| ***Connecticut Literacy Systems Framework: Effective Reading Instruction*** |
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| 1. *Establish principal’s instructional leadership and commitment to tiered reading instruction and intervention.*    * Ongoing Professional Learning    * Ongoing Technical Assistance |
| 1. *Establish and maintain K-3 Literacy as* *the school’s foremost priori*ty (second only to the safety, security, and well-being of students). |
| 1. *Establish a school Literacy Leadership Team* whose members will have the following membership, roles, and responsibilities:   *Leadership and Members*   * Principal * Literacy Specialist(s) * Classroom teacher representatives from each grade level * Specialized services representatives (special education teachers, speech and language pathologists, English learner teachers, etc.)   *Responsibilities*   * Establish norms, roles, needed resources and schedules of the Literacy Leadership Team * Develop and implement the school-wide reading improvement plan * Establish multi-level, high-frequency SMART goals (classroom, grade-level, subgroup, school-wide) using outcome data from a variety of measures including but not limited to 1) universal screening data; 2) benchmark and summative data; 3) progress monitoring data (for moderate and high risk readers) * Monitor implementation fidelity and decision-making (review Individual Reading Plans; review intervention logs; use Fidelity Observation Checklists; attend data-team meetings) |
| 1. *Complete a school-wide diagnostic pre-implementation needs assessment* *of*:  * existing reading assessments * interventions * instructional practices |
| 1. *Build capacity for accurate and sustained implementation of K-3 intervention practices and systems* by identifying a team of educators led by the principal who will work closely with the internal literacy coach and external literacy consultants to build capacity for accurate and sustained implementation of K-3 literacy practices and systems. |
| 1. *Implement a school-wide, comprehensive* *literacy assessment system* that will include the following:  * School-wide assessment procedures scheduled and organized to increase efficiency and reduce the loss of instructional time * Universal screening using research-based predictors of reading risk – General Outcome Measures (GOMs) 3 times per year * Progress–monitoring using GOMs following established protocols and schedules (e.g., monthly, weekly) that identify responders/non-responders and inform instructional decisions regarding the focus and intensity of intervention * Other academic outcomes (Tier I) across all areas of reading that inform instructional decisions * Web-based data system for entering and storing assessment data, generating reports, providing instructional recommendations, and enabling comprehensive data analyses * Analysis of data to identify (a) common areas of difficulty across all students to inform Tier I classroom instructional priorities, (b) students who require supplemental reading intervention |
| 1. *Implement a comprehensive core classroom (Tier I) reading instructional program* that will include the following features.  * Emphasis on phonemic awareness, phonics, fluency, vocabulary and text comprehension * Alignment with the Connecticut Core Standards * Grade level reading curriculum with a scope, sequence, and pacing to ensure consistent progression over each school year * Training and implementation guides to ensure the use of daily evidence-based instructional routines and activities, and formative assessment processes that focus on the critical components of reading * Materials and procedures for providing frequent differentiated small group instruction based on foundational reading skills * Materials that are motivating and allow students to appreciate, understand, and value their own cultural backgrounds and the cultural backgrounds of others * Instruction that teaches students the relevance of reading to their lives and instills in them a sense of ownership of their own learning * The design and implementation of literacy instruction that incorporates language norms used in students’ primary home culture |
| 1. *Complete comprehensive training in the core literacy instructional program* (principal, leadership team, classroom teachers, support staff, others). |
| 1. *Provide and protect daily core classroom literacy instructional time* for all students (e.g., at least 90 minutes daily without pullout). |
| 1. *Implement small group interventions (Tier 2)* that supplement core instruction for students experiencing reading difficulties and have the following features.  * Anchored to evidence-based intervention programs selected to best meet the common reading needs of the greatest number of students * Intervention schedule that will ensure that all students receiving intervention participate in core classroom instruction and allow for flexible cross-class/cross-grade groupings * Implementation guides to ensure quality implementation of key instructional routines and activities, and critical components of activities * Grade level scheduling/dosage guidelines to ensure adequate time dedicated to supplemental reading intervention |
| 1. *Provide and protect time beyond core instruction for Tier II literacy intervention* for students who require supplemental reading support. |
| 1. *Protect and prioritize K-3 reading professional learning activities including*:  * Adequate release time throughout the year for principal, K-3 teachers, specialists, and other staff to attend site-based professional learning (1 per month) * Professional learning focused on (a) reading research, (b) principles of effective teaching, (c) implementing specific instructional routines and intervention strategies, (d) assessment and data analysis, (e) embedded literacy coaching * Professional learning on culturally responsive literacy instruction that addresses the present content from diverse perspectives (e.g., from the experiences of students of color, English learners, and students with disabilities) * Ensure engagement in instructional coaching activities * Ensure participation in grade-level team meetings (weekly) |
| 1. Develop and implement summer school intervention for students experiencing reading difficulties anchored to evidence-based intervention programs, and that uses implementation guides to ensure quality implementation of key instructional routines and activities, and critical components of activities. |
| 1. Communicate to parents the value and importance of their role in supporting literacy development. Ensure that there is two-way communication for a shared vision of goals of reading. Develop and implement a parent engagement program to build parents’ awareness of the building blocks of reading (i.e., reading instruction and assessment, and the family’s role as partners in reading success). |