



Building Sustainable, Equitable Systems
through Literacy Leadership

