

BRIDGING PLANS TO PRACTICE: **A Process to Self-Assess Full Implementation** **of Connecticut Approved K-3** **Reading Curriculum Models or Programs**



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Overview of the Implementation Process

Pursuant to Connecticut General Statutes (C.G.S.), Section (Sec.) 10-14hh, on or before July 1, 2025, each local and regional board of education shall:

- Fully implement a comprehensive reading curriculum model or program from the list of [Connecticut Approved K-3 Reading Curriculum Models or Programs](#); and
- Notify the Center for Literacy Research and Reading Success (Center), of which comprehensive reading curriculum model or program the board is implementing.

To assist Connecticut districts and schools with fully implementing a comprehensive reading curriculum model or program from the list of [Connecticut Approved K-3 Reading Curriculum Models or Programs](#), the Center has created *Bridging Plans to Practice: A Process to Self-Assess Full Implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs*. This process is based on implementation science and is situated within the evidence-based, systemic literacy practices highlighted in [Connecticut's K-3 Literacy Strategy](#).

Bridging Plans to Practice: A Process to Self-Assess Full Implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs provides Connecticut districts and schools with implementation stages and suggested criteria to self-monitor their literacy processes, structures, and progress in support of fidelity to and effective use of [Connecticut Approved K-3 Reading Curriculum Models or Programs](#). It is suggested that this process is led by the district literacy leadership team, ensuring the active involvement of relevant stakeholders. By incorporating diverse perspectives, the team can foster collaboration that aligns with shared goals. Engaging key stakeholders throughout both the decision-making and implementation phases is critical for achieving comprehensive outcomes.

The Four Stages of Implementation

Successful implementation is a process consisting of implementation stages. *Bridging Plans to Practice: A Process to Self-Assess Full Implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs* identifies four evidence-informed implementation stages as defined by the National Implementation Research Network (NIRN, 2020):

- **Exploration Stage:** Exploration involves an assessment of assets and needs of the focus population, fit of the program or practice with those needs and assets, and feasibility of implementation.
- **Installation Stage:** Installation involves building the infrastructure necessary to implement the program or practice, which includes building practitioner and organizational capacity.
- **Initial Implementation Stage:** Initial implementation includes the initial efforts of staff to use the program or practice, with attention to using data for continuous improvement.
- **Full Implementation Stage:** Full implementation occurs as staff use the program or practice successfully, and population-level outcomes are achieved.

The Exploration, Installation, Initial Implementation, and Full Implementation stages guide districts and schools through an evaluation process of the systemic change mechanisms necessary to shift knowledge, behaviors, and structures to best support the implementation of [Connecticut Approved K-3 Reading Curriculum Models or Programs](#) and scale evidence-based literacy practices to improve student literacy outcomes.

The Five Criteria of the Implementation Process

Bridging Plans to Practice: A Process to Self-Assess Full Implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs includes five key criteria related to the effective implementation of evidence-based literacy classroom teaching and learning, including the full implementation of [Connecticut Approved K-3 Reading Curriculum Models or Programs](#). Please note that implementation takes time and does not always progress at the same pace across all criteria. The key criteria and their descriptors are summarized below.

- **Criterion One: Literacy Leadership Systems and Structures for Sustainable K-3 Literacy Practices**
Student achievement improves when highly trained and effective literacy leaders commit to instructional priorities, supportive system structures, effective monitoring of implementation, and open communication with all stakeholders. The stages of Criterion One are presented so that full implementation includes the work of both district and school-based literacy teams, with their aligned respective literacy plans and established infrastructures. In this way, the successful implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs is supported by a critical systemwide infrastructure.
- **Criterion Two: Adoption and Implementation of a Connecticut Approved K-3 Reading Curriculum Model or Program**
Students acquire the literacy skills needed to succeed in learning, life, and work beyond school when their curricula are cohesive, structured, and incorporate evidence-based, high-quality instructional materials. The stages of Criterion Two are presented so that full implementation includes achieving a sustainable, complete, and supportive implementation of evidence-based literacy practices that incorporates Connecticut Approved K-3 Reading Curriculum Models or Programs.
- **Criterion Three: Transformational K-3 Literacy Professional Learning for Educators**
Student access to rigorous grade level instruction is enhanced when educators engage in collaborative learning that strengthens their individual knowledge and skills to create equitable and excellent student outcomes. The stages of Criterion Three are presented so that full implementation includes differentiated, evidence-based literacy professional learning opportunities, training to support educators' deep understanding of the adopted Connecticut Approved K-3 Reading Curriculum Models or Programs and Connecticut Approved K-3 Universal Screening Reading Assessments, using data to assess educator capacity, monitoring ongoing implementation of and fidelity to learning, providing timely and reflective feedback, and embedding these opportunities, when possible, into real-time settings through coaching.
- **Criterion Four: Actionable Literacy Assessment and Data-Driven Decision Making**
Students achieve improved literacy outcomes when educators utilize assessment data from multiple evidence-based sources to inform instruction and intervention and create flexible learning environments that attend to the unique needs of all learners. The stages of Criterion Four are presented so that full implementation includes a completed literacy assessment framework that embeds an Approved K-3 Universal Screening Reading Assessment as well as the assessments from the adopted Connecticut Approved K-3 Reading Curriculum Model or Program. The literacy assessment framework is used to continuously monitor student learning, make evidence-based adjustments to instruction in response to data results, and drive an aligned report card grading system.
- **Criterion Five: Engaged Families and Communities**
Student growth is enhanced with the creation and nurturing of collaborative family, community, and school partnerships that attend to the whole child, contribute to family well-being, and foster a supportive, respected, and consistent learning environment at home and in school. The stages of Criterion Five are presented so that full implementation includes well-established, open feedback loops with families and communities that allow for two-way communication and feedback on the adoption, implementation, and refinement of a Connecticut Approved K-3 Reading Curriculum Model or Program.

