



WONDERS

FROM START TO FINISH

Investigation - Piloting - Selection - Implementation

SEPTEMBER 17, 2024

1

Investigation

2

Piloting

3

Selection

4

Implementation



Investigation

What are we looking for in a program?

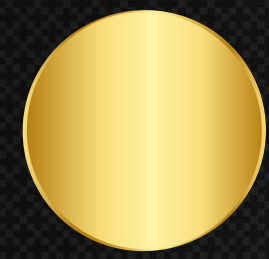
The DLC Committee, with feedback from their building literacy teams, recognized the value in having these components in a comprehensive ELA program: phonics/phonemic awareness, rich comprehension development and strategies, diverse and rich vocabulary, essential mechanics of writing, and expressive writing strategies.

Why are we looking for this in a program?

In considering test scores, student performance on iReady, and anecdotal information, we were tasked with ensuring either School Wide or a new program can best meet the needs of our students. This process is a component of the cyclic curriculum reviews.

What do we want to see and vet against our criteria?

The DLC selected Success for All, Wonders, Magnetic Reading (Curriculum Associates), Into Reading, CKLA, Amplify, and Wit & Wisdom for presentation and discussion.



Investigation

Discussion and Voting Process for Piloting

Discussion Process

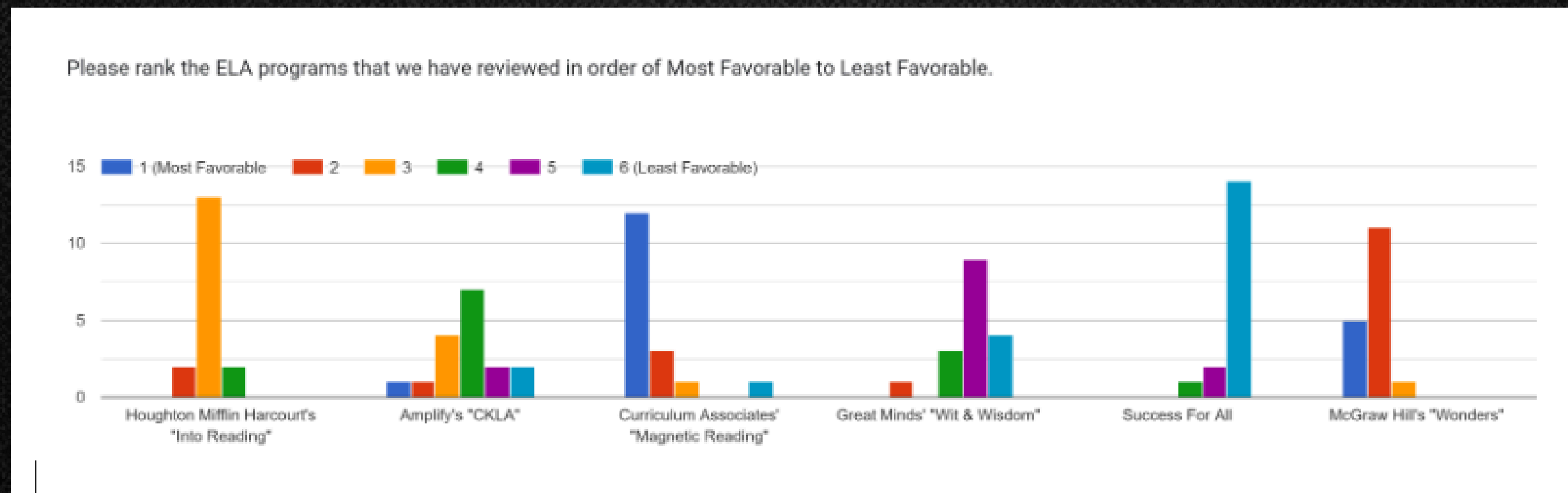
District Literacy Committee members, Program Pilot participants, and elementary administration met to debrief the pilot process, collect information and feedback from all pilot participants, and afford staff members the opportunity to share their experiences.

Voting Process

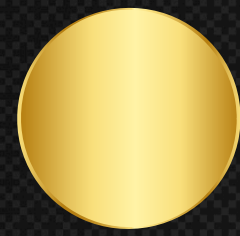
After discussion, a survey was distributed where committee members ranked and provided narrative feedback regarding all programs presented. Everyone felt that a comprehensive cross-section of programs was reviewed. Voting resulted in two clear pilot programs being selected: Magnetic Reading (Curriculum Associates) and Wonders (McGraw-Hill).

Investigation Closure

The DLC selected Wonders and Magnetic Reading as the final two programs to pilot. These programs were closely tied, and the remaining programs received few votes.



Yielded from the rich discussion and value for colleagues' perspectives, the DLC also nominated to expand the piloting beyond the DLC members to give each grade level and building an opportunity for discussion, observation, and perspective.



