

Carle Place Schools Literacy Committee Presentation



Spring 2025

Mission & Vision

The members of the Carle Place School District work diligently to nurture compassion and passion, while honoring tradition and inspiring excellence, working collaboratively to shape the future of our students together.

We seek to accomplish this work through active learning and agency; within, between, and beyond the classroom – where students, teachers, and administrators work together to create a continuous cycle of success.



"To read is to empower, to empower is to write, to write is to influence, to influence is to change, to change is to live."

~Jane Evershed

Charge To The Committee

- Assess the strengths and needs of our current literacy and English Language Arts (ELA) programs.
- Recommend resources for a research-based Comprehensive Literacy Suite balancing the Science of Reading and students' need to read, understand, and appreciate a wide variety of authentic texts.
- Make recommendations for a rigorous, spiraled K-12 sequence of literacy and ELA performance experiences and assessments for measuring student progress.
- Optimize the alignment of ongoing literacy learning supports and the demands of grade-level mastery expectations.
- Understand the budgetary implications of program changes and resource adoption.

Connection, Community, Collaboration

- Parent Survey
- Focus group with K-12 parents
- Visiting Oceanside
- Grade level band groups
- K-12 groups to discuss and analyze vertical alignment

Committee Members

Leslie Rubenstein

Lauren Moriarty

Cathy Silletti

Phil Molnar

Marissa Panicci

Sam Plotkin

Kasey Gange

Kim Nickel

Alana Goldberg

Hayley DesRuisseaux

Tina Florentino

Raina Lasky

Jen Sussman

Danielle Emmel

Rebecca Chiarelli-Shay

Brianna Barczik

Tara Fenty

Chayanne Pruno

Parent survey

Parent Focus Group

Roles & Responsibilities

Educator Members:

- Provide first-hand educator's perspective
- Attend all meetings.
- Read, analyze, and discuss committee materials.
- Lead or participate in subcommittees or special details.
- Make formal recommendations.
- Help prepare, revise, and present final finding.

Guest Members:

- Provide the parent perspective and/or the perspective of a specialized professional.
- Read, analyze, and discuss committee survey results.
- Participate in Focus Group
- Contribute to formal recommendations.

How did we shape our learning?

- Meetings took place in whole group and small group formats
- Analyze the Big Six
- Audit of our own literacy program as it related to the Big Six
- Analyze the NYS Literacy Briefs
- Deep dive into High Impact Practices K-12 provided by NYS
- Visit to Oceanside to assess Readers' Workshop, Lucy Calkins Mossflower program

Committee Research

- Çalışkan, E. F., & Ulaş, A. H. (n.d.). The effect of parent-involved reading activities on primary school students' reading comprehension skills, reading motivation, and attitudes towards reading.
- Clark, C. (n.d.). Why it is important to involve parents in their children's literacy development: A brief research summary. National Literacy Trust.
- Fort Bend Independent School District (FBISD). (2022). K-12 literacy plan (Revised June 2022). Retrieved from https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/domain/74/curriculum%20audit/FBISD%20K-12%20Literacy%20Plan_Revo62022.pdf
- Guven, O., & Haddad, Y. (n.d.). Research on motivation, literacy, and reading development: A review of best practices. Final report for the Institute of Museum and Library Services.
- McKinnon, D. (2017). Early years literacy instruction. BU Journal of Graduate Studies in Education, 9(1), 32-37.
- New York State Education Department (NYSED). (n.d.). Literacy briefs 1-6. Retrieved from <https://www.nysed.gov>
- Ontario Ministry of Education. (2013). Paying attention to literacy: Six foundational principles for improvement in literacy, K-12. Queen's Printer for Ontario. Retrieved from http://www.edu.gov.on.ca/eng/literacynumeracy/paying_attention_literacy.pdf
- New York State Education Department. (2024, October 9). New York State Path Forward Team releases action plan to transform literacy instruction. Retrieved from <https://www.nysed.gov/news/2024/new-york-state-path-forward-team-releases-action-plan-transform-literacy-instruction>
- Summary of research

Key Learning & Discoveries

- Audit of “Big 6” Literacy Practices K-12
 - a. Parent Survey Results Summary
 - b. High Impact Practices Carle Place K-12
 - c. Literacy Panorama K-12
- Takeaways:
 - a. Our literacy instruction *is* standards-aligned K-12
 - b. Reading programs are being implemented with fidelity
 - c. There is evidence of the “Big 6” Literacy Practices at all grade levels
 - d. Need to implement a cohesive, vertically aligned writing program

Recommendations: Resources

- Continue to build decodable classroom libraries and additional resources for reinforcement of literacy instruction
- Decodable resources for ENL and AIS teachers
- Quizziz, LitLab, Google Read Along
- Adopt UFLI K-6 as an additional resource for Tiers 2 and 3
- Embed explicit vocabulary instruction within authentic content and learning experiences rather than teaching words in isolation.
- Adopt “Read Live” for fluency practice for CL, RU and MS
- Colored Poster Maker for all three buildings. Having this tool for anchor charts will ensure consistency with language and uniformity in every classroom for reading and writing

