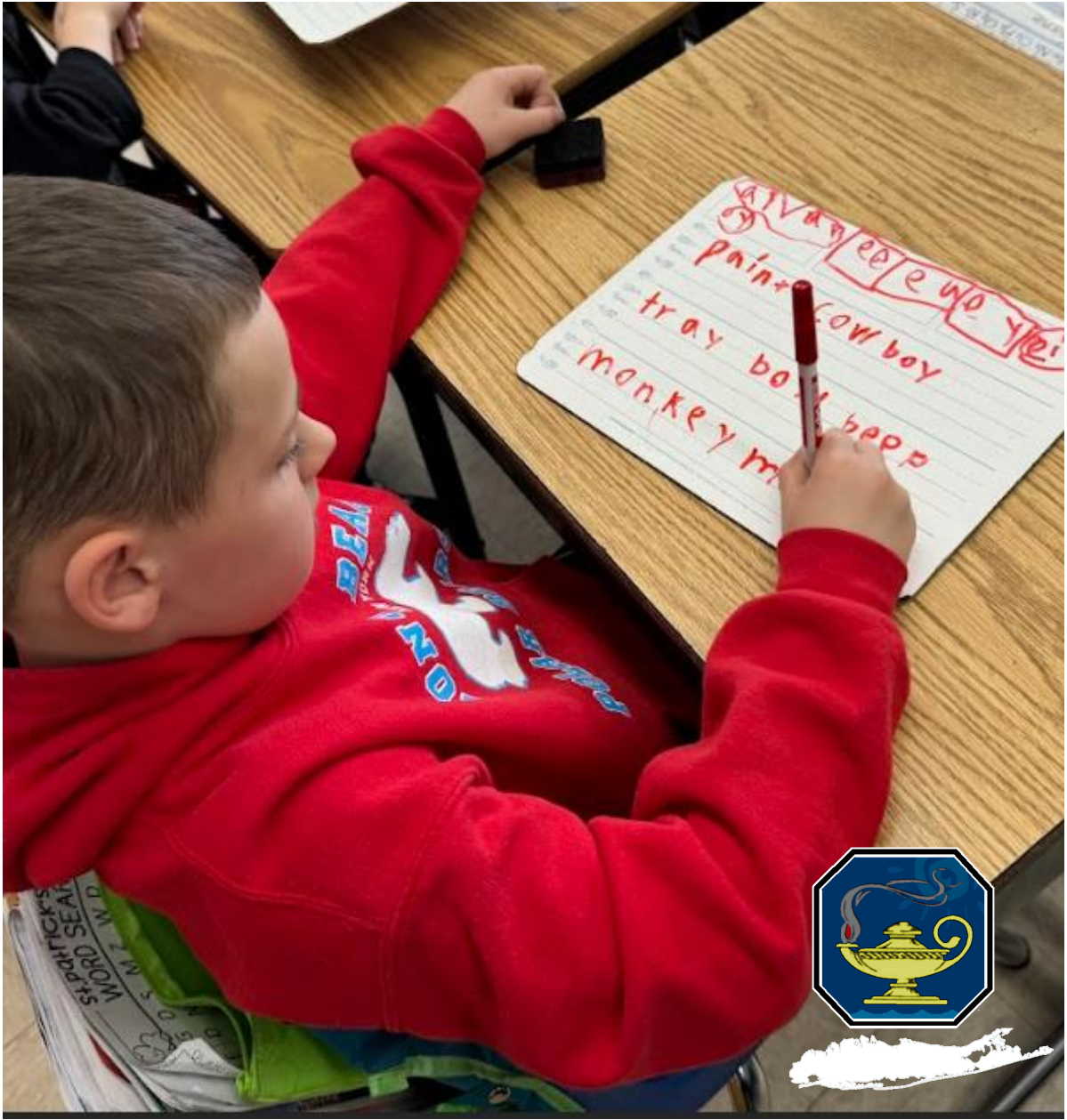
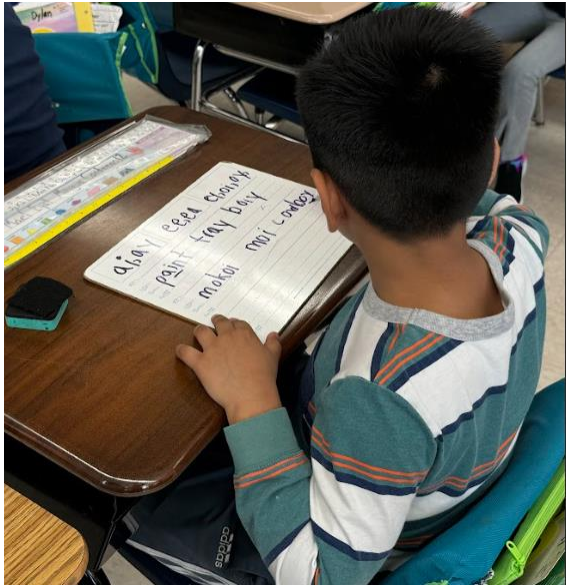
October 2010