Utilizing Bridging Plans to Practice: A Process to Self-Assess Full Implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs

It is recommended that *Bridging Plans to Practice: A Process to Self-Assess Full Implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs* is led by the district literacy leadership team ensuring the active involvement of relevant stakeholders. By incorporating diverse perspectives, the team can foster collaboration that aligns with shared goals. Engaging key stakeholders throughout both the decision-making and implementation phases is critical for achieving comprehensive outcomes. Criterion Five: Engaged Families and Communities includes descriptors that lead to sustaining and scaling authentic engagement with stakeholders.

The following steps outline how district literacy leadership teams may effectively use *Bridging Plans to Practice: A Process to Self-Assess Full Implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs* to identify the implementation stages of each of the five criteria and optimize successful implementation of [Connecticut Approved K-3 Reading Curriculum Models or Programs](#) while incorporating the key components of [Connecticut's K-3 Literacy Strategy](#).

1. Understand the Purpose

- a. Familiarize district literacy leadership team members on *Bridging Plans to Practice: A Process to Self-Assess Full Implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs* including its purpose and structure.
- b. Emphasize that *Bridging Plans to Practice: A Process to Self-Assess Full Implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs* is designed to assist the district literacy leadership team in establishing a self-reflective perspective on the current stage of implementation and guiding members through the remaining stages toward the goal of full implementation.

2. Review Appendices A and B

- a. Appendix A: Implementation Stages, Criteria, and Descriptors provides explanatory information for each of the four stages and five criteria. Appendix A contains each of the five criteria, the four implementation stages, and examples of descriptors to assist in identifying the current stage of implementation. The stages begin with full implementation in the far-left column and move towards the exploration stage with decreasing levels of implementation. The notes box is used to capture discussions, reflections, and next steps. The district literacy leadership team can complete the table in its entirety or one criterion at a time.
- b. Appendix B: Implementation Criteria and Stages Summary Checklist is used to track the team's final decision regarding the current stage of implementation for each of the five criteria. The results of each criterion's analysis will provide the district literacy leadership team with a foundation to establish planning priorities and next steps. Appendix B does not require an overall score that summarizes the results of all five criteria.

3. Self-Assess to Identify the Implementation Stage(s) of Each Criterion

- a. As a team, begin with Appendix A: Implementation Stages, Criteria, and Descriptors. Use Appendix A to review and discuss the descriptors bulleted under each implementation stage of Criterion I: Literacy Leadership Systems for Sustainable K-3 Literacy Practices.
- b. Reflect upon and self-assess each descriptor and identify the implementation stage(s) of Criterion I: Literacy Leadership Systems for Sustainable K-3 Literacy Practices. Use the notes box to capture discussions, reflections, and next steps. Record results using Appendix B: Implementation Criteria Stages and Summary Checklist by marking the implementation stage(s) with an "x."
- c. Repeat steps b and c for each criterion.

4. Analyze the Results of the Implementation Summary Checklist and Plan for Expected Outcomes

- a. Prioritize areas of focus and establish actionable goals based on self-assessment tools Appendix A and Appendix B results.
- b. Create a plan of action that includes:
 - necessary action steps, resources, and commitments that are data-driven to define the scope of work toward full implementation;
 - clearly designated roles and tasks of individuals; and
 - a communication plan and celebrations of accomplishment.
- c. Monitor and evaluate progress to address barriers and refine implementation process.

