MASSACHUSETTS ASSOCIATION OF SCHOOL SUPERINTENDENTS (M.A.S.S.)

November 16, 2026

Katherine Craven, Chair
Massachusetts Board of Elementary and Secondary Education
135 Santilli Highway
Everett, MA 02149

Dear Chair Craven and Members of the Board,

Ahead of DESE's release of the updated High-Quality Instructional Materials (HQIM) list this week, M.A.S.S. is sharing the results of a brief survey we released to districts the afternoon of Tuesday, November 10 and closed the afternoon of Friday, November 13. In between there was the Wednesday federal holiday. While we usually have to beg members to respond so that we have a strong sample size from which to draw, this quick-turnaround survey had 157 responses. We controlled responses and only allowed one from each school district

This data point alone indicates the level of concern from district leaders. We have 275 public school superintendents. Of the 275, approximately 33 serve grades 9-12, so this issue does not impact them. Therefore, we can use the number of 242 school districts impacted. Of the 242 school districts, 157 or 65% responded to the survey.

M.A.S.S. wants to be clear from the outset: we support HQIM. We share the Board's commitment to evidence-based literacy instruction, and many of our districts have already made significant investments to get there. Our concern is not the goal. It is the process DESE is using to reach it, and the timelines it has set, that leaves districts unable to plan responsibly.

The open ended question at the end of the survey, shows 139 of the 157 districts responding to a simple question: *What does it take to adopt and implement a literacy program?* This question was posed in response to a lack of understanding from DESE when district leaders tried to explain what it takes to implement a literacy program in a school district. We ask that you take the time to read directly from the field - you have before you, over 35 pages of district leaders' stories, concerns, worries, and genuine disbelief in the situation.

Rather than summarize or synthesize the results for you, we felt it was more powerful for you to have the survey results in their complete form. We want you to hear directly from the field. We have eliminated all references to specific school districts or people.

Taken together, these responses demonstrate just how seriously Massachusetts districts take early literacy—and how closely they have followed DESE's own *IMplement MA* framework. Across urban, suburban, regional, and small rural systems, three clear themes emerge:

1) **Meaningful Implementation Is a 3-to-6 Year Commitment:** Districts routinely spend 1 to 2 years reviewing rubrics, visiting peer schools, and piloting multiple programs before making a selection, followed by 3 to 4 years of intensive coaching, unit internalization, and schedule alignment. Several districts note they are only now in Years 3–5 seeing measurable student achievement gains after navigating the inevitable Year 1 implementation dip.

2) **The Financial Investment Extends Far Beyond Textbooks:** Adoptions routinely represent six- and seven-figure investments—often requiring special Town or Municipal Meeting warrant articles, PRISM/GLEAM grant matching, ongoing consumables, digital licenses, and sustained instructional coaching. In today's constrained municipal budget environment, districts simply do not have the local political capital or operating funds to pivot to a new program on short notice.

3) **Policy Stability Protects Educator Trust and Student Momentum:** Many districts selected their current curricula in good faith using CURATE ratings and DESE-sponsored networks. Suddenly de-listing programs or requiring rapid transitions—especially for districts mid-rollout or utilizing newly updated editions—risks resetting instructional progress, exhausting elementary generalists, undermining trust in state guidance and creating potentially irreversible culture and relationship damage at every level of a school district (including with municipal partners).

As DESE rolls out the updated list this week, district leaders respectfully urge the Department to pair high standards with implementation stability—specifically by establishing a clear verification or "grandfathering" or multi-year (3-4 years) transition pathway for districts already executing evidence-based literacy programs in good faith.

We look forward to working collaboratively with the Board and DESE to identify meaningful, viable solutions that address the concerns raised by superintendents while honoring the spirit and intent of the law. Our shared responsibility is to ensure that implementation is thoughtful, effective, and ultimately advances the educational outcomes and opportunities the law was designed to provide for all students.
Yours,

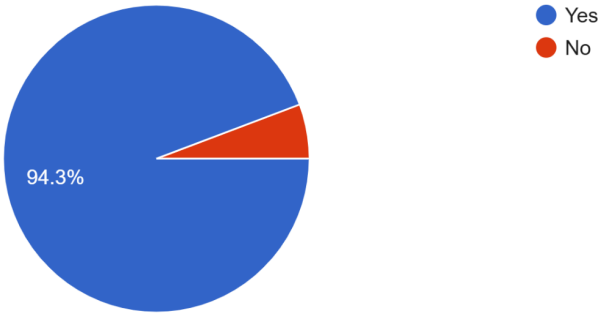


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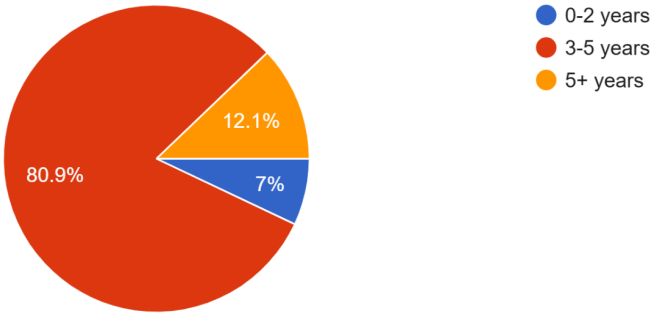
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Stephen K. Zrike, Secretary of Education
Pedro Martinez, Massachusetts Commissioner of Education
MA Board of Education

M.A.S.S. Survey

Has your district adopted Science of Reading best practices?
157 responses

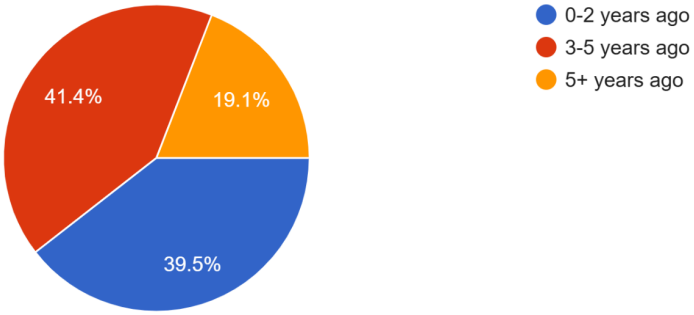


Based on your experiences, how long does it take to fully implement a new literacy program?
157 responses



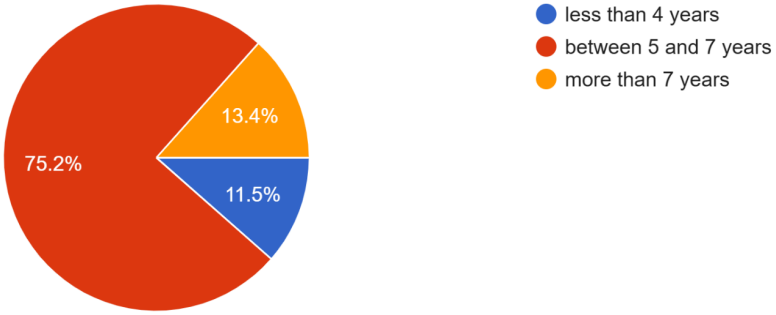
When was your ELA curriculum last reviewed?

157 responses



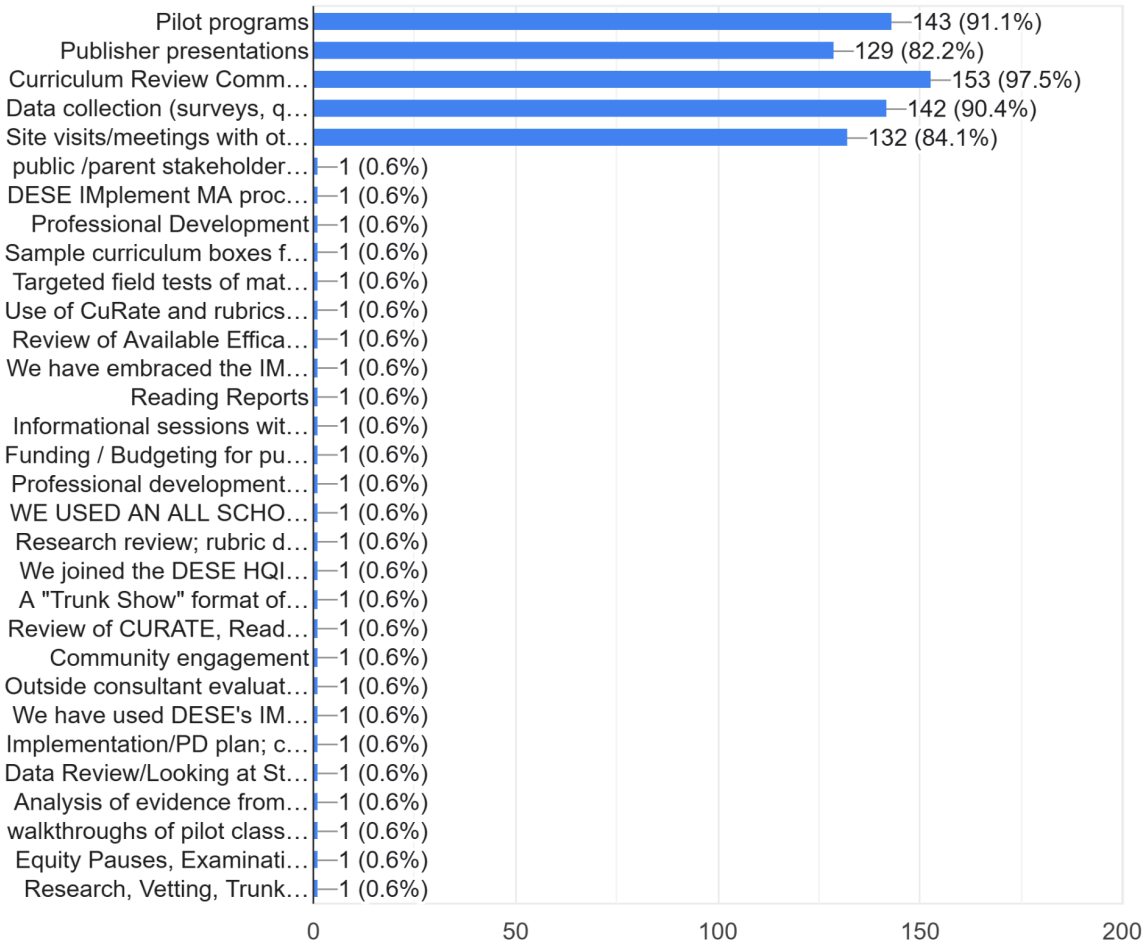
What is the length of your curriculum review cycle?