The University of the State of New York
The State Education Department
www.nysed.gov



www.nysrti.org



Science of Reading - What it IS?

A Collection of Research

Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.

Ever Evolving

There is new research and evidence all the time. As populations, communities, and approaches evolve, so should practice.

THE SCIENCE OF READING



The research presented within the science of reading is an opportunity for teachers to build out their toolbox with knowledge, tools, resources, routines, activities, lesson ideas, and more that will make them more effective in the classroom.

www.stellarteacher.com

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Science of Reading - What it is NOT?

A program or a product that you can buy.

The Science of Reading could be considered an approach to teaching reading that is based on decades of research and evidence. It is NOT a specific program.

Phonics-based programs that drill phonics skills.

Phonics is an integral part of teaching reading based on science, but it is just one of the big ideas that should be taught so all children can learn to read.

Complete and no more research needs to be done.

As with any science, it is never complete. We can always know more. More study happens all the time and researchers, teachers, and families can work together to bring the best research into classrooms.

What the Science of Reading is NOT

- ❌ an ideology or philosophy
- ❌ a fad, trend, new idea, or pendulum swing
- ❌ a political agenda
- ❌ a one-size-fits-all approach
- ❌ a program of instruction
- ❌ a single, specific component of instruction, such as phonics

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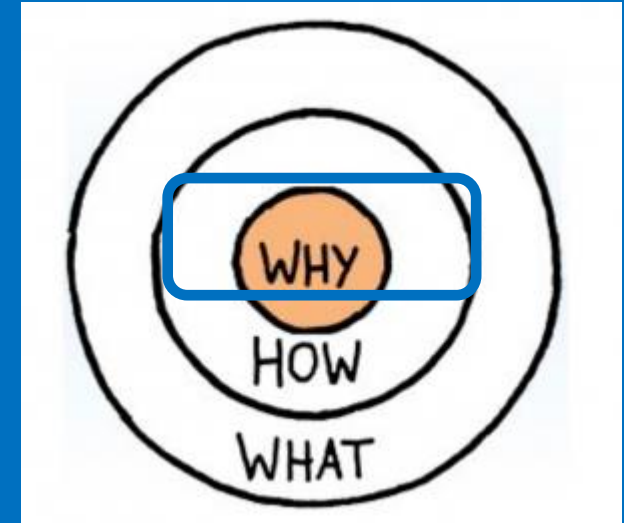


Strategic Goal One



Strategic Goal 1: Access and Equity/Academic Achievement for all Students: Develop a highly engaging academic program by monitoring, assessing, and continuously improving teaching and learning.

Vision Statement: To recognize the uniqueness of each individual in a developmentally and culturally responsive context which promotes Equity, Access and Diversity and enables ALL students to thrive academically, socially, and emotionally.

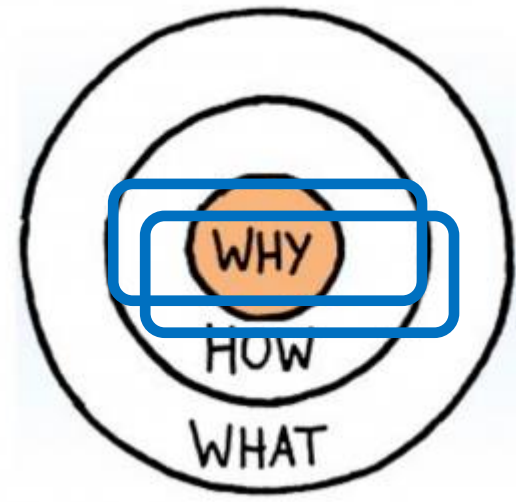


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Literacy for Today & Tomorrow

