

**Amplify Core Knowledge Language Arts (CKLA):  
Year 1 Implementation Evaluation**

**Recommendation 1: Schedule and adhere to 120 minutes of ELA Instruction**

<b>Opinion</b>	<b>Responsive Action Plan (Provide Narrative Response)</b>	<b>Status of Responsive Action</b>	<b>Estimated Date of Full Implementation of Responsive Action</b>
<p>The district agrees with the recommendation to schedule and adhere to 120 minutes of daily ELA instruction. Findings from the Year 1 Implementation Evaluation indicate that while most schools scheduled the expected instructional time, a notable proportion of classrooms did not consistently deliver the full 120 minutes due to transitions, interruptions, and competing instructional demands. Ensuring protected ELA instructional time is critical to supporting the full implementation of the CKLA curriculum as designed and to maximizing students' access to grade-level content. item.</p>	<p>The district will reinforce expectations for scheduling and protecting the full 120-minute ELA block in Kindergarten through Grade 3 through multiple strategies. Central office will collaborate with school administrators to review master schedules and identify structural barriers that limit uninterrupted ELA instruction. Guidance will be provided on minimizing transitions during the ELA block and on aligning daily schedules with CKLA instructional requirements. Additionally, schools will receive targeted support from central office and reading specialists to monitor implementation and address challenges related to pacing and time management within lessons.</p>	<p>In Progress</p>	<p>June 2026</p>

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**Recommendation 2:** Continue and Strengthen Targeted Professional Learning, Support, and Resources to Address Staff Concerns

<b>Opinion</b>	<b>Responsive Action Plan (Provide Narrative Response)</b>	<b>Status of Responsive Action</b>	<b>Estimated Date of Full Implementation of Responsive Action</b>
<p>The district agrees with this recommendation. Evaluation findings show that while most teachers participated in required professional learning and reported strong administrative support, many, particularly special education teachers, did not feel adequately prepared to implement CKLA or to meet the needs of diverse learners. Strengthening targeted, role-specific professional learning is essential to improving instructional confidence and consistency across classrooms.</p>	<p>The district will expand and refine professional learning opportunities to better address teacher-identified needs, including pacing, differentiation, support for students with IEPs, Emergent Multilingual Learners, and students performing below grade level. Professional learning will place increased emphasis on practical implementation strategies, lesson internalization, and use of CKLA resources to support diverse learners. Reading specialists and central office staff will continue to provide job-embedded coaching, classroom walk-throughs, and feedback, while ensuring special education teachers receive targeted support aligned with their instructional contexts.</p>	<p>In Progress</p>	<p>December 2026</p>

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**Recommendation 3:** Re-evaluate Assessment Volume, Alignment, and Processes

<b>Opinion</b>	<b>Responsive Action Plan (Provide Narrative Response)</b>	<b>Status of Responsive Action</b>	<b>Estimated Date of Full Implementation of Responsive Action</b>
<p>The district agrees with the recommendation to re-evaluate assessment volume, alignment, and processes. Survey findings indicate widespread concern among teachers regarding the number of required CKLA assessments, the time required for grading and data entry, and the overall manageability of assessment-related tasks. Addressing these concerns is necessary to reduce instructional burden and improve the usability of assessment data for instructional planning.</p>	<p>The district will conduct a review of CKLA assessment requirements to evaluate alignment, instructional value, and efficiency. This review will include feedback from teachers, reading specialists, and school leaders. Based on findings, the district will explore opportunities to streamline assessment administration, reduce redundancies, and clarify expectations for data use. Guidance and tools will be developed to support efficient grading, data entry, and instructional decision-making, with the goal of ensuring assessments meaningfully inform instruction without detracting from teaching and learning time.</p>	<p>Planned</p>	<p>June 2027</p>