157 responses



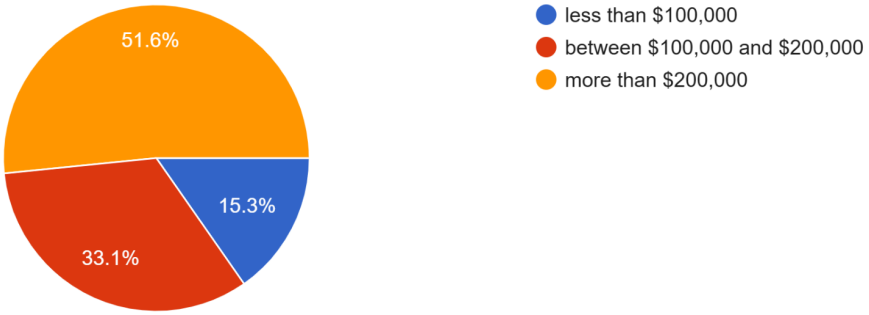
What does your curriculum review process include?

157 responses



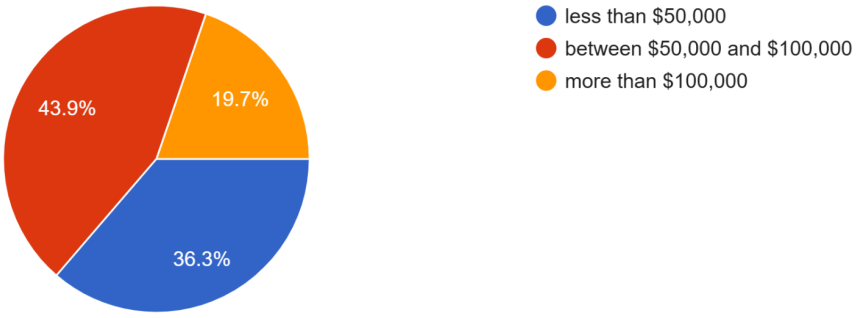
What was the cost of your most recent ELA curriculum adoption?

157 responses



Estimate your ongoing costs (annual subscriptions, consumables, teacher professional development)

157 responses



OPEN RESPONSE

In your own words: What does it take to adopt and implement a literacy program?139 responses

1. Buy in from teachers and stakeholders, strong professional development providers (usually not from the publisher) and release time (time for teachers to preview, plan, reflect that goes beyond contractual time---often this requires finding subs so that teachers can have release time)

2. Time, money, and staff - and LOTS of all of it!

3. Funding, Leadership, Curriculum Coordinators, Teacher Leaders, Professional Development Time, Stipends, Ongoing feedback and reflection

4. Successful adoption and implementation require sustained investment across three pillars: professional learning, collaboration time, and dedicated funding. Specifically, this means ongoing professional development, embedded literacy coaching, and supportive instructional leadership. Teachers need protected time outside the classroom for both PD and planning with grade-level peers and specialists. It demands a recurring, substantial budget line item for curriculum maintenance and assessment tools, including core decodables, teacher manuals, annual student consumables, universal screeners and progress monitoring platforms (e.g., mCLASS DIBELS), and supplemental digital interventions (e.g., Boost)

5. FUNDING-The largest expense is materials. Unlike other disciplines, ELA curriculum adoptions are material-heavy and require substantial district spending. At a time when we are facing significant budget challenges, this feels like another unfunded mandate. Another large component of any curriculum adoption is professional development. PD must include not only information on how to deliver a program but also significant embedded support for implementation, including lesson modeling, peer observations, and co-planning. Again, as we reduce staff, we are asking districts to do more with fewer resources. DESE's overemphasis on HQIM is misguided. Materials are one component of effective instruction but not the be-all and end-all. The quality of the teacher is the most significant factor in student achievement.

6. It takes a full year of planning, piloting and selecting to determine best product. Then comes the logistical piece of selecting a new product and including it inna budget cycle. It may take two years to pilot select and budget for a new curriculum before materials and PD is in front of teachers

7. Time and money!

8. HQIM, funds, strong implementation team, and consutlants.

9. strong stakeholder buy in, teacher preparation, implementation plan with embedded PD, strong pacing guide with non-negotiables, consistent adjacent teaching practices that align with the HQIM, shared understanding of tiered/service provider resources

10. Time and money: time to review, research and adopt with conviction; money to provide at least three years of professional development and materials acquisition.

11. To adopt and implement a literacy program, you need 100% buy in from the staff who will be implementing it. You also need a dedicated team, rooted in the Science of Reading, to lead the charge of reviewing curriculum using an agreed upon rubric. Following adoption, a literacy coach from the publishing company to provide implementation PD is also enormously helpful. DESE's Literacy Institute was very helpful to us in the process of choosing the right curriculum and hearing feedback from other districts already in the process of implementation.

12. -Resources that include Tier I, II & III instruction for MTSS

-Time to ensure staff understand why there is an adoption needed, what the adoption entails and the timeline of the adoption (3-5 years) - Buy-in to ensure adherence

-Time for exposure to the curriculum prior to instruction: including seeing the curriculum being used in a classroom setting - whether site visits to local districts or on site modeling of the lessons.

-Time for staff to review provided materials, learn and practice new instructional strategies, understand new assessment rubrics if any and make adjustments based on instructional period (electronic access preferred for this step), to prepare for day 1.

-Communication with parents about changes to the curricular resource, why and impact on student learning

-Communication with School Committee for approval and funding

-Identify funding source (can take a full budget cycle - or more in regionals that are seeing severe cuts to funding from towns and failed overrides)

-Ongoing training on the platform or in the resources

-Progress Monitoring - ongoing for student hurdles and staff needs

13. Time, consistency, coherence, leadership who are able to set a vision and relay that vision to staff, a culture built within staff of risk taking and vulnerability, professional development opportunities that allow for staff to adjust practice.

14. It requires a curriculum selection committee, introductory training on teacher materials and instructional resources, a pilot and modeling phase, a full year of program-specific professional development, ongoing data review cycles, and follow-up training focused on assessment, pacing, and instructional adjustments.

15. This takes a TREMENDOUS district-wide effort; so much work to review & adopt, so much work to implement, and you take 5 steps back in terms of results before you can take 1 step forward.

16. To adopt and implement a literacy program takes a thoughtful, collaborative approach that includes stakeholders and that also has a clear plan and leadership. No literacy program is perfect, and all need support with implementation, literacy coaching, interventions/extensions, report card and assessment connections and possibly revisions, as well as a high level of district and school leadership tied to high quality professional development and continued support for educators.

17. It takes a Spring of budget development a year of investigation, a year of professional development a year of implementation, a year of refinement a year of full comfort and progress. 4 Years to be solid at this and fund it. We are alos a regional district with different school committees and budgets so it is even more challenging.

18. Strategic visioning, capacity building and support, shifts in instructional practices, relational leadership

19. Adopting and implementing a curriculum program involves a four-phase, five-year cycle:

Self-Study (6–12 months): Analyze the existing curriculum, review materials for bias using the review checklist, analyze data, and create an action plan.

Develop/Redesign (10–12 months): Revise scope and sequence, design assessments, and research or pilot evidence-based materials.

Implement/Monitor (2 years): Roll out the new curriculum and resources, provide professional development and coaching, and monitor progress.

Evaluate (6–12 months): Review outcome data to assess the effectiveness of the program.

20. It is a herculean effort. This has been the full time work of one individual to the exclusion of all else. We had to go to the town and get town meeting to approve one time money for our adoption. We have had incredible success with our initial implementation of Fishtank. If this comes off the CURATE list I am not sure how we will move forward. we can not go back to town meeting to ask for more money- our credibility will be shot. We have no money available to us and we will lose the good will of the teachers who have been excited and worked hard to make this initial implementation a success.

21. First of all, it takes a heap of money to purchase new materials. We have been able to receive matching grant funds through the PRISM grants and have been part of the Implement/Select MA

Curriculum for 2 years now. We have curriculum committees that go through the Implement/Select steps including piloting the top 2 curriculum selected (the pilots also cost quite a bit). We purchased Wonders in the spring of 2018 and at the time it was HQIM. During our first year of implementation the powers that be decided that Wonders was no longer HQIM and we brought in Heggerty and UFLI to supplement. It seems unreasonable for most districts to have to purchase new curriculum every couple of years because it has suddenly been decided that they are no longer HQIM. Besides the financial burden, think of all of the books and related materials that have to be gathered and dealt with every few years - thousands of books! I think that what DESE needs to do help districts address is to address best instructional teaching practices in reading/literacy. A strong teacher can use most any materials to teach reading/literacy. Let's strengthen the teachers - a better use of funds! We are currently part of the PRISM II grant and have a curriculum committee that has met, but our hands are tied at this time because we do not have the list of curriculum materials that we can choose from. The list was supposed to be released in October and still hasn't been released. We are supposed to select and pilot curriculum before March so that we can select a curriculum, thus DESE is not giving us much time. Also, districts have been asked to decide by March if they want to opt in to DESE's free curriculum for next year - and we are being asked to do that sight unseen!?

22. Timeline and accountability: Full implementation of a new core program typically takes three to five years. Teachers are learning new materials, routines, and assessments all at once, and early results often hold flat or dip before they improve. Accountability measures and public reporting should treat the first years as implementation years, not as a verdict on the curriculum or on educators. Sustained professional learning: A launch training is not enough. Lasting change depends on ongoing, curriculum-specific coaching, collaborative planning time, and support for new staff each year. Stability for districts already aligned: Districts that have already adopted evidence-based programs should be able to keep them through a clear, efficient verification process. Another forced change would reset progress and erode teacher trust.

23. To revise the entire system - schedules, assessments, data meetings, coaches, PD - and entire Literacy Plan. Coherence with Tier 2 and 3 as well.

24. Adopting and implementing a core early elementary literacy program requires significant investments of time, political capital, professional development, and money. As part of the ELA curriculum review cycle, [District] spent two years reviewing and piloting DESE-identified HQIM programs. At the end of the cycle, a team of teachers and administrators recommended the School Committee adopt Savvas MyView, which they did. To pay for the program, Town Meeting voters approved over $100,000 for curriculum resources. The district provided a considerable amount of professional development to staff members to implement the program. The district is in year three of implementation.

25. We recommend DESE's Evaluate and Select network for beginning stages of curriculum review, followed by their Implementation Network when districts begin implementation. We have used the processes from these two networks for curriculum reviews/implementation at several levels (elementary, middle, high) and across curriculum areas (math, ELA, science).