Knowledge, Skills & Competencies for A New Era



**WHAT IT
MEANS TO BE
“LITERATE” IS
EXPANDING
AND
EVOLVING**

Redefined role of
literacy skills
necessary for success
in work and life

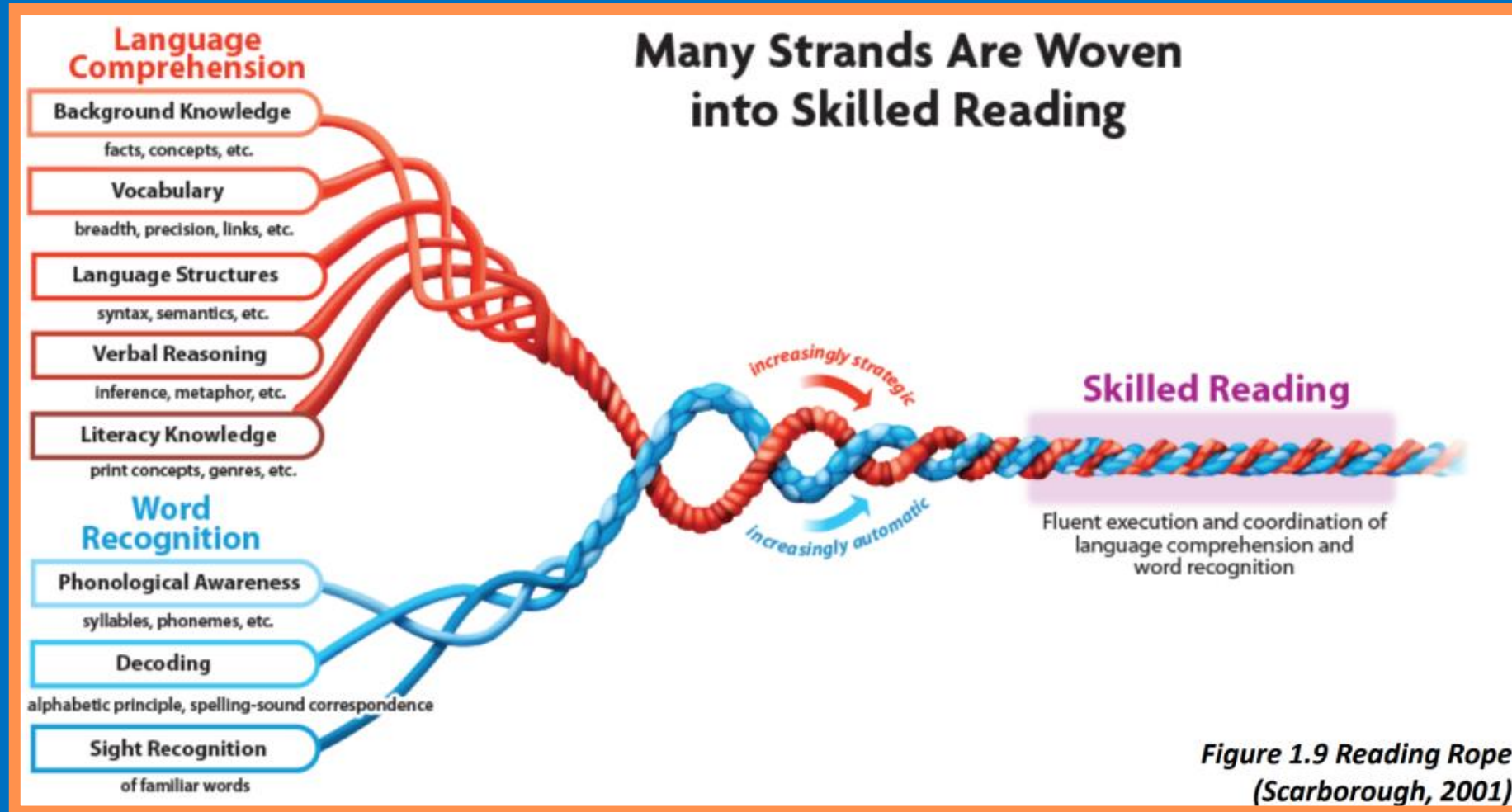
Changing demands
of workforce
participation due to
technological
advancements

advanced literacy skills • critical thinking and problem-solving skills • global and cultural
knowledge • social-emotional competencies

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Becoming a skilled reader, does not happen overnight; it requires instruction and practice over time.