The Center is dedicated to supporting Connecticut in its efforts to enhance student literacy rates. By partnering with districts and schools, Center staff aim to provide resources, strategies, and ongoing assistance to empower educators and foster literacy growth among all learners. Our commitment is rooted in helping every student achieve their full potential through effective, evidence-based literacy instruction. Questions regarding the *Bridging Plans to Practice: A Process to Self-Assess Full Implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs* should be directed to the following Center staff:

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Appendix A: Implementation Stages, Criteria, and Descriptors

Criterion 1: Literacy Leadership Systems and Structures for Sustainable K-3 Literacy Practices

Full Implementation Stage Descriptors: Sustain and Scale	Initial Implementation Stage Descriptors: Initiate and Refine	Installation Stage Descriptors: Plan and Develop	Exploration Stage Descriptors: Engage and Investigate	Notes
<p>District and School-based K-3 Literacy Leadership Teams (Teams): Teams meet regularly at each level as well as together to collaboratively review literacy goals, analyze data and feedback, and make evidence-based adjustments to ensure ongoing prioritization of the successful implementation of an evidence-based literacy environment that includes the sustained use of Connecticut Approved K-3 Reading Curriculum Models or Programs.</p>	<p>District and School-based K-3 Literacy Leadership Teams (Teams): Teams meet regularly but separately at each level to review literacy goals and analyze data and feedback. Implementation is ongoing, and teams are developing a system for incorporating data and feedback into their evidence-based literacy decision-making process to improve implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs.</p>	<p>District and School-based K-3 Literacy Leadership Teams (Teams): Teams meet regularly at each level to plan and train on evidence-based literacy practices to assist in making informed choices.</p>	<p>District and School-based K-3 Literacy Leadership Teams (Teams): District team meets to identify needs and assets regarding implementation of evidence-based K-3 literacy teaching and learning. School-based teams are forming, modeled on the district team structure OR school-based teams are meeting but making decisions in isolation as there is not a district team in place to unite and align the overarching vision and structure.</p>	
<p>District and School-based K-3 Literacy Plans (Plans): Teams have aligned, actionable Plans and are using them consistently to coordinate literacy initiatives across the district and create a unified literacy vision.</p>	<p>District and School-based K-3 Literacy Plans (Plans): Teams are aligning Plans and developing a set of prioritized, actionable tasks that will serve to coordinate literacy initiatives across the district and its schools.</p>	<p>District and School-based K-3 Literacy Plans (Plans): Teams are instituting district and school-based Plans based on the results of their diagnostic needs assessment process, and plans include measurable goals and a timeline of clearly specified activities.</p>	<p>District and School-based K-3 Literacy Plans (Plans): Teams are conducting a diagnostic assessment process that includes analyzing student data, reviewing current literacy goals, evaluating assessments and instructional materials, and examining professional learning needs to prepare inputs for Plans.</p>	

Full Implementation Stage Descriptors: Sustain and Scale	Initial Implementation Stage Descriptors: Initiate and Refine	Installation Stage Descriptors: Plan and Develop	Exploration Stage Descriptors: Engage and Investigate	Notes
<p>District and School-based K-3 Literacy Infrastructure: District and schools have committed to a system of organizational literacy supports that will successfully sustain the evidence-based literacy learning environment, including the use of one of Connecticut Approved K-3 Reading Curriculum Models or Programs, and contain procedures for future recalibration. Literacy supports include a districtwide and schoolwide master schedules, implementation data reviews, resource allocation analyses, and refinements to the system as needed to ensure a comprehensive framework.</p>	<p>District and School-based K-3 Literacy Infrastructure: District and schools have developed a system of organizational literacy supports to sustain the evidence-based literacy environment, including the use of one of Connecticut Approved K-3 Reading Curriculum Models or Programs. Literacy supports include districtwide and schoolwide master schedule, the establishment of implementation data reviews, and the consideration of resource allocation.</p>	<p>District and School-based K-3 Literacy Infrastructure: District and schools are committed to creating a system of organizational literacy supports that will align and sustain the implementation of their adopted Connecticut Approved K-3 Reading Curriculum Models or Programs. Organizational adjustments are being instituted, including the creation of districtwide and schoolwide master schedules that align to the instructional requirements of the adopted Connecticut Approved K-3 Reading Curriculum Models or Programs and the analysis and modification of resource allocation policies to ensure equitable implementation.</p>	<p>District and School-based K-3 Literacy Infrastructure: District and schools are awaiting the results of their Connecticut Approved K-3 Reading Curriculum Models or Programs Review Team decision before considering the development of a system of organizational literacy supports.</p>	

Criterion 2: Connecticut Approved K-3 Reading Curriculum Models or Programs

Note: All districts must have fully implemented Connecticut Approved K-3 Reading Curriculum Models or Programs by July 1, 2025.