26. This is a multi-layered process that requires 3-4 years to complete to ensure an efficacious process. First. a Curriculum Council must be formed. For at least one year, and ideally two years, the council must review the curriculum landscape, evaluate the current research and crosswalk that research with current in-district pedagogy. Not all HQIM fit all districts in that moment. Instead, attention must be paid to the current state of learning and teaching as it relates to the evidence based materials. This requires monthly meetings to establish a process and norms. Additionally, educators need professional learning opportunities around reviewing the content available on curricular clearinghouses, such as EdReports and CURATE. These are deep resources that require PD for educators to fully understand how and which criteria are used to achieve a particular rating. These agreed upon items are then used, in addition to district criteria, to review sample materials. A comprehensive process should see not fewer than 4 sets of materials for review. From these 4 or more, all of which are evaluated on a rubric, at least two sets of HQIM should be field tested for an interval of not less than 30 instructional days. (45 is ideal, as one unit alone doesn't often provide the depth or breadth required to make a six figure decision that has a high effect size on future student achievement.) Educators on the team should also be provided time to visit other districts to see programs under consideration "in action" as this provides a more clear future of what these materials look like operationally. Once an adoption is made, the first year of implementation entails some growth. Educators should be using the current curriculum maps and crosswalking those maps with what is actually taught, understanding that, from a pacing perspective, year #1 of any adoption typically "gets through" only about 60-75% of what is actually listed. The summer of Year #1 should see curricular teams coming together to review Year #1 and adjusting the maps. Then, in Year #2, teachers should again map what was actually taught and evaluate cohort data using metrics from both the program and other data sources (STAR/iReady) and, as applicable, larger data sets (MCAS/NAEP) to look at clusters of successes and/or shortcomings. By the third year of adoption, there should be largely consistent pacing and instructional cohesion and, by the end of the third year, there should be 3 distinct clusters of data from which overall effectiveness can be measured. Years #4 (and perhaps #5) should focus on sustainability and/or consideration of beginning the review cycle again. In short, this takes lots of time and money to do well in service of students. I'd ask any decision maker to be deliberate in slow, gradual changes because there is an exceedingly high level of detail required to do this work well.

27. 1. Thorough research / investigation of programs

2. Full by in with faculty

3. Pilot period to try out components of selected curriculum

4. Laid out steps for proper implementation

5. Superintendent / Curriculum director approval

6. Reflection / Review process throughout the implantation.

28. Stakeholder input, visioning, research, piloting, strategic plan of roll out and auditing.

29. We started with phonics, we piloted, we researched, we met with [a consultant]. We landed on 95% Core Phonics. We supplement that with Lively Letters in Kindergarten. Then we piloted knowledge curriculums, that was not smooth and we had to go back to the drawing board multiple times. We visited other districts. Once we adopted Fishtank, we hosted other districts. It is incredibly time consuming and a lot of thought and money goes into the process.

30. Curriculum implementation is a significant undertaking, particularly in ELA, which has been a heavier lift than any other content area in our district.

While our current curriculum, Wonders 2020, received a green rating, we have not always felt that the program fully reflects what we know about effective literacy instruction. As a result, we have supplemented it with Fundations to better align our foundational skills instruction with the science of reading and Empowering Writers to bolster the writing. We are also learning more about the importance of knowledge-building curricula and their connection to the science of reading, an area where we feel Wonders 2020 falls short.

We are very interested in the availability of free, open-source, high-quality instructional materials, particularly because our district can no longer sustain the significant costs associated with many commercial curriculum programs. Given our increasingly challenging budget situation, we are intentionally moving toward free or low-cost, high-quality curricula across content areas, including OpenSciEd, Investigating History, and Democratic Knowledge Project in Civics. We are currently piloting EL Education at the middle school level and have started the curriculum review process to expand its use into the elementary grades, but we are holding off on further decisions until we receive additional guidance from DESE.

We are certainly open to DESE's recommendations and appreciate the opportunity to explore high-quality curriculum options. However, we hope that any decisions or recommendations are made thoughtfully, with sufficient time for districts to plan and implement effectively. Equally important is the availability of sustained, high-quality professional development that truly prepares educators for successful implementation. Our experience with the middle school Amplify professional development offered through TNTP left us feeling disappointed. We would hope that future professional learning opportunities are more comprehensive, practical, and responsive to the needs of educators undertaking such significant instructional shifts.

31. Successfully adopting and implementing a literacy program requires time, funding, and teacher support. When done thoroughly, the process to explore, review, pilot and implement a program takes a full three years. As a past participant in the DESE IMplement Four-Phase LifeCycle process, I understand the process and reflection required to implement High-Quality Instructional Materials. It is confusing that DESE would provide high-quality training on successful implementation and then support a regulation that disregards and contradicts their own suggested implementation process.

32. Common vision, wants, and expectations across all grade levels. Exploration of programs and piloting for string teacher buy of final choice. Strong PD that is ongoing, along with in-house coaching support.

33. Successfully adopting and implementing a literacy program requires a multi-year, collaborative commitment centered on evidence-based practices and systematic support. It begins with establishing a multidisciplinary leadership team to assess student data, identify curriculum gaps, and pilot high-quality instructional materials (HQIM) aligned with the Science of Reading. Following formal board approval and multi-year funding allocation, successful integration depends on intensive, job-embedded professional development and ongoing instructional coaching to build teacher capacity. Finally, districts must establish aligned diagnostic assessments to monitor implementation fidelity and student growth, allowing for continuous instructional adjustments over a typical three-to-five-year rollout timeline.

34. Adopting and implementing a new literacy program is a significant undertaking for any school district. Beyond the substantial financial investment required for curriculum materials, resources, and ongoing support, the transition places considerable demands on educators who must learn, implement, and refine new instructional practices. Effective implementation requires extensive professional development, coaching, and collaboration, all of which require both time and district resources.

Providing this level of support can be particularly challenging in districts with limited professional development opportunities. Our district does not have half-day release days dedicated to professional learning, and the availability of substitute teachers for daytime training is often limited. As a result, finding sufficient time for teachers to receive the training they need and deserve can be difficult.

Research and practice consistently demonstrate that the successful implementation of a new curriculum is a multi-year process. While a new literacy program may offer significant long-term benefits, districts should anticipate a timeline of approximately three to five years before meaningful improvements in student outcomes are fully realized. During this period, sustained professional development, instructional coaching, collaborative planning time, and opportunities for reflection and refinement are essential to ensuring high-quality implementation.

These challenges are amplified at the elementary level, where teachers are often simultaneously expected to learn and implement new curricula across multiple content areas, including mathematics, science, and social studies, while also integrating new social-emotional learning initiatives and other district priorities. Balancing these competing demands requires careful planning and a realistic approach

to implementation so that teachers can develop the expertise needed to deliver new instructional programs effectively without compromising the quality of instruction or contributing to initiative fatigue.

35. A lot of time to determine what is best for students, what is doable given the time constraints of our day. Reading is encouraged for more than 120 minutes a day, which makes it hard to get to anything else other than reading and math. These new curriculums have so much to them, that it is impossible to cover all of it with any kind of depth.

36. Development of teacher and administrator review committees; grade-specific, intervention, and special education reviews (reviewing by grade and across MTSS system); field testing across all applicable grades; coordination of the program with diagnostic and other assessment tools (how does the program fit with others or provide their own); public reviews and input at the school committee and listening session level.

37. DESE itself outlines the IMplement MA process as a multi-year trajectory. It takes a year to build an instructional vision, gather data and input from stakeholders and then make a decision. After that, it takes at least 3-4 years to realize full internalization and implementation across all classrooms. This all requires leadership, support, professional learning, and a massive amount of time from teachers in order to make a meaningful change.

38. TIme and Money.....We did our research. We selected a top-notch program in the 2026 Version of Benchmark. Now the shifting sands have blown CURATE up, and the statutory list is no where to be found. If it arrives in late December, DESE will force districts to abandon previously approved programs, rush to compliance, and create just the kind of failure that Chapter 113 sought to fix. The runway to HQIM usage has suddenly become chaotic and stressful by being shortsighted, unclear, misleading, and rushed.

39. Adopting and implementing a new literacy curriculum takes time, intentional planning, collaboration, and a shared commitment to improving student outcomes. It requires more than simply providing teachers with new materials. Educators and administrators need ongoing professional development, opportunities to collaborate, and a strong understanding of the research and instructional practices behind the curriculum. Administrators must also be equipped with the knowledge and tools to effectively support teachers, provide meaningful feedback, and monitor implementation. As leaders, we must balance the technical aspects of implementation with the adaptive shifts needed to strengthen instructional practices. Transitioning to a new curriculum requires significant time and resources to train both teachers and administrators on new materials, routines, and systems, which can shift our focus away from deepening pedagogy and refining current practices. Successful implementation requires clear expectations, ongoing support, reflection, and monitoring student progress. The focus must remain on

strengthening instructional practices, ensuring all students develop the skills they need to become successful readers, and improving student outcomes.

40. Implementing a new literacy Program is a multi year process if done correctly. Our analysis, research, and pilot phase took 3 years. We are now on year three of implementation. I envision 2 more years before we are fully implemented with all components of the program. The cost of materials is only a fraction of the investment-- it is also the coaching, support, professional development, committee work, and thousands of hours of work that go into it. If MA is now in the business of dictating programs, they should have their free version ready to go, piloted, and assessed to ensure it is effective before making districts drop a program that was rated as HQIM according to CURATE when we adopted it 2 years ago. We have invested over 5 years of work to get where we are and we are seeing our scores significantly improve. I will not make a rash decision for our district regardless of what is decided.

41. A literacy coach- job embedded PD; materials funding; structures and resources for collaboration before, during, and after adoption; data systems; onboarding professional development; time for administrators to participate and oversee/support implementation; a professional network to liaise with.

Our most recent adoption of HQIM took several years, and we are still working on it - we are layering both a foundational skills writing program and a system-wide approach to teaching writing. For ELA, we needed to address 4 distinct areas: foundational skills, writing, reading/knowledge-building, and tiered instruction. We also had to implement a comprehensive assessment system. It took several iterations of major grant-funded initiatives and several hundred thousand dollars to get where we are today.

We have made adaptations to the curriculum in order to integrate the different strands, and it would be devastating to have to start over with a different curriculum at this point.

One of the biggest challenges is the time it takes for teachers to fully internalize the curriculum and become confident in bringing it to life, especially for elementary teachers who are generalists and teach 4 different core academic subjects.

42. Adoption & implementation are a multi-year process involving multiple stakeholders and significant financial commitments. We are however intrigued to see what DESE proposes for an integrated literacy curriculum.