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Island Park UFSD Reading Instruction Formula for Success

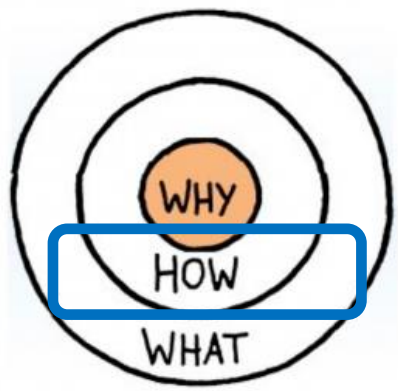
Current initiatives/programs + minor tweaks = MAJOR IMPACT

Small Tweaks, Big Reward



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READING INSTRUCTION

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STRATEGY



Strategy 1: Professional Learning & Development

Strategy 2: Implement Instructional Shifts through Ongoing Support

Strategy 3: Assess and Monitor

Where Did We Begin? Professional Learning!

Science of Reading Microcredential Cohort

Cohort Participants: Superintendent, Assistant Superintendent, Director of Pupil & Personnel Services (Special Education); Elementary School Principal, Middle School Principal, Seven (7) elementary and/or middle school teachers.

- Twelve (12) in-person cohort meetings
- 35 hours of professional learning



Vocabulary

A student's internal dictionary, it is comprised of words and their meanings

Oral Language

Includes speaking and listening, providing the foundation for written language

Phonological Awareness

An awareness of speech sounds whereas phonemic awareness is the ability to identify and manipulate sounds



Fluency

The ability to read connected text with accuracy, expression, and at an appropriate rate

Phonics

An instructional method that involves systematically matching sounds with the letters that represent the sounds

Comprehension

The complex process and ultimate goal of reading that involves constructing meaning from and interpreting texts



The Science of Reading: What It Is

New York State Education Department by Nonie K. Lesaux, PhD & Katie C.

IDEA #1

The Science of Reading Reflects a Body of Research

The Science of Reading refers to a body of research—50+ years of interdisciplinary research that documents and describes how children develop reading and writing skills and competencies. This research also features the principles and practices for research-based instructional design and opportunities to learn.

The Science of Reading is not a single approach or entity—the term refers to a large, diverse body of evidence that should be used to inform curriculum and pedagogy.



Defining Literacy for Today and Tomorrow

The ability to read, write, speak and listen as a means of identification, understanding, interpretation, creation, and communication; the ability to communicate in diverse ways and with diverse audiences; the ability to understand and use print in an increasingly text-mediated, information-rich, digital and fast-changing world.

The Science of Reading reflects research in education, psychology, linguistics, neuroscience, sociology, speech and language pathology, implementation science, and other fields. Integrating discoveries across disciplines creates a comprehensive understanding of reading and writing processes.

Instructional Shifts

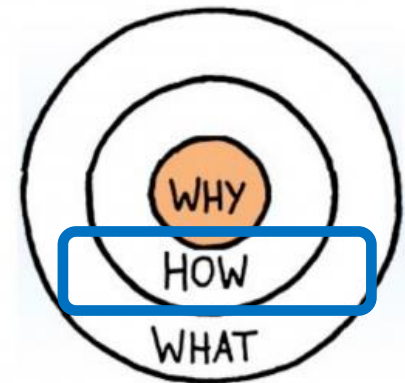
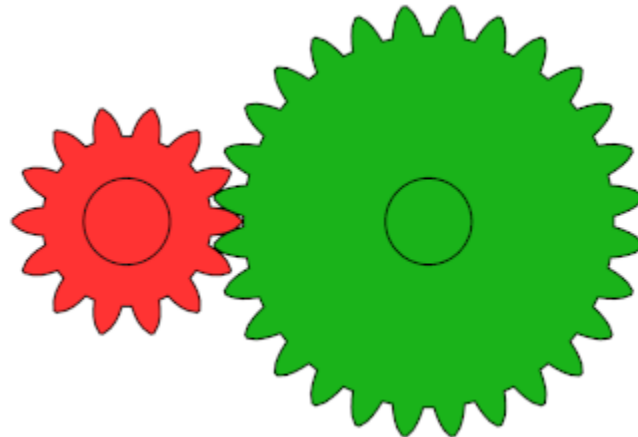