Full Implementation Stage Descriptors: Sustain and Scale	Initial Implementation Stage Descriptors: Initiate and Refine	Installation Stage Descriptors: Plan and Develop	Exploration Stage Descriptors: Engage and Investigate	Notes
<p>Connecticut Approved K-3 Reading Curriculum Models or Programs are skillfully implemented by schools and evidence-based literacy practices are embraced as part of daily routine.</p> <p>District and schools use data regularly to assess implementation and ensure fidelity.</p> <p>Differentiated coaching and professional learning are provided to educators to enhance their ability to implement the selected Connecticut Approved K-3 Reading Curriculum Models or Programs.</p> <p>Processes, resources, and procedures are recalibrated when necessary to support and sustain implementation.</p>	<p>District and schools are implementing evidence-based literacy practices, which includes the partial implementation of a Connecticut Approved K-3 Reading Curriculum Models or Programs.</p> <p>Coaching and professional learning are provided to educators involved in the partial implementation of the selected Connecticut Approved K-3 Reading Curriculum Models or Programs.</p> <p>Districts are using partial implementation/ pilot data to inform decision-making and develop solutions to broaden implementation of evidence-based literacy practices, including the selected Connecticut Approved K-3 Reading Curriculum Models or Programs.</p>	<p>A district review team has either confirmed their current K-3 literacy curriculum and materials are from Connecticut Approved K-3 Reading Curriculum Models or Programs or they have selected from Connecticut Approved K-3 Reading Curriculum Models or Programs.</p> <p>District and/or School-based K-3 Literacy Leadership Teams have created implementation plans to support full implementation of evidence-based literacy practices and selected Connecticut Approved K-3 Reading Curriculum Models or Programs.</p> <p>District and/or School-based K-3 Literacy Leadership Teams have contracted for vendor-provided professional learning to initiate implementation learning for educators.</p>	<p>A Connecticut Approved K-3 Reading Curriculum Models or Programs Review Team has been assembled, and members have a firm knowledge base of evidence-based literacy practices.</p> <p>Connecticut Approved K-3 Reading Curriculum Models or Programs Review Team is engaging in an evaluation of current K-3 literacy curriculum materials utilizing the Reading League's Curriculum Evaluation Guidelines (February 2023) or is working with a CSDE-sponsored vendor for adoption and implementation support.</p>	

Criterion 3: Transformational K-3 Literacy Professional Learning for Educators

Full Implementation Stage Descriptors: Sustain and Scale	Initial Implementation Stage Descriptors: Initiate and Refine	Installation Stage Descriptors: Plan and Develop	Exploration Stage Descriptors: Engage and Investigate	Notes
<p>District and schools consistently use data to build educator capacity and improve implementation through the provision and effective monitoring of ongoing individualized coaching, adequate common planning time, embedded classroom support, professional learning communities, and reflective feedback.</p> <p>Established professional learning conditions, content, and processes support educators' deep understanding of evidence-based literacy practices including the adopted Connecticut Approved K-3 Reading Curriculum Models or Programs and Approved K-3 Universal Screening Reading Assessment.</p>	<p>Educators are receiving intensive professional learning, individualized coaching, and collaborative learning opportunities to assist in understanding the changes necessary to implement evidence-based literacy practices and Connecticut Approved K-3 Reading Curriculum Models or Programs with fidelity.</p> <p>Challenges are identified and solutions are created.</p>	<p>District and school infrastructure is in place to support ongoing, high-quality curriculum-based and evidence-based K-3 literacy professional learning and coaching.</p> <p>Teams established communications with chosen vendor(s) to support initial educator training on the adopted Connecticut Approved K-3 Reading Curriculum Models or Programs and Approved K-3 Universal Screening Reading Assessments.</p>	<p>District and schools are examining professional learning conditions, content, and processes to include in district and school-based K-3 Literacy Plans to support improved educator practices and student results.</p>	