43. It takes much time, thought, and professional development. Time is important for teachers.

44. Adopting is the easy part; it's the implementation that's the most challenging. Educators who have not utilized HQIM in literacy need an incredible amount of coaching, professional learning, and ongoing planning support (internalization). Rarely is there enough time in any school system but systems like

ours where there are no weekly PLCs and only minimum release time, this adds more challenges. The mindset work to utilize HQIM (especially in literacy) cannot be understated. This is not about projecting slides and clicking advance but truly about deep understanding and ownership of what is being instructed. We adopted EL Education 2017 in 2023-2024 with a small group of pilot teachers, implemented 3/4 of it with all teachers in 2024-25 and then educators wanted to transition to the updated 2025 edition in 2025-26, fundamentally restarting the work that had just begun one year earlier. Our literacy data is reflective of this implementation dip and our most vulnerable learners deserve acceleration not stagnation. Implementation of new HQIM aligned with this literacy bill should be accompanied by funding from the state for an implementation specialist for 1-2 years. It's the right thing to do and we need to do it the right way.

45. Broad engagement in selection and then persistence in moving through the stages of implementation to full integration

46. Training, coaching, resources support, comprehensive connection between all aspectss of the SoR across the curriculum to ensure students receive integrated content through strong pedological approaches.

47. Professional Development in the program and in the evidence based practices to implement any literacy program. Literacy Screening and professional development in data based decision making. You need regular PLCs to review data and make instructional decisions. All of the above needs to be a part of a Tiered System of Support.

48. This is a lengthy collaborative process that takes time and financial resources as well as a thoughtful roll out with PD. This is a 1-2 year plan and process.

49. Selection, adoption and implementation of a literacy program is a multi-year process that involves many stakeholders. Professional development, collaboration time, data review, committee work, piloting programs, publisher meetings and student/family involvement are necessary. The process really requires a BARE minimum of 18 months for a successful launch. True implementation beyond the launch requires at least another year. The process takes additional time, effort and resources on the part of all school and district-level staff. It is costly and time-consuming. When done well, it can have a significant impact on student learning. When done poorly, it creates inequities and slows student progress, often impacting our most vulnerable student populations the most.

50. Ongoing High Quality Professional Development, Dedicated time for teachers to review and learn the new curriculum, Room for teachers to make mistakes, Educational coaching support.

51. Curriculum adoption takes a considerable amount of resources and commitment in order to realize the impact of the adoption on student results.

52. Adopting and implementing a literacy program requires careful review, meaningful educator involvement, sustained investment, and time. Our curriculum review involved more than 20 elementary educators over the course of an academic year. We reviewed all literacy curricula identified as high-quality instructional materials (HQIM) by CURATE and EdReports at the time, then conducted in-depth unit pilots of our three finalists before selecting Into Reading. Implementation has taken several years, in part because we considered how to continue using Fundations alongside Into Reading. We have invested hundreds of hours and considerable financial resources in the rollout, and we are currently in year three of a six-year implementation plan. We were deeply concerned to learn that CURATE had downgraded Into Reading and no longer considers it HQIM. We are also concerned by our understanding that we will not be eligible for a waiver. Requiring us to change programs next year and begin implementing a new literacy curriculum would have a significant impact on staff morale and could undermine the progress we have made in improving benchmark gains in grades K–3.

53. An incredible amount of time and administrative capacity which is particularly challenging for small districts without any assistant superintendents, curriculum directors/coordinators, or coaches. In [District], I as the Superintendent, with my elementary principal, led the year long pilot of 3 programs, coordinated selection based on data, presented to SC for adoption and handled the purchasing and rollout of the program. It was and still is a full time job for me and my elementary principal.

54. Research, time, energy, stakeholder buy-in, and funding

55. A leader who understands the power of teacher voice, while also honoring the science and research; it's a fine balancing act, as when you have teachers on board, they actually implement it well.

56. time, money and staff

57. An HQIM is a must (not teacher created and not pulling from 3 different sources), a very clear professional learning plan, a plan to onboard new educators to the district who didn't receive the initial training, strong data practices to monitor (and progress monitor) student growth. An open mind!

58. While running a successful adoption process is important, the implementation progress is what matters if a new program is going to positively impact learning and achievement for students. In

[District], we have a robust curriculum review and adoption process, but we also heavily invested in implementation. When we adopted ARC Core in the fall of 2022 as our elementary literacy program, we knew successful implementation hinged on a number of important pedagogical shifts for our teachers. Here is a list of some of the things we did to support implementation, but this only scratches the surface: We provided professional development and support using ARC coaches (10 visits each year to each school). We paid for and provided time for each of our K-2 teachers to take the HILL for Literacy Science of Reading course. We also offered for grades 3-5 teachers to take the HILL for Literacy Science of Reading course -intermediate. Additionally, a district-wide implementation team guided the work and monitored implementation. Each year, we conducted a review of literacy data, which was used to set the implementation goals for the upcoming year, as well as give feedback to the publisher to strengthen the program. We gathered teacher feedback through surveys and focus groups. In spring of 2026, we conducted observations of 80% of the literacy classrooms in K-5 using a walkthrough tool to measure integrity of implementation (based on work with HILL for Literacy).

A high-quality, evidence-based program will not be successful without very strong implementation. And implementation takes times and a lot of resources.

59. Prior to adopting a curriculum, it is essential for all stakeholders to undergo a review process with at least two curriculum in order to explore the features of each curriculum and determine which of the curriculum better supports our student population and demographics. Equally important, districts have to have enough time to plan and budget for not only the purchase of the curriculum but also plan and ensure staff have been provided with professional development to help support the effective implementation of the curriculum. It is a process that should not be rushed.

60. [District] recently completed a comprehensive, two-year curriculum review and adoption process to identify and implement a high-quality literacy resource that would provide consistent, aligned instruction across grades PK–8. This was an extensive process that required a significant investment of time, collaboration, and resources.

Prior to beginning this review, we had already made a substantial investment in strengthening literacy instruction across the district. All of our elementary teachers participated in a full-year course focused on the Science of Reading, building a shared understanding of evidence-based literacy instruction and the research behind how students learn to read. We had also successfully implemented UFLI Foundations as our foundational literacy program. This work established a strong instructional foundation and was an important consideration as we began evaluating comprehensive literacy resources. One of our key criteria in selecting a new program was ensuring that we could continue using UFLI for foundational skills instruction while strengthening and aligning our broader literacy curriculum.

We began the formal curriculum review by examining instructional resources that received high ratings through CURATE and EdReports. From there, we identified programs for further consideration and invited publishers to present their resources and provide sample materials. Our curriculum leaders then worked collaboratively with grade-level and content-area teams to narrow the options to two to four programs for potential piloting.

Ultimately, we conducted a six-month pilot of three literacy programs. Throughout the pilot, we collected feedback from participating teachers and students. At the conclusion of the pilot, we held a comprehensive review meeting where each pilot teacher had an opportunity to share their experiences, observations, and recommendations. Based on this feedback, student needs, alignment with district priorities, and our commitment to continuing UFLI as a foundational program, administration developed a recommendation that was presented to the Curriculum Subcommittee and ultimately the School Committee for formal adoption.

However, the work did not end with the adoption. We then worked closely with the publisher to identify and order the appropriate instructional materials and develop a professional development and implementation plan. This included revising our previously approved school calendar to provide a full day of professional development before students returned, ensuring that teachers had the training necessary to begin implementing the new program effectively.

We are now in our first year of implementing ARC Core in grades K–4 and ARC Core Fusion in grades 5–8, which includes an intensive schedule of professional development, ongoing coaching, and instructional support for our educators. We recognize that adopting a high-quality curriculum is only the beginning. Successful implementation requires sustained investment in teacher learning, instructional practices, and continuous improvement.

Funding was also a significant challenge throughout this process. We initially applied for the PRISM I grant but were not awarded funding. We subsequently received a PRISM II grant, which helped offset a portion of the cost of the new literacy resources. Additionally, supplemental funding from the Commonwealth of Massachusetts helped make this significant purchase possible.

This was neither a quick nor an easy process. It required two years of thoughtful review, collaboration, piloting, planning, and decision-making, building upon our previous investment in Science of Reading training and foundational literacy instruction. Our goal was not simply to purchase a new literacy program, but to make an informed, sustainable investment in high-quality, evidence-based literacy instruction that aligns our district across grades PK–8 and better meets the needs of all students. Equally important, we wanted to build upon the effective instructional practices already in place rather than start over. This adoption represents the next step in a sustained, multiyear commitment to improving literacy outcomes for every student in [District].

61. Time. We are currently in the process of adopting a knowledge building curriculum to compliment our existing foundational skills curriculum and it takes time and a thoughtful plan to make sure we are making the right choice and providing educators with proper training to feel successful. The current timeline for implementation of HQIM for the 27-28 school year with no current list of curricula options does not allow for the thoughtful time this process needs.

62. In order for a successful implementation, it is important to have a committee of stakeholders involved in the process. In order for teacher buy-in, we found it important to provide a voice throghout the process. Administrative support is also crucial to be knowledgeable enough to provide specific feedback and help to set realistic goals and follow through at the building level.

63. Substantial professional learning about early literacy to ensure educators understand current, research-backed best practice. A thorough and inclusive curriculum review process that considers many aspects affected by literacy curriculum. A substantial financial commitment from the district and the communities it serves both for the initial startup costs and the recurring costs. Time and expertise to support the implementation of a new program so it remains faithful to its research base and design principles. We're fortunate to be working with a PRISM II grant this year to help us but it would be exceptionally difficult to meet this mandate without that grant.

64. It takes time, money, and support/investment from instructional coaches, reading specialists, digital learning specialists, teachers, support staff, and administrators. Everyone involved has to understand the research, pedagogy, materials, technology, and the reason for any shift. This takes an immense amount of time and money, both of which districts are lacking. The curriculum review committee needs to be paid stipends and provided sub coverage, as do the lab teachers/ambassadors and anyone working on the adoption process. We also had teachers creating repositories for all of the materials so it would be easier for everyone to access, and they also were paid to plan professional learning. (Professional development and resources from publishers are generally lacking, as is a complete program. Supplemental resources - especially writing - and PD are needed regardless of the program. These things also take time, money, and investment.) All of this is ONGOING for the entire life cycle of the program. Please keep in mind that elementary teachers in particular are constantly changing - every curriculum review cycle impacts them, not just literacy. So while they are still learning a literacy program, a math program comes in, followed by science, social studies, and more.

65. It is a long process requiring cultural buy in - thus the change must be thoughtful and inclusive of a variety of perspectives and roles (reading specialists, teachers/special educators, admin, etc.). Once determined, there needs to be adequate funds to support both procuring the program/curricula and supporting teacher professional development. We are often exempt from DESE grants because they go to districts with a greater percentage of low income. Evenso, our town scrutinizes these purchases and

we are not in a position where we can quickly pivot to a new program without considerable lead time. Planning for such a large and pricey purchase requires us to sacrifice or deprioritize other content area adoptions. Thank you for soliciting our feedback.