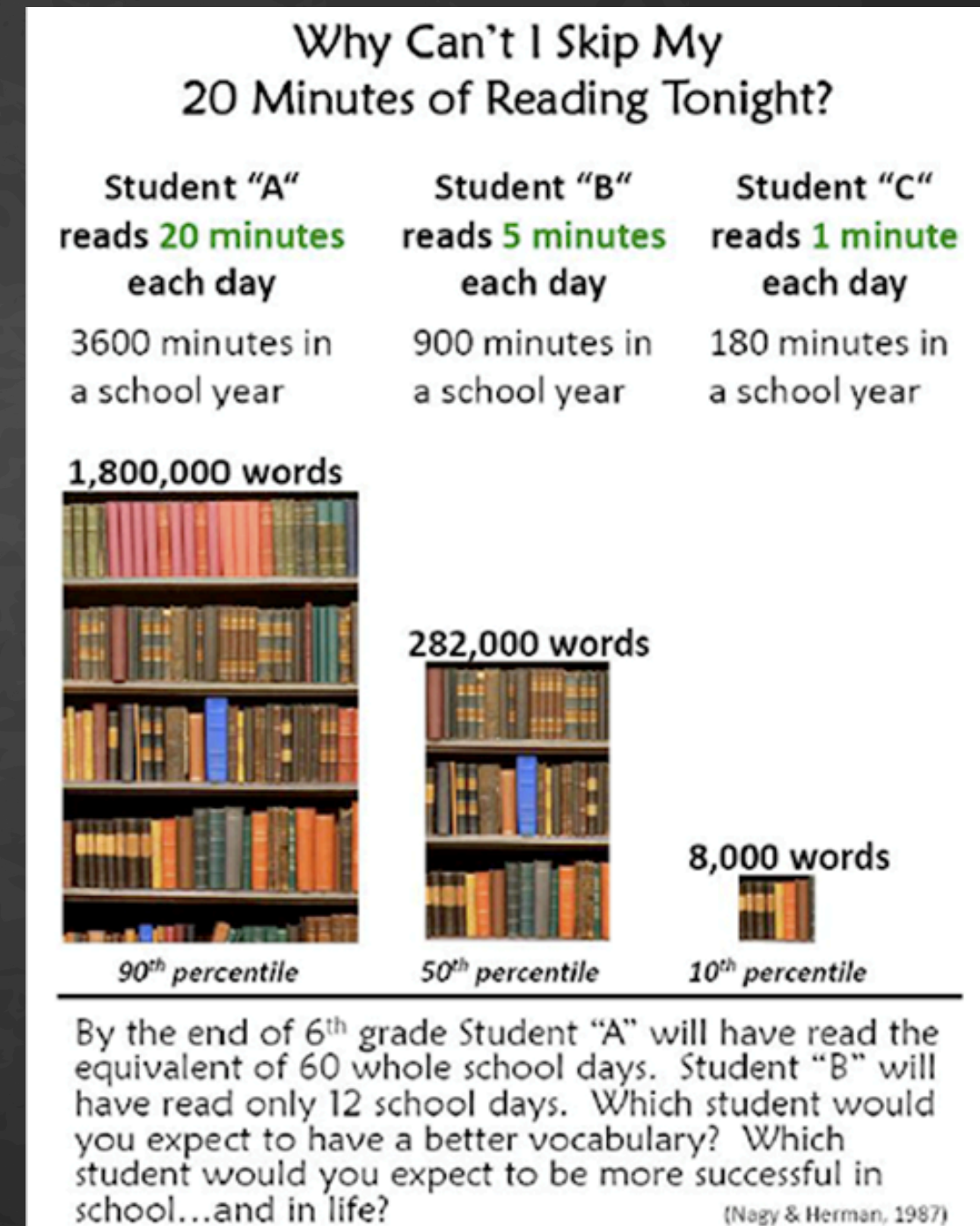
Recommendations: K-12 Spiraled Sequence

- Revise report card language to align with NYS expectations
- Consider moving to trimesters at the elementary level, instead of quarters, to allow more time to take data on standards based report cards
- Integration of reading and writing units into PBL and content area K-3
- Adopt The Writing Revolution as a resource K-12
- Continue Foundations K-2. Shift to Foundations in Grade 3 as needed and/or utilize the Just Words program for Tier 2 and Tier 3.
- Provide more opportunities for teachers to work across grade levels and across buildings to vertically align literacy.
- Explore an AI platform K-12 to support literacy and personalized learning

Recommendations:

Carle Place Literacy Culture

- Build a community of readers at home, school and across the community (Ex: #BookLove)





Thank You