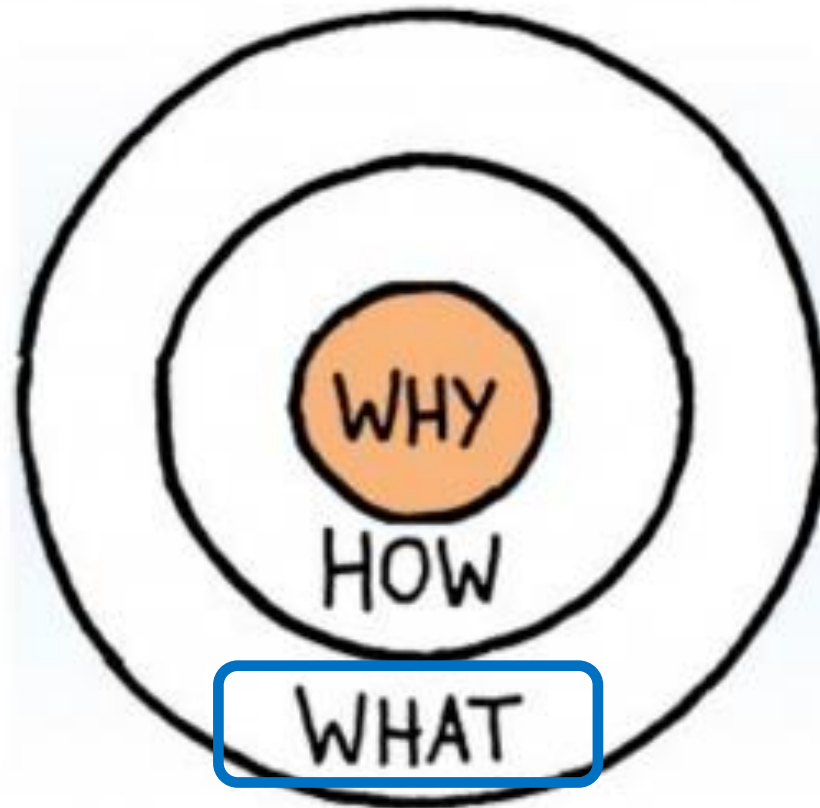
Shift # 1 – Reading Focused Goal Setting -Focus on the WHY

Shift # 2-Further Align Current Programs with Research (SoR)

Shift # 3-Further enhance Data Tracking/Progress Monitoring

Shift # 4- Develop MTSS Teams at Each School Building











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Science of Reading Instructional Initiatives

Instructional Practice	Where Are We?	Next Steps
Systematic, Explicit Phonics Instruction 	FUNdations has been in place for many years and implemented with fidelity	<ul style="list-style-type: none"> Contract with a literacy consultant for ongoing teacher coaching Grades 3- FUNdations exploration Grade 4- Just Words exploration Curriculum writing
Decodable texts Grades (K-1) 	Decodable texts pilot ongoing at FXH	<ul style="list-style-type: none"> Adoption of program expected in May
Small group, differentiated instruction based on need 	District's practice PLC Teacher/Team data meetings	<ul style="list-style-type: none"> Further support teachers with literacy consultant
Explicit instruction and practice with fluency 	District's current practice	<ul style="list-style-type: none"> Further support teachers with literacy consultant Curriculum writing
Assessing reading with universal screening, diagnostics, and additional formative assessments 	The district relies upon multiple measures: NWEA (2x), i-Ready (3x), Benchmarks (3x)	<ul style="list-style-type: none"> Enhance data tracking and progress monitoring practices with a focus on the district's MTSS Plan
Content rich reading curriculum to build background knowledge and vocabulary 	In 2019, the district adopted research-based curricula: F & P Classroom & TC Units of Study	<ul style="list-style-type: none"> Further support vocabulary instruction and word study with support of with literacy consultant (LOMS Focus) Curriculum writing



DECODABLES

BOOKS TO HELP SUPPORT OUR DEVELOPING READERS





WHAT IS DECODING?