66. Adapative leadership; technical leadership; time; high-quality professional learning that is sustained for all educators (teachers; sped; related service providers; MLL; IAs; admin); phased in implementation plans; instructional coaches to lead and support intellectual preparation and delivery within the classroom; coherence across tiers

67. To implement any new curricular program takes a great deal of effort and time. There is pre-work to determine current needs/gaps/strengths, the work of determining what possible programs exist and what are their qualities, then the implementation process once a decision is determined. This does not include the potential work to shift pedagogy or mindsets, which was required with implementing a new literacy program. The amount of time and money that has gone into a new literacy program in our elementary schools is significant over the past four years. Beyond the time and money, it is peoples' effort and pride that they take in their work. We relied on CURATE and resources provided by the state while making our considerations and decisions. If those change overnight then how are we to ever rely on them in the future for other large scale decisions?

68. It requires a clear vision, staff involvement, professional development, resources and ongoing monitoring.

69. Please note that I answered some of the questions above inaccurately, as there was not a NA or other option.

In my experience, to adopt and implement a literacy program well, it takes a clearly defined plan, professional learning, and continued implementation support. This year, our teacher leaders began to reach out to vendors in order to comply with the new law. We did not budget for a pilot (which publishers do not offer for free), and the well meaning teachers felt like they were doing the right thing by beginning to explore HQIM (which may or may not be DESE approved). Furthermore, faculty has not engages in professional learning around the "science of reading", which means they would be evaluating new curriculum resources without the evidence base that has significantly changed the way we teach literacy. I have asked them and the elementary principal to consider a three year plan to move towards implementation. This year, we are are looking at the structure of the literacy block. Next year, 27-28, will focus on professional learning and curriculum selection/pilot. Year 2, 28-29, would focus on continued training and implementation support. Year 3, 29-30, would be full implementation.

I feel strongly that early literacy instruction is critical, and making the changes in instructional practice to effectively make the change is necessary. I would rather be sited for being "out of compliance" than for rushing into an expensive compliance task. If it is worth doing, and for it to have the desired impact, it needs to be done right.

70. A structured process, time, multiple stakeholders across vertical teams, the use of CURRATE and EdReports, MONEY!

71. It takes at least 1 year to conduct a thorough curriculum review and adoption process following the guidelines of DESE's IMplement MA process. It can take 6 months or more of working with community partners to secure the financial support for adopting a curriculum. Once a curriculum is adopted, it generally takes 3 years for a school to become proficient in the implementation of that curriculum and requires significant investments in professional development and coaching.

72. It is an enormous shift and takes a dedicated plan to support and train teachers.

73. It takes time, money, staff buy-in, and a lot of committee work.

74. Adopting and implementing a literacy program starts with a detailed plan and meaningful input from the people who will use and support it. Teachers need time to learn the materials, plan together, and look at student work to see where students need more support. They also need ongoing coaching, including a plan to support new staff as they join the district. Building and central office administrators both play a role in setting clear expectations, protecting planning time, and making sure teachers have the resources they need to follow through.

The financial piece is where districts run into trouble. Purchasing high-quality instructional materials is only the first expense. Districts also have to budget for coaching, staff time, and program renewals year after year. Those costs can become unsustainable, even when a district has a strong implementation plan. When districts have to cut back on coaching or can no longer afford to keep materials current, students feel the impact through less consistent literacy instruction and fewer opportunities to get the support they need.

75. It takes time, a lot of money, and robust professional development. It also requires patience for educators and community members while the changes in practice shift toward fully-developed efficacy.

76. Significant time in reviewing current practices, standards-alignment, reviewing curricula, meetings with vendors, training on new curricula, piloting multiple curricula, purchasing and sorting new materials, training all new educators, coaching teachings, ongoing meetings with vendors and trainers, ongoing training, meetings to gather feedback and data collection and analysis.

77. It takes a significant amount of money, time and effort to be sure all voices are heard, that materials are reviewed thoroughly, and comprehensive professional development can be offered.

78. Adopting and implementing a literacy program takes much more than selecting a curriculum. It requires time, knowledge, professional development, and ongoing support.

We spent approximately a year and a half reviewing and selecting our new curriculum. Looking back, I underestimated the amount of professional development educators would need to fully understand the research behind the changes in reading instruction and embrace the pedagogical shifts required. Although many educators were involved in the decision-making process, we are still experiencing resistance. I wish all educators had the opportunity to take a course that helped them understand the research behind the science of reading and why these instructional changes are so important.

There is also a tremendous amount of change happening across PreK–5. This includes shifts in how we identify students at risk for dyslexia, how we communicate that information, and how we approach instruction and intervention. Our MTSS and SST processes have also evolved. All of these changes require new learning and adjustments, which can feel overwhelming for educators.

Sharing experiences and learning from other districts has been incredibly valuable. It reinforces the importance of collaboration and provides opportunities to learn from others who are navigating similar challenges.

One of our biggest implementation challenges has been finding the time to deliver the curriculum as intended. Protecting instructional time and ensuring schedules allow for the depth and pacing of the program are essential.

Ultimately, I have learned that knowledge, time, and ongoing support are vital to successfully adopting and implementing a literacy program. The adoption is just the beginning. Successful implementation requires helping educators understand the why behind the changes, building their knowledge and skills, and supporting them throughout the process.

79. After a significant amount of research and adoption, it takes at least a year of training, and then a couple years of supervised implementation before a program is considered fully onboarded.

80. Effective literacy programs involve much more than the purchase of materials; they are about the day-to-day teaching and learning that happens in actual classrooms. This means that districts need to provide professional development and job-embedded coaching that fosters a culture of ongoing learning and reflection, with a message of "integrity" to the curriculum AND to the needs of each student. Building-level administrators also need support to lead efforts within their schools. If teachers are given a box of materials and nothing else, we will not see strong outcomes for our students.

81. Time and money. To do the curriculum review 'right' there is an incredible time commitment for educators to pilot, participate in PD, and implement with integrity. Aside from the significant cost of the program, there are ongoing costs for PD and curriculum council/implementation team stipends.

82. Adoption and implementation of a literacy program is a huge undertaking that involves many stakeholders from across a district. It includes a thoughtfully generated multiyear plan, that focuses on the end goals with backwards planning from there. There needs to be an emphasis on deeply understanding the curriculum components and the research and evidence behind the curriculum, but also understanding how to plan when the planning is done for you, which is a critical piece of effective implementation of new curriculum. There also needs to be consistent observations and feedback grounded in the curriculum and the best instructional practices for high quality literacy instruction. Implementation needs to be monitored with data, both formative and summative and curriculum, instruction, and assessment need to be at the forefront of school leaders and district leaders.

83. To adopt and implement takes a full year to bring a team together as a Curriculum Committee, select HQIM from Curate or EdReports to pilot, select 3 from all the programs to pilot, select lessons or units to pilot, pilot,obtain quantitative and qualitative data, keep school committee informed, meet regularly with committee, involve consultants, select a program, get it approved by School Committee, get PD and order materials before summer starts so teachers have it in hand, schedule PD and consultant experts in ELA pedagogy. The HILL was not well received by our district. They started strong but then did not tailor to our specific district needs and there was a lot of time out of the classroom.

84. It takes adequate financial resources, leadership at district and building levels and job embedded professional development.

85. Quite a bit - review of current practices, securing buy-in from all stakeholders including teachers and parents using a data-driven approach, review of systems to make sure they support a new curriculum

(schedules, etc.), long term planning re: piloting and PD, ONGOING PD (3+ years) tailored to staff needs, observations (peer, coach, admin), feedback, etc.

86. 1. Purchase all core curriculum materials, supplemental resources, and related instructional materials necessary for consistent implementation (if appropriate, to include 2 copies of all teacher books and resources) 2)Provide initial training from the curriculum publisher to introduce the program, its components, instructional expectations, and best practices. 3) Provide teachers with dedicated time to work in teams, become familiar with the materials, review instructional resources, and plan for implementation. 4) Provide follow-up professional development, coaching, and individualized support based on teachers' needs and implementation challenges. 5) Ensure classroom/special education paraprofessionals are included in relevant training and planning activities so that all staff understand the curriculum, instructional approaches, and their roles in supporting student learning. 6) Parental inclusion and communication regarding specific shift. 7) Regularly review student progress, gather staff feedback, and assess implementation and provide additional training, resources, or adjustments are needed.

87. Adopting a new literacy program for the elementary grades is a herculean task. Getting committees of teachers to agree not only on the program but also which components are needed takes so much time and finess. Also, having teachers "give up" their current program and all the resources and lessons they have created and become comfortable with is a real culture buster.

88. It requires collaboration and consultation with teachers. At the heart of it, implementing a new literacy resources is a change management process that needs to be sensitive to the existing routines and constraints of the teachers implementing the program. It takes time, and it takes leaders working on supporting educators and hearing their concerns. It also is incredibly expensive for something that is not a "nice-to-have" but a "need-to-have." We were fortunate to get a grant to fund much of our early implementation (materials and 1st year PD costs). Other district may not be so fortunate.

89. Adopting and implementing a literacy program takes thoughtful planning, teacher input, strong professional development, and ongoing support. It also requires time, resources, and regular opportunities to reflect on what's working and make adjustments based on student needs.

90. The most important pieces of adoption begin with teacher knowledge and connected systems of support. Specifically, teachers need to understand what a knowledge curriculum is, and how it differs from other curriculum they may have used. Additionally, teachers need to understand the current best practices of helping students learn how to decode, including necessary in-class differentiation. This then makes it possible to develop a sustainable and effective MTSS program that specifically thinks about how to support students using the same language embedded in the Tier I HQIM. Teachers need materials such as trade books and manipulatives for all students. And, they need to fundamentally understand why

they are being asked to use those resources and how to leverage them for Tier I success for the vast majority of students.

91. It requires a thorough understanding of the research, building consensus around the findings, and carefully assessing the needs of our students and staff. From there, we need to determine the best fit through examination of available options, pilot programs, and meaningful discussions about the training and ongoing support necessary for successful staff implementation.

92. We spent over two years piloting 4 different programs K-5. We landed on Bookworms because of overwhelming teacher, student, and parent support. Bookworms is an evidence based program that does NOT appear on the DESE list. It is approved in other states. We also use Fundations which is on the approved list. We also went on Annual Town Meeting floor last year to receive an additional $200K to support Bookworms. The Town overwhelmingly supported this program. Bookworms is High Quality and Evidence-Based and is working for our community.

93. Pilots, teacher buy in, observations in other districts, adequate funding, ongoing PD

94. A multi-year, systemic approach that supports teachers, students, and leaders. It requires on-going investment. The "old" idea of a launch PD and setting teachers off to figure it out on their own has shown time and time again that it does not work. We are in year 4 of our math curriculum roll-out and still investing in it. We are in year 1 of our early literacy curriculum roll-out and I anticipate we will be supporting it until we switch to something else after I retire.

