| ***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
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| 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).
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| 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)
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| 1. *Complete a school-wide diagnostic pre-implementation needs assessment* *of*:
* existing reading assessments
* interventions
* instructional practices
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| 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.
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| 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
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| 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
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| 1. *Complete comprehensive training in the core literacy instructional program* (principal, leadership team, classroom teachers, support staff, others).
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| 1. *Provide and protect daily core classroom literacy instructional time* for all students (e.g., at least 90 minutes daily without pullout).
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| 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
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| 1. *Provide and protect time beyond core instruction for Tier II literacy intervention* for students who require supplemental reading support.
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| 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)
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| 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.
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| 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).
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