The simple view of Reading



Decoding
(word
recognition)

X

**Language
comprehension**
(oral language
skills)

=

**Reading
comprehension**



GROWING SKILLED READERS

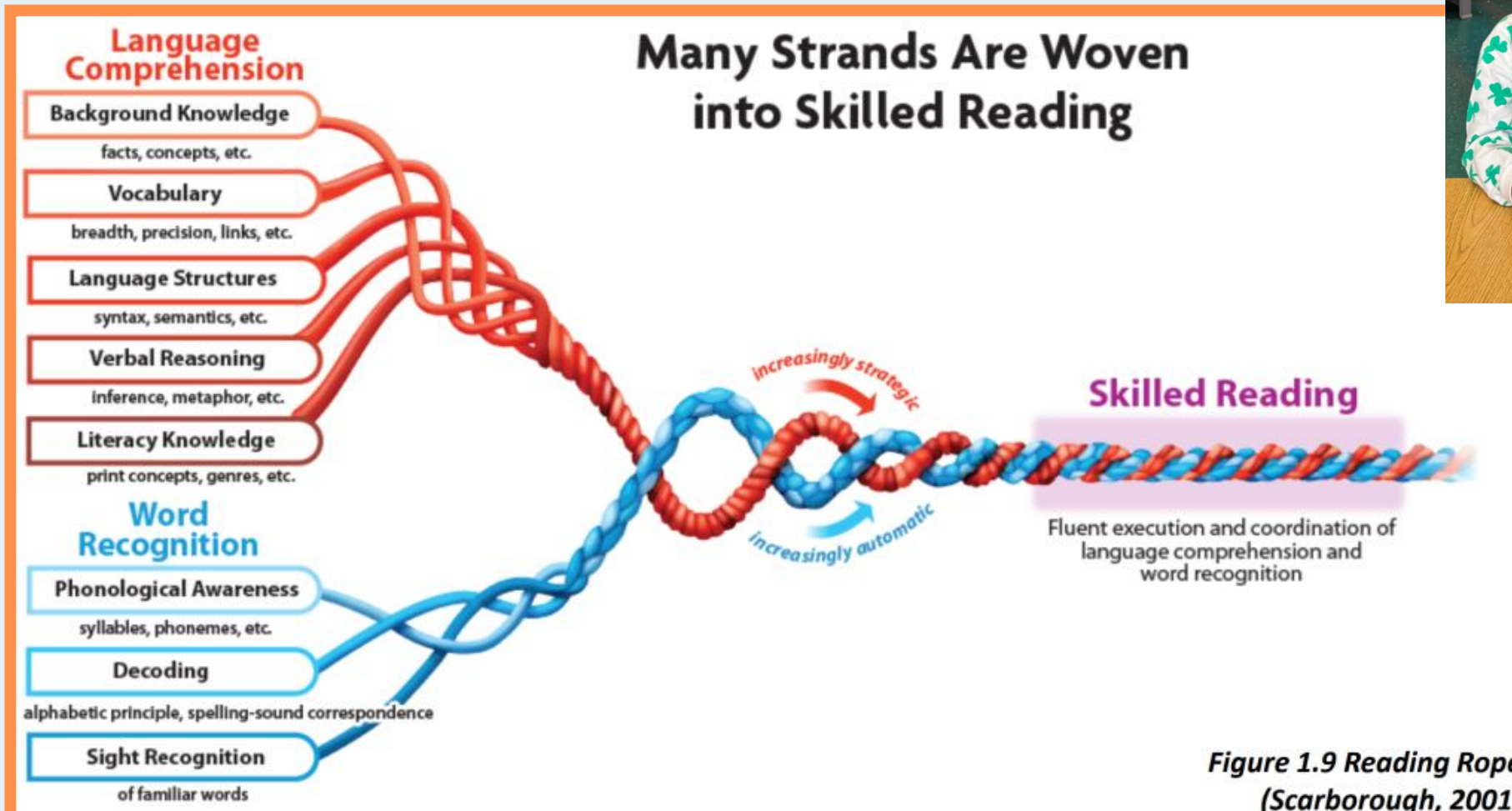
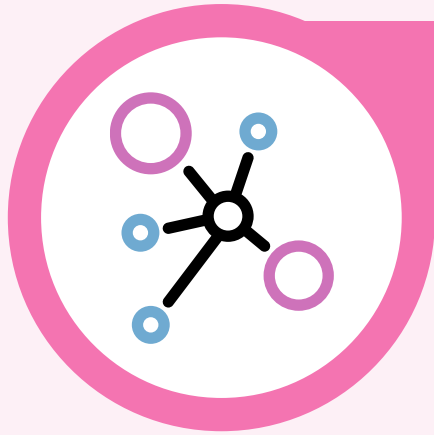