95. Successfully adopting and implementing a literacy program takes a coordinated investment of time, leadership, and community buy-in. It begins with a committed curriculum committee putting in hours of preparation, supported by stipends for extra hours and dedicated PD time, alongside foundational Science of Reading training and visits to other districts to see curricula in action. For the rollout to stick, it also requires vocal advocacy from the superintendent, backing from a supportive leadership team and school committee, a collaborative school culture, and a commitment to listening to students and families about what works best for them.

96. To fully adopt a program, it takes the investment of the entire team, from those making budget decisions to the teachers implementing the curriculum. Then, it take a narrow focus from the instructional leadership team to help support teachers in first implementation and then, over time, teaching with integrity. The first movement is largely about materials adoption and fidelity. Then, once there's evidence that everyone knows what and how to teach the curriculum, the focus becomes layering in the moves that create strong integrity, that is the choices that support teachers in considering

what matters most in the lesson and what the needs are of the students in front of them. The PD requirements are significant to ensure that that initial trust is built and supported.

97. - An infrastructure for professional learning, experimentation, feedback, & data collection.

- Clear goal(s) / vision that is both grounded in data and equity-focused.

- Strong change leadership.

- Patience, time, flexible thinking.

- Commitment and stamina for a multi-year, focused, process.

- More money than anyone has to spend on the pilots and adoption

*Certainly more than $200,000.

You asked about the cost of our recent adoption and offered "more than $200,000" as the most expensive multiple-choice answer. This question seems tone-deaf and misleading in terms of data collection. We have spent over $1,200,000 - and counting - for our K-5 adoption and launch this fall. And teachers are still sharing materials and having to supplement. And we are a relatively small district. While we chose one of the more expensive programs, the other quotes we received from publishers who are on the EdReports/CURATE list were at least $750,000. Cheaper programs required a separate phonics program which made them just as expensive.

98. Money and Time! Adopting and implementing a high-quality literacy program requires a significant investment of both money and time, and the cost of purchasing the curriculum is only the beginning. Financially, districts must budget for instructional materials, student and teacher resources, digital licenses, professional development, substitute coverage, and ongoing instructional coaching. There are also recurring costs associated with consumable materials, assessments, and replacing resources over time.

Equally significant is the investment of time. Selecting a program requires months of research, curriculum reviews, teacher involvement, and planning. Once adopted, teachers need dedicated time to learn the materials, understand the instructional practices, align assessments, and adjust their teaching. Administrators and instructional leaders must also devote time to monitoring implementation, analyzing student outcomes, and providing meaningful support.

Implementation is not a one-year event; it is a multiyear commitment. It can take three to five years to fully implement a literacy program with consistency and fidelity. During that time, districts must continue investing in professional learning, collaboration, and instructional support.

Ultimately, the cost of a literacy program is much greater than the price on the purchase order. A district can spend hundreds of thousands of dollars purchasing a curriculum, but without the time and resources to implement it effectively, that investment will never reach its full potential. Successful implementation requires a sustained financial commitment and, perhaps even more importantly, the willingness to give educators the time they need to do the work well.

99. Adopting and implementing a literacy program requires a clear instructional vision, a strong understanding of the science of reading, and a commitment to building the capacity of both teachers and leaders through ongoing professional learning and coaching. Successful implementation requires not only learning how to "use" the materials but also receiving ongoing coaching that supports lesson internalization. There must also be a robust system for screening and progress monitoring along with aligned Tier I, II, and III materials. As most HQIM do not address foundational skills with enough attention and explicitness, it is also necessary to enhance the curriculum to ensure systematic foundational skill building. [We adopted ECRI to enhance Wonders.]

100. Adopting and implementing a literacy program, even for a small district such as ours, is a monumental organizational task evident in our process, which spanned five years and is ongoing. A structured process is important to be sure the specific needs of the student population in the district are met by the literacy program and there is teacher buy-in. A program that is a good match for one district is not necessarily a good match for another.

FY20: Data collection and needs assessment facilitated by The Hill Group.

FY21: All school Science of Reading Training facilitated by The Hill Group; curriculum review committee meetings; and all school objective guided review of three HQIM designated core program options chosen using EdReports and Curate. Teachers spent 2-3 weeks reviewing each set of sample materials from each program and participated in consults with teachers from other districts using the materials.

FY22: Curriculum purchase, adoption and implementation guided by Great Minds trainers; formation of a teacher implementation team committee; in-house professional development; frequent administrator and peer observations.

FY23: Ongoing supported implementation guided by DESE consultant; professional development and observation by Great Minds trainers; teacher implementation team committee; ongoing peer and administrator observations; consults and meetings with other districts using the program; student and teacher surveys; review of data and student performance.

FY24: Ongoing supported implementation guided by DESE consultant; meetings with GreatMinds trainers; teacher implementation team committee; professional development for specialists to guide accommodations/modifications for students with disabilities and multilingual learners. Review of data

and student performance; teacher and student surveys; review of data and student performance. Also in FY24 we reviewed Early Literacy Screening Tools and adoption of mCLASS Dibels for dyslexia screening.

FY25 /FY26 /FY27: Continued PLC implementation discussions, data collection & followup.

Involving all teachers in an objective selection process, administrator participation in trainings, an implementation committee and frequent peer observations and open ongoing dialogue were important components. Professional development and a high level of teacher support during the initial years of implementation was critical for success, yet quite costly. Teachers appreciated extra preparation time during the first two years. The guidance of an outside consultant was beneficial.

Curriculum adoption and implementation support was made possible by DESE grants totaling $199,700 over three years from FY22 to FY24. The district would not have been able to fund this adoption and implementation within its operating budget. Ongoing costs for consumables and digital subscriptions continue to rise each year, making it challenging to sustain.

101. First and foremost, it's helpful when you have the funds to purchase everything you need and the funds to keep purchasing consumables and student digital licenses for years to come. We often buy for year 1 and then have to let things go that we can't afford long term. Ongoing professional development is critical to help teachers learn all of the components of the new program. Coaching helps, but we don't always get invited into the classrooms that we need to be in! Teacher buy in to the process and their input in the choosing of a new program has been instrumental in getting buy in then for implementation. We are currently in ELA program review K-12 and got PRISM II to help with K-3 purchasing, but the programs at 6-12 that are deemed HQIM aren't great, so it's really difficult to get secondary level teachers to consider adopting a program. When they only teach ELA, they don't feel like they need the support of a program.

102. It takes knowledge of best practices to make sure you are implementing the best practices while using the program. Teachers need feedback and support.

103. It takes knowledge of best practices, training and practice. The educator needs to make sure you are implementing the best practices while using the program. Teachers need feedback and support. It takes a school or system moving in the same direction so that you can best use resources.

104. It takes knowledge of best practices, training and practice. The educator needs to make sure you are implementing the best practices while using the program. Teachers need feedback and support. It takes a school or system moving in the same direction so that you can best use resources.

105. It takes knowledge of best practices, training and practice. The educator needs to make sure you are implementing the best practices while using the program. Teachers need feedback and support. It takes a school or system moving in the same direction so that you can best use resources.

106. Start with research-based programs including the Science of Reading, teacher review input process, piloting multiple programs, unit and lesson internalization, PD, coaching, grade level collaboration, and student data tracking.

107. Implementation evolves from educators beginning with an understanding of a curricular resource's architecture- how modules fit and work across the school year to provide students with time to have exposure, practice, and mastery of grade level standards. This initial implementation work in years 1-2 is about finding your way through the vast resources and knowing how to create instructional plans for the students who are in your classroom. In an urban district we are also examining all the embedded tools and resources for supporting learner variability. Knowing what additional resources can be accessed to support multilingual learners, those who would benefit from greater accessibility to texts, use of audio, customizing assessment options, etc. In years 2-4 we're working on lesson internalization and instructional routines. Only now in year 6 do we have staff who feel that they have a strong understanding of the resource (this also means keeping up to date with changes in version and publisher updates of resources).

108. So many things - a vision statement, and clear description of why the district is adopting a new program (what's the need?), a decision-making process, a task force representative of many roles in the district/school, input from various stakeholders, training on bias and stereotypes in literature and information texts, gathering quotes from publishers, identifying the criteria for tool by which a program will be evaluated, time to table top review or pilot the new program(s), visiting /talking to other districts, holding sessions with various publishers, gathering feedback data - then analyzing and synthesizing the data to inform a decision - all the while keeping all stakeholders apprised of the progress of the task force and its final recommendation. Short version: time, skills, communication, and money.

109. Implementation is not a one-time event; it is a multiyear process of continuous improvement. The goal is not simply to ensure that teachers are using a new program, but to ensure that the program is being implemented effectively, instructional practices are improving, and students are becoming stronger, more confident readers and writers. It requires a clear vision for literacy instruction, a shared understanding of evidence-based practices, and a thoughtful, long-term plan for supporting teachers through change. Listing out others as bullets:

*Examine student needs, current instructional practices, and existing curriculum gaps.

*Build teacher understanding and buy-in through collaboration and communication.

*Provide meaningful, ongoing professional development. Offer coaching and collaboration opportunities

*Ensure teachers have the necessary materials, resources, and planning time.

*Establish consistency and coherence across classrooms, grade levels, and schools.

*Monitor implementation and student progress through data and feedback.

*Make adjustments based on teacher experiences and student outcomes.

110. It is much more than buying a curriculum -- it takes professional development, coaching, mindset change, change management, an understanding of "the why" and a vision

111. strategic planning, clear vision, set priorities, strong leadership, MONEY, strong and ongoing PD, a leader with bandwith to take it on, progress monitoring,

112. We have only recently begun our district-wide Science of Reading work, and we are currently in the process of piloting two literacy programs, with the goal of making a curriculum adoption decision for Fall 2027. However, we are now facing a challenging situation related to the state approval process. Following a two-year curriculum review process, one of the programs selected by the committee to pilot will not be reviewed in time to be considered for the state approval list. The other program is entering year four of a five-year approval cycle and will need to be resubmitted for review, with no guarantee that its approval will be renewed without interruption.

It is important to recognize that effectively adopting and implementing a new literacy curriculum is a multi-year undertaking that requires considerable time, planning, and resources. The process begins with extensive research and review, followed by a thoughtful piloting process. This pilot involves significant teacher participation and requires dedicated time for professional learning, lesson planning, collaboration, troubleshooting, and ongoing assessment of the curriculum's effectiveness and alignment with our instructional goals.