Piloting

Magnetic Team

Date Began : March 18

Cross Section of Staff: all buildings and grade levels, Special Education (full DLC and selected volunteers)

Trainings: Initial training with materials and follow-up session with Curriculum Associates trainers

Obstacles: Spring Break and materials distribution

Successes: staff chose to complete the year with the program beyond the pilot

Wonders Team

Date Began: May 3

Cross Section of Staff: all buildings and grade levels, Special Education (full DLC and selected volunteers)

Trainings: Initial training with trainer

Obstacles: NJSLA and iReady Diagnostic

Successes: staff chose to complete the year with the program beyond the pilot

Piloting: Discussion

All piloting teachers were provided a survey that allowed for reflection to drive discussion as a grade level and collaborative group.

Sample questions:

Do you believe the pilot process has provided you with an adequate understanding as to how these programs work and you are ready to vote for our replacement?

Based on your experience, do you believe the Wonders program is an improvement over Schoolwide? Why or why not?

How do the Magnetic and Wonders programs compare to each other in terms of ease of use and preparation time?

How do the Magnetic and Wonders programs compare to each other in terms of ease of use and preparation time?

Which program do you believe better prepares students for the writing process as defined by NJ Student Learning Standards? NJSLA?

Does the Wonders program offer strong intervention support for struggling learners or students with special needs?

May 20th

The team met in grade-level groups for the first half of the meeting to develop comprehensive pros and cons for both programs. Each grade level shared their findings with the team for discussion.

The discussion identified a clear preference.

Teachers who piloted both programs were given a survey for a final vote.

Selection

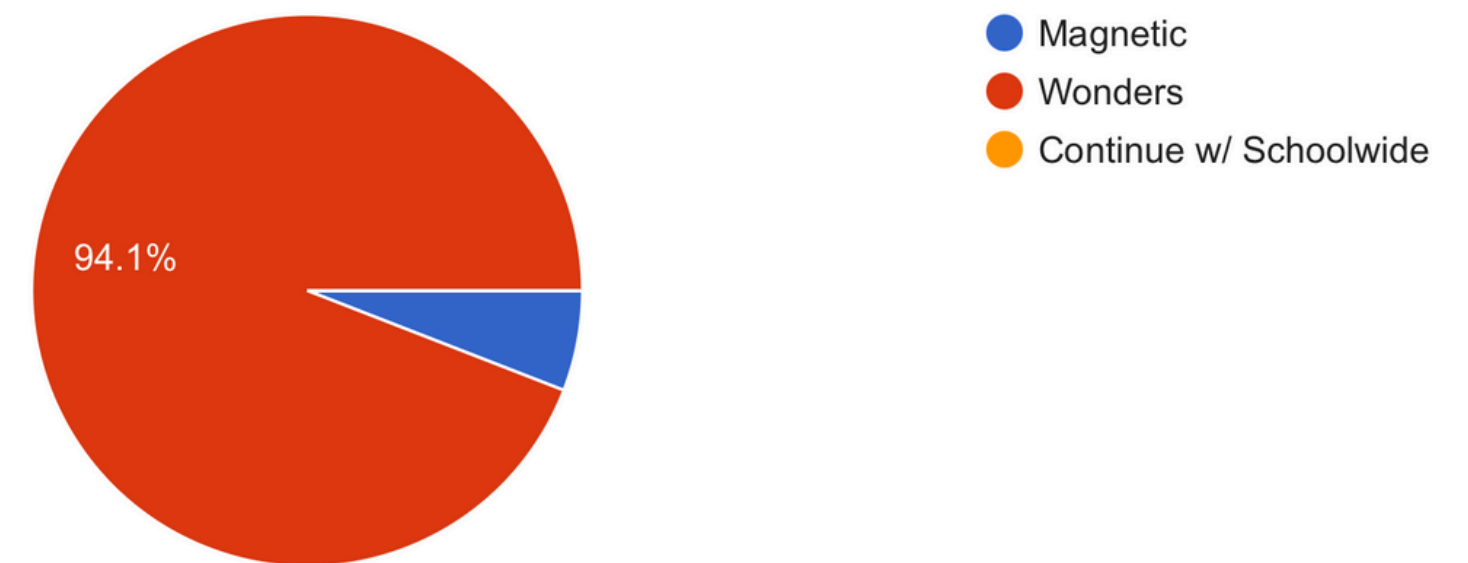
Pilot Discussion

- Piloted Program vs School Wide
 - General Impressions
 - Ease of Use
- Wonders vs Magnetic
 - Ease of Use
 - General Impression
- Program Specifically
 - Balanced Approach to phonics, vocabulary comprehension and writing skills
- Open Feedback

Results

Which K-5 Language Arts Program are you choosing for a 2024-2025 implementation?

17 responses



Wonders: Next Steps to Prepare for Implementation

Work continued the day after selection with interest surveys for DLC members and pilot teachers to plan the next phases:

Would you be interested in participating in summer curriculum writing for Wonders?

Would you be interested in participating in a summer committee geared toward creating user-friendly guidance for our staff and exploring Wonders' components by grade level?

On September 17th at 7pm, present our Wonders adoption to the community at the regular board of education meeting. It will be my privilege to recognize all of you for your participation in this process.