Figure 1.9 Reading Rope
(Scarborough, 2001)



WHY DO WE NEED DECODABLES?





WHAT IS OUR PROCESS?

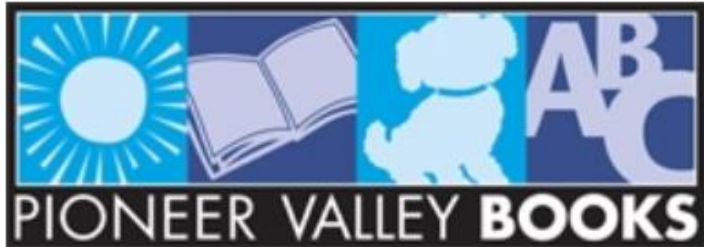


IDENTIFY
THE NEED

RESEARCH
PROGRAMS

PILOT &
EVALUATE

TRAINING &
IMPLEMENTATION



GEODES

60 spots for the 2024-2025 Academic Year

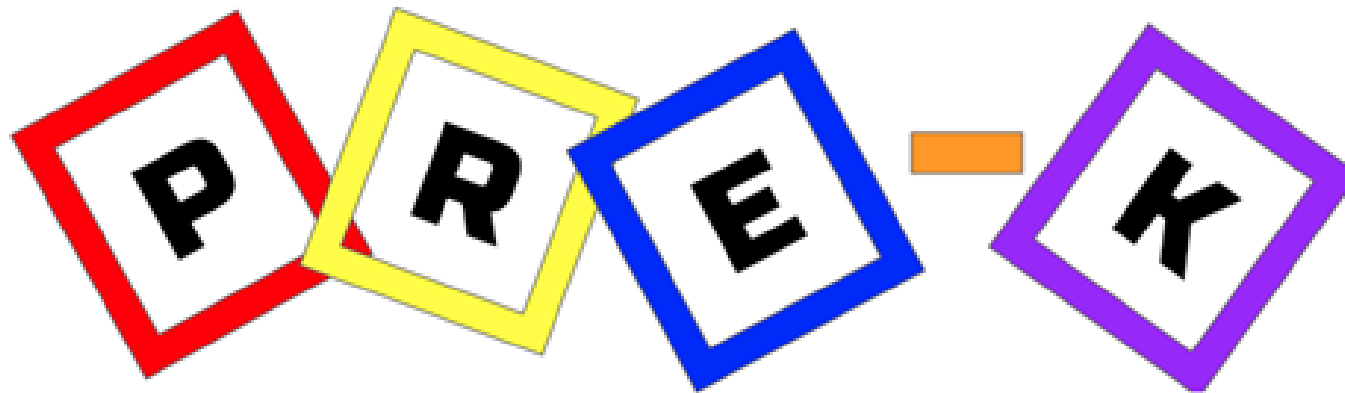
57 children were registered from February 6 – 8.

All of these children are now registered for the 2024-2025 SY.

Next registration to fill remaining 3 spots will be held on

Wednesday, March 20, 2024.

Families can register in-person or online.



Registration 

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Kiwaniis®
ISLAND PARK, NY



Join us for our



Annual Pancake Breakfast



When: Saturday, April 13th, 8:30 AM-Noon

Where: F.X. Hegarty Elementary School
100 Radcliffe Road, Island Park

Cost: \$8 adult, \$4 child (10 and under)



Open to the public! All are welcome!!!

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LOMS News Network

March 4, 2024

SPORTS

NEWS



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