Once the pilot concludes, we will then collect and analyze data, consider teacher feedback, and make an informed curriculum decision. However, selecting a program is only the beginning. A successful

implementation will require an additional investment in professional development, ongoing planning and collaboration time, instructional support, and the purchase of necessary curriculum materials.

Ultimately, our goal is not simply to adopt a new literacy program, but to ensure that we select and implement a high-quality curriculum in a way that leads to meaningful and sustainable improvements in literacy instruction and student outcomes. That work takes time, thoughtful decision-making, and a commitment of both human and financial resources.

113. In January 2024, [District] gathered a team of 20 educators (Literacy Curriculum Review Committee / LCRC) representing all grade levels, schools, and specialties to begin the process of reviewing our existing curricular materials and identifying gaps in those existing practices. We adapted the strategies from DESE's HQIM Process and utilized 3 Phases to complete our review. During Phase I, the committee's task was to evaluate existing literacy practices and build common understanding of best practices in elementary literacy. During this phase, the team reviewed current research, created a draft vision statement, developed a common understanding of best literacy practices and fundamentals of the Science of Reading research. The curriculum review team also communicated information at all phases of the process with all stakeholders in their own schools and brought questions back to the committee meetings. In September of 2024, Phase II began. During this phase, using our finalized vision and values statement, the LCRC built a comprehensive rubric for evaluating HQIM curricula based upon the vision, State standards, professional learning of best practices, and the Science of Reading research which included 13 separate Domains. The team identified 6 viable curricula from DESE's CURATE list of HQIMs that they felt could match the needs of students in [District] based on the 13 Domains. Materials were requested from those companies and reviewed over three separate meetings. R utilized the rubric to evaluate our existing curricular materials to form a baseline for data as well. This review highlighted the gaps in current curriculum and provided a means to compare missing elements from current practices. During Phase III, the LCRC narrowed down the selection to three viable curricula and invited representatives to demonstrate their products. Site visits to school districts currently using the products also occurred. The LCRC slightly modified Phase III based upon potential funding from the PRISM II and PRISM III grant. The original plan was for the District to pilot two different curricula in the Fall of 2025; however a clear choice of a viable new curriculum, Benchmark Advance 2022, was made by the LCRC based on the information gathered in Phases II and III.

Based on this comprehensive review process, the District was awarded a PRISM II and PRISM III grant to support full implementation of Benchmark Advance 2022 in the fall of 2025.

114. Successfully adopting and implementing a literacy program begins with a thorough needs assessment to select an evidence-based curriculum aligned with student demographics and learning standards. Once chosen, securing strong leadership buy-in and dedicated funding is essential to purchase instructional materials, assessments, and technological resources. Because all teachers have to be taught about how kids acquire literacy skills, ongoing, high-quality professional development must be provided

so educators and instructional coaches can deliver the new curriculum with fidelity. Finally, schools should establish a system for continuous progress monitoring and family engagement, using regular assessment data to refine instruction and provide targeted interventions for struggling readers.

115. - Establish a vision by identifying student needs, instructional gaps, and desired outcomes.

- Select a program based on research, standards alignment, instructional quality, and accessibility for all learners.

- Engage teachers, administrators, specialists, and families in the process.

- Develop an implementation plan that includes timelines, budgets, schedules, resources, and expectations.

- Provide professional development to build teacher and leader understanding of the program.

- Prepare principals, coaches, and literacy leads to support implementation.

- Establish coaching and PLC structures for collaboration, lesson planning, and instructional feedback.

- Monitor implementation through classroom observations, walkthroughs, and teacher feedback.

- Measure student outcomes using assessment data, student work, and subgroup progress.

- Refine the approach and provide ongoing support based on implementation and student growth.

116. Adopting and implementing an effective literacy program requires a long-term, systemic effort centered on selecting High-Quality Instructional Materials (HQIM) aligned with the Science of Reading and ensuring structures are in place to support strong implementation. The process begins with establishing or refining a clear district-wide instructional vision that unifies core content learning with foundational skill development, followed by a thorough curriculum review. This initial curriculum review phase can take 1.5 years and is led by a committee with multiple stakeholders including teachers, coaches, principals and district leaders. We found it important to begin targeted PD during this phase in order to explain to both teachers and leaders at all levels the importance of WHY a shift is needed and how the new adoption directly connects to district goals. The bulk of the PD during the pilot phase involved publisher presentations and agendas designed to support teachers in understanding the components of the materials, how they are organized, and best practices for daily planning. During the pilot phase, all rubrics and data collection should be aligned to this vision to continually reinforce the rationale behind the adoption. Additionally, the piloting process involves the careful selection of units (looking at the scope and sequence), teachers, schools, and creating systems for data collection and observation. It was important for us to pilot multiple programs at multiple grades and across all three elementary schools. In partnership with our union we had all first and fourth grade teachers pilot two different programs which allowed all grades K-5 to have a piloting colleague within one grade. Again, this required a clear scope and sequence, and carefully planned PD, but it allowed for extensive teacher input as we made our final decisions for what to adopt.

Adoption goes far beyond curriculum selection. Once we selected our new core literacy program, the principals worked collaboratively to redesign several elements of their schools, starting with scheduling and staffing. An initial priority of ours was ensuring that ALL students had access to the literacy curriculum which meant working towards more purposeful coteaching with special educators and ML teachers. Additionally, the adoption of a new literacy program required us to lay out PD for multiple years across all elementary schools to build common language and common opportunities to unpack module expectations, texts and tasks. Internalization of modules and lessons requires clear protocols and dedicated time to do this work. These internalization sessions were sometimes facilitated through partnerships with instructional specialists or used a train the trainer model to support coaches and district level leaders in leading this work, again, taking multiple stages to train everyone and prepare everyone to facilitate. For the first year, literacy PD used most of the allocated time and other district priorities were moved to upcoming years to allow for deep and sustained work.

In order to support this work districts must look for grants or other opportunities to support professional development and sustaining this work long term, for example the LAN work through DESE. Implementation then becomes a multiple year process following the phases we've come to call Learn - Deepen - Know. In year 1 everyone is learning the components of each unit, lessons and modules may take longer than expected, and time needs to be built in for reflection. During Year 1 teachers need time for a range of tasks including reading the core texts, reviewing exemplar responses, and more. Year 1 walkthroughs also support leaders in observing individual lessons and monitoring building wide trends.

Finally, successful implementation hinges on equity and instructional coherence. Maintaining aligned instructional language creates a predictable transition for students. District scope and sequences were built, and agreed upon with the union, to ensure that classrooms around the district start and end modules at the same time. Science and Social Studies scope and sequences were also revisited and revised to support the literacy program, and garden lessons were added or moved as needed as well. Additionally, our art, music and gym teachers received PD on the module topics and reviewed their scope and sequence for each grade and identified places to make connections or update projects in order to enhance the knowledge building through the arts!

Moving into year 2 the work of implementation continues. Ongoing partnerships with consultants to support implementation through multiple walkthroughs allows trends to continue to be monitored at both the district and school level to inform coaching and professional development. The scope and sequence for each grade can be refined based on teacher feedback from year 1 and analysis of student work.

117. The adoption of a new literacy curriculum is much more than the purchase of instructional materials. For [District], the implementation of HMH Into Reading, alongside our Spanish and Portuguese literacy programs, has required a significant investment in building the instructional capacity and infrastructure necessary to ensure high-quality implementation across schools.

Through our curriculum adoption work and investments supported by the PRISM and GLEAM grants, [District] has focused on developing a sustainable implementation model that extends beyond initial curriculum training. This has included high-quality, ongoing professional development; curriculum internalization and collaborative planning; instructional coaching; leadership development; and targeted support for teachers to ensure access to rigorous, grade-level instruction for all students, particularly multilingual learners and students with disabilities.

Equally important has been the development of systems to monitor the quality of implementation and use evidence to inform continuous improvement. This includes classroom walkthroughs, instructional look-fors, curriculum implementation reviews, assessment data, student work analysis, and opportunities for educators and leaders to examine whether instructional practices are translating into meaningful student learning. The purpose is not simply to monitor whether the curriculum is being used, but to understand the quality of instruction students are experiencing and identify where additional support or adjustments are needed.

Our sustainability model is grounded in building internal district capacity rather than relying on one-time training or external support. By investing in educators, instructional leaders, coaches, collaborative structures, and ongoing data collection, [District] is working to establish a coherent literacy system that can be sustained and strengthened over time. The grants have helped advance this work, but the long-term commitment is ensuring that the people, practices, and systems necessary for effective curriculum implementation become embedded in the district's ongoing operations.

Ultimately, the investment is not just in a literacy curriculum. It is in the professional capacity, instructional coherence, and continuous improvement structures necessary to ensure every student has consistent access to high-quality literacy instruction and the opportunity to become a proficient, confident, and independent reader and writer.

118. We joined the DESE HQIM Eval/Select Network and followed that process with integrity. In doing so, we spent a significant amount of time engaging in each stage of the process, including, but not limited to: attending network meetings; educating and recruiting teachers to join a curriculum leadership team; establishing a vision/priorities and parameters; teaching team members about evaluating materials using appropriate rubrics; winnowing down choices; interviewing finalist vendors about products and field testing two finalist products; collecting data from educators/families/students; creating sessions for teachers to examine materials and provide feedback so that everyone could have an opportunity to lend their voice to the process; communicating with final vendor to ensure we not only secured the materials but the professional learning to ensure a strong start; procuring initial materials and distributing them prior to the end of the school year; preparing internal and external communication to ensure all stakeholders were aware of the process and progress. In addition, we used grant funding to stipend

teachers to participate in PD at the close of the school year to ensure that they had an opportunity to see and explore the materials before the start of the new school year; this required extensive planning and collaboration to address both logistics and content. Once the school year began, we devoted significant time to implementation support, including: establishing an "Implementation Team" that required regular meetings; providing professional learning for teachers and the building leaders who support them; writing a grant to secure implementation support from a partner; working with our grant partner for coaching at the district level and professional learning for leaders and teachers; ongoing progress monitoring that included walkthroughs to determine areas for future support; planning and implementing summer professional learning on the science of reading and lesson internalization; ensuring new teachers to the district had opportunities to learn about the materials and how to use them. Even in more recent years, we continue to deepen the commitment to and understanding of our three core actions of implementation: use of high quality texts, use of high quality questions and tasks, student ownership of the work; this has required continued partnership with our coaches, on-going professional learning, and formal and informal support for both teachers and leaders.

119. Adopting and implementing a literacy program is a highly complex, multi-year systemic shift rather than a simple one-time curriculum purchase. It requires building consensus among a diverse coalition of stakeholders, including district administrators, principals, reading specialists, and classroom teachers, to carefully evaluate and select the right materials. Beyond the initial acquisition, true implementation demands a significant, sustained investment of time and financial resources to fund the ongoing professional development required for educators to build deep instructional expertise and effectively shift their daily pedagogical practices.