Criterion 4: Actionable Literacy Assessment and Data-Driven Decision Making

Full Implementation Stage Descriptors: Sustain and Scale	Initial Implementation Stage Descriptors: Initiate and Refine	Installation Stage Descriptors: Plan and Develop	Exploration Stage Descriptors: Engage and Investigate	Notes
<p>District and schools adjusted report cards and assessment frameworks to align with the adopted Connecticut Approved K-3 Reading Curriculum Models or Programs and Approved K-3 Universal Screening Reading Assessments.</p> <p>District and schools aligned adopted Connecticut Approved K-3 Reading Curriculum Models or Programs scope and sequence, pacing, essential questions, standards, criteria for mastery, and assessments with an assessment from Connecticut’s menu of Approved K-3 Universal Screening Reading Assessments.</p> <p>District and schools are using and interpreting data from all sources to inform decision-making regarding student learning, instruction, and continuous refinement to ensure effective and efficient assessment.</p>	<p>District and schools adopted an assessment framework that aligns their adopted Connecticut Approved K-3 Reading Curriculum Model or Program scope and sequence, pacing, essential questions, standards, criteria for mastery, and assessments with an assessment from Connecticut’s menu of Approved K-3 Universal Screening Reading Assessments.</p> <p>District and schools are using and interpreting data from all sources to inform evidence-based decision-making regarding student learning and instruction.</p> <p>District are beginning to analyze the role of each identified assessment as part of a continuous refinement process to ensure that the framework is effective and efficient.</p>	<p>District and schools have adopted an assessment from Connecticut’s menu of Approved K-3 Reading Universal Screening Reading Assessments and are reviewing their assessment framework to include assessments from the chosen Connecticut Approved K-3 Reading Curriculum Model or Program.</p> <p>District and schools are creating a system for leaders and educators to collect, analyze, and use student data gained from current formative and summative measures.</p>	<p>District and schools are reviewing current literacy assessment practices to evaluate formative and summative measures, data collection practices, and data analysis processes to assist in the development of an assessment system that will be included in District and School-based K-3 Literacy Plans.</p> <p>District and schools are engaging in the review process to select from Approved K-3 Universal Screening Reading Assessments.</p>	

Criterion 5: Engaged Families and Communities

Full Implementation Stage Descriptors: Sustain and Scale	Initial Implementation Stage Descriptors: Initiate and Refine	Installation Stage Descriptors: Plan and Develop	Exploration Stage Descriptors: Engage and Investigate	Notes
<p>Feedback loops between district, schools, and families/community are fully established, and information gathered from stakeholders regarding implementation of evidence-based literacy practices and Connecticut Approved K-3 Reading Curriculum Models or Programs is regularly shared.</p> <p>Family and community feedback is actively considered as a factor in the implementation refinement process.</p>	<p>District and schools regularly inform families and stakeholders on student assessment data, evidence-based literacy practices, and the implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs.</p> <p>Two-way feedback loops have begun to be implemented in specific locations so that families and stakeholders will be able to participate in authentic engagement opportunities.</p>	<p>Policies and procedures are revised or developed to increase family and community understanding and support of evidence-based literacy practices and the implementation of Connecticut Approved K-3 Reading Curriculum Model.</p> <p>Feedback loops are planned to gather information from families and stakeholders to provide authentic engagement opportunities and feedback regarding district and school-based literacy plans.</p>	<p>District and school-based literacy leadership teams are reviewing current family and stakeholder information-sharing and feedback mechanisms regarding the adoption and implementation of a Connecticut Approved K-3 Reading Curriculum Model and Approved K-3 Universal Screening Reading Assessments.</p>	

Appendix B: Implementation Criteria and Stages Summary Checklist

Criterion Related to Implementation Stages	Implementation Stages*			
	Full Implementation Stage: Sustain & Scale	Initial Implementation Stage: Initiate & Refine	Installation Stage: Plan & Develop	Exploration Stage: Engage & Study
*Check the stage of implementation that best applies to each implementation criterion.				
Literacy Leadership Systems for Sustainable K-3 Literacy Practices				
Connecticut Approved K-3 Reading Curriculum Models or Programs				
Transformational K-3 Literacy Professional Learning for Educators				
Actionable Literacy Assessment and Data-Driven Decision Making				
Engaged Families and Communities				

Bridging Plans to Practice: A Process to Self-Assess Full Implementation of Connecticut Approved K-3 Reading Curriculum Models or Programs was created using the following resources:

- HILL for Literacy. (2023). Implementation Documents.
- National Implementation Research Network (2020). Implementation Stages Planning Tool. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.
- Fixsen, D. & Blase, K. (2020). Active Implementation Frameworks. In P. Nilsen & S. Birken (Eds). Handbook on Implementation Science. Elgar Publishing.