Last year, we offered a Math Night for families to present Eureka Math(2). We plan to offer something similar in the fall to present Wonders. A district Family Wonders Night would be a paid event for staff. The date would be scheduled once all BTSNs are completed.

Implementation

1

June Training

- Teaching Materials arrived
- Teachers able to have materials for training and summer
- K-1 and 2-5 training from McGraw-Hill trainers at the High School June 20
- Walkthrough the program, “where to find” and how to get started
- FAQ and Q&A

2

Summer DLC Work

- Report Card Update
- Create Scope and Sequence Rubicon
- Create 9/4 PD Materials
- Commitment to Phonics Wonder Works
- Decisions on A-Z and Sadlier

3

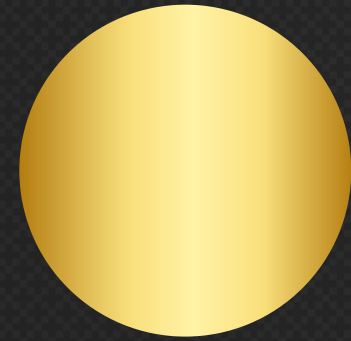
Summer Curriculum Work

- Grade level teams used the agreed upon format from summer work to generate units for district-wide consistency and alignment
- materials for training and summer

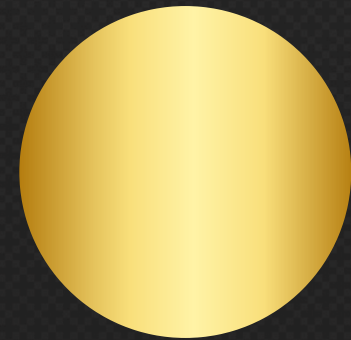
Implementation

PD Day Turnkey Training

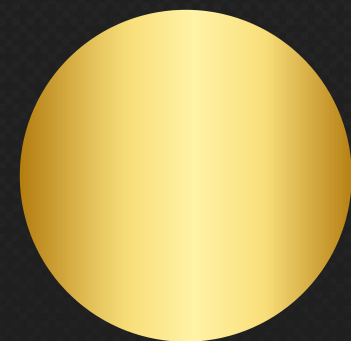
Goal: To ensure not only alignment between schools but also full understanding and access to the Wonders expectations, Unit Calendar, incorporation of teaching strategies, and planning.



Shared Drive Review: Wonders Shared Drive Link



Teacher-led Implementation Strategies



Grade Level Break Out Rooms

Implementation

Student Feedback

Grade 4

Student Feedback

Grade 4

Student Feedback

Grade 5

Implementation Future Roadmap

Next Steps, Goals, Future Training

Step 1

October 14:
PD Day Training

Step 2

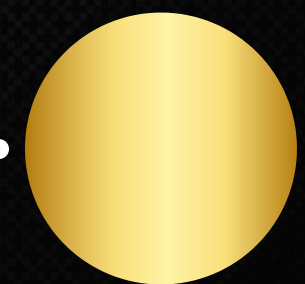
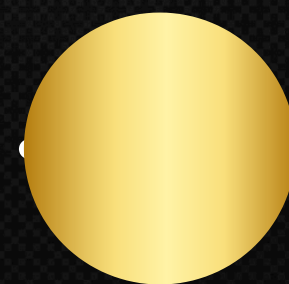
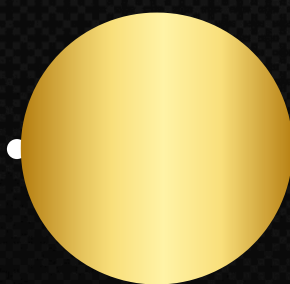
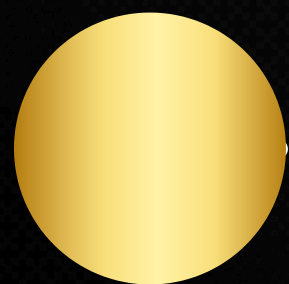
Wonders Family Night

Step 3

Mid-Year Report Card
Revision

Step 4

Data collection of district-wide
feedback and DLC reconvenes to
analyze and make decision for 25/26



The Team

District Literacy Committee

Jackie Cowley
Shawn Rhinesmith
Jessica Cohen
Kelly Frasca
Holly Stanley
Kim Walker
Krista Yuhas
Kelly Comerford
Kari McCourt
Tricia Graney
Deena Accardi
Jamie Kettner
Britta Eresman
Christine Genardi-Fisher
Lisa Laviano

Piloting & Curriculum Team

Jodie Comune
Brooke Quillio
Sarah Warren
Krista DeHaas
Laura Seltenrich
Allie Goodell
Allison Perry
Blake Visconti
Brittany Economou
Cayla Casey
Danielle Post
Debra Redding
Elaine Adragna
Heather Egli
Jennifer Harris
KellyAnn McKean
Kristen Rosimini
Kristine Ralicki
LeighAnn Misiano
Petrina Valesse
Sarah Schenk
Shannon Ricker
Sharon Jensen

Wonders Family Night:

K-5

October 29th, 2024

6:30pm