120. Time, money and materials!

121. Time, commitment and buy in by everyone, lots of PD

122. Strong job embedded coaching and instructional leadership, teacher buy in and support, clear must include portions of a program vs. the extras, consistent data collection including progress monitoring.

123. We are currently in a curriculum review for literacy; the last one concluded in February 2020 with the key recommendation to get more consistent in our implementation of Teacher's College RWP. We are in year 2 of review, piloting two programs aligned with the Science of Reading, and selected because they were on the state's list of approved programs for the PRISM grant. We have spent a year now researching, selecting, and piloting; we plan to spend the second half of this year training and procuring materials before implementing in Fall 2027. I anticipate an intensive 2-year focus on rolling out the new curriculum, before being ready to step back a little bit and shift our attention anywhere else. The pricing info I listed above was for our last adoption; for our upcoming adoption, one program (a "free," open-source option) will be about $300,000 for initial purchase and PD, and then about $40,000 in

consumables annually. The other program we are piloting would be about $500,000 for initial purchase, with $80,000 in annual costs. In addition to the time and resources referenced above, we have invested significant time and resources into planning and preparations for this shift (change management for our principals, training our steering committee and pilot teachers in the SOR, training our literacy specialists in the pilot curriculums, planning for how to make our final decision, planning for implementation, communications to the teachers and community, etc.). It is an enormous adaptive change, and to have to caveat our professional development this fall with "here's what we don't know until DESE tells us about what we can choose and what might be available for free(?)" is not helping us reassure our teachers that we're on the right path.

124. Clear instructional vision to refer back to, ongoing PD including formative experiences for teachers like going to a reading conference or visiting a state-of-the-art school, de-implementation of beloved and trusted practices (hardest part is letting go for some), data on giving students complex text that is hard for them to read b/c this is so uncomfortable for teachers who feel they are hurting students when they do this and want to match kids with books "at their level"; 5-year plan with benchmarks, high expectations + high support.

125. Sustained support (for materials, professional learning, collaborative planning/internalization and strenhthening PLC and assessment practices)

126. 1) Clearly articulated vision, 2) Aligned schedules, services, common planning time, PD, and coaching, 3) inclusive practices and support, 4) financial resources, 5) leadership, 6) teacher leaders, 7) limit on the number of initiatives (focus)

127. Implementing a new literacy curriculum is a multi-phase process, from exploration, selection, installation, to initial implementation, it typically requires more than three to four years to execute effectively. Achieving success demands sustained cooperation from all stakeholders alongside the adequate budget resources to support materials, training, and ongoing coaching.

128. Time. Commitment. Hard work. You need the support of all stakeholders. Money. Ongoing PD and support for all teachers, as well as training for new teachers.

129. In my experience you need the support of an outside agency to support the process. Administration, teachers, and other staff need a clear plan and a thoughtful process that is impossible to do from the inside.

130. It takes staff buy-in, a commitment to meeting HQIM materials and instruction criteria, financial support and the proper professional development. It takes following a timeline to include research, presentations, comparisons, and site visits.

131. Adopting a new ELA program is not a single event. It is a multi-year change effort, and it is far more complex than purchasing materials and handing them to teachers. In a district with five elementary schools and hundreds of educators, every decision touches many people, and each stage has to be done well for the next one to succeed.

It starts long before the program arrives. Our work began in 2024 with a comprehensive literacy review, followed by a close look at the high-quality instructional materials on the market. We carefully considered DESE guidance, paying close attention to CURATE, Ed Reports, and The Reading League to guide this work. We narrowed the field and piloted two programs with a representative group of teachers across schools and grade levels. We gathered evidence on teacher usability and planning time, student engagement and work, fit with our schedules and supports for multilingual learners, students with disabilities, and intervention, and alignment with our literacy vision. The pilot told us what to fix before scaling, including pacing, materials logistics, and training needs.

Adoption is a logistical and human undertaking. In the months before launch, we ordered and tracked materials for every classroom, with deliveries timed to arrive just before school opened. We arranged digital access, inventoried and stored books and module materials in each building, and removed competing resources. We protected instructional minutes in every school schedule months in advance, aligned supports for special education, multilingual learners, and fine arts, and created a K-5 Implementation Team with representatives from every school so decisions were shared rather than made in isolation. We trained teachers, coaches, and administrators in role-specific sessions before and during the school year, and we held multiple parent information sessions so families understood the change and its benefits. Each of these tasks had to happen on time, or teachers would have started the year without what they needed.

Launch is only the beginning. Research on high-quality instructional materials shows it takes three to five years to reach true refinement. Year 1 built the foundation: shared understanding, working systems, and trained staff, with the goal of a solid start rather than perfection. In years 2 and beyond, the work shifts from getting the program into classrooms to changing how it is taught. Coaches work alongside teachers on unit internalization and lesson rehearsal. Teachers analyze student work together, and leaders use walkthroughs to see what is happening in classrooms and where to offer support. This is where instructional quality develops, and it cannot be rushed. Over time, we refine and sustain the work, onboard new staff, and use data to adapt thoughtfully.

Cutting corners or shifting gears midstream puts the whole investment at risk. A curriculum only helps students to the degree it is taught well and consistently. If training is thin, teachers improvise. If coaching stops after launch, quality varies from classroom to classroom. If leaders aren’t visible, the work stalls. Our commitment to this multi-year process is a commitment to equity: every student, in every school, deserves the same strong learning experience.

[District] selected an exceptional core literacy program in Arts & Letters. It is giving our students the exact experience that backers of An Act Relative to Teacher Preparation and Student Literacy envisioned. Forcing [District] and other Arts & Letters communities to change course because it is so new and is not on a list would be the opposite of what the legislation intended.

132. [District] adopted Wit and Wisdom very quickly (in 2023) due to a DESE grant and some matching funds that our town administrator unexpectedly found. We could not have done it without the 50% contribution of DESE. The knowledge-based programs are robust, highly complex for teachers to navigate, and they are not perfect...but with appropriate time and effort, we are very pleased with Wit and Wisdom. Our lift was very heavy, as we are a district with no curriculum leadership positions, so we relied on PD from Great Minds, on our own administrators, our reading teachers, and on teachers in our own district who were natural leaders. We have spent the past 3 years (we are currently in year 4) ensuring consistent use of the core curriculum, adapting where needed, scaffolding for our at-risk learners, piloting and the implementing an additional writing component (thinkSRSD), and reviewing pacing. We participated in a DESE grant last year that brought PD to the district to help us further internalize and adapt Wit and Wisdom lessons, especially for our students with disabilities and our English learners. This year, we have rehired one of the coaches from the DESE grant at our own expense to help our K-2 teachers better navigate some of the curriculum's complexities. We have dedicated an extraordinary amount of time and effort into the refinement and use of our literacy program, and it would simply be devastating if Wit and Wisdom was not on the approved list. In year 4, we are finally in a place where our teachers feel good about their work and we are beginning to really see results. We are also in a place where there is no funding to make any wholesale change to our core reading curriculum, and finally, we have adopted DESE's approved Investigating History curriculum, which we have found to dovetail beautifully (in approach and philosophy) with Wit and Wisdom. I'm happy to share more if needed, and thank you for asking.

133. strong initial training

district vision and guidance

ongoing support (coaching resources, feedback and PD)

teacher collaboration

admin buy-in

ongoing support of teachers implementing

134. Adopting and implementing a high-quality literacy program requires a shared vision, sustained professional learning, consistent leadership, and significant time and trust.

Our district's adoption of Wit & Wisdom was a top-down decision, which created mixed feelings and may have slowed implementation. Some teachers questioned whether the curriculum would remain once the leader who introduced it left. Over several years, we have worked through significant challenges with pacing, differentiation, writing instruction, and the demands placed on teachers.

The introduction of Arts & Letters has also raised concerns for me about the responsibility of curriculum publishers. Teachers invested tremendous time and energy making a challenging program work, and the release of a substantially revised curriculum raises questions about how thoroughly the original materials were tested and refined before districts were encouraged to adopt them.

My biggest takeaway is that successful implementation requires more than fidelity to a program. It requires critical evaluation of materials, responsiveness to teachers, ongoing support, and a commitment to protecting both instructional quality and teacher capacity. Teachers should not bear the burden of making an inadequately developed program work.

135. A Curriculum Council that conducts a needs analysis, reviews options, and pilots two curriculum options BEFORE the spring of the year prior to implementation. In the spring prior to implementation, all staff should receive professional development on the new curriculum. The first year of implementation should also include continued support through professional development and close supervision from district and building leadership. During this time, teacher teams must implement the curriculum with fidelity AND integrity, utlizing PLC time to complete unit and lesson internalization protocols in order to develop capacity in facilitating the new curriculum.

136. Adopting a literacy program is a huge undertaking that includes consistent professional development and on-site coaches to work with staff. We originally purchased Wit & Wisdom, which included a multi-year rollout to include grades K-8. Upon completion of the rollout, Arts and Letters came out which was the updated program that was better aligned to our frameworks. Last year, we did a full migration over to Arts and Letters and are implementing it this year.

137. Adopting and implementing a literacy program requires reviewing student needs, selecting evidence-based materials aligned with standards, and involving educators in the decision-making process. District leaders must provide funding, protect instructional and planning time, and support teachers through ongoing, job-embedded professional development, coaching, and collaborative planning. Clear expectations, regular reviews of classroom instruction and student progress, and adjustments based on feedback help sustain implementation and improve student learning.

When our Wonders digital licenses expired in August, we entered into a three-year contract for Wonders 2023, which is rated as “Meets Expectations” per CURATE. This commitment reflects our investment in

equitable access to high-quality early literacy instruction through both instructional materials and ongoing, job-embedded professional development for educators.

138. The adoption and implementation of a literacy program requires a coordinated effort among all stakeholders and involves everyone in a deliberate and thoughtful process begins with an assessment of current district needs. Adoption begins with collecting information, piloting programs, and may also include school site visits. A thorough analysis of the strengths and limitations of any commercial program along with an evaluation of how well aligned it is to state mastery standards must be weighed to determine the best fit for a school/district. The process of reviewing and deciding on curriculum to adopt should also give voice to teachers and solicit their input since they have the greatest knowledge of student needs and will be the ones implementing the program.

139. Effective research, pilot and adoption of a literacy program is a multi-year process involving numerous stakeholders. We devote a full year to research, a full year to pilot in select classrooms, and a full year of intensive summer and school year PD to support the district-wide adoption.

I would also add that our recent Into Reading program adoption was partially funded by a DESE HQIM grant a few short years ago. Our elementary MCAS literacy scores are currently in the top 5 districts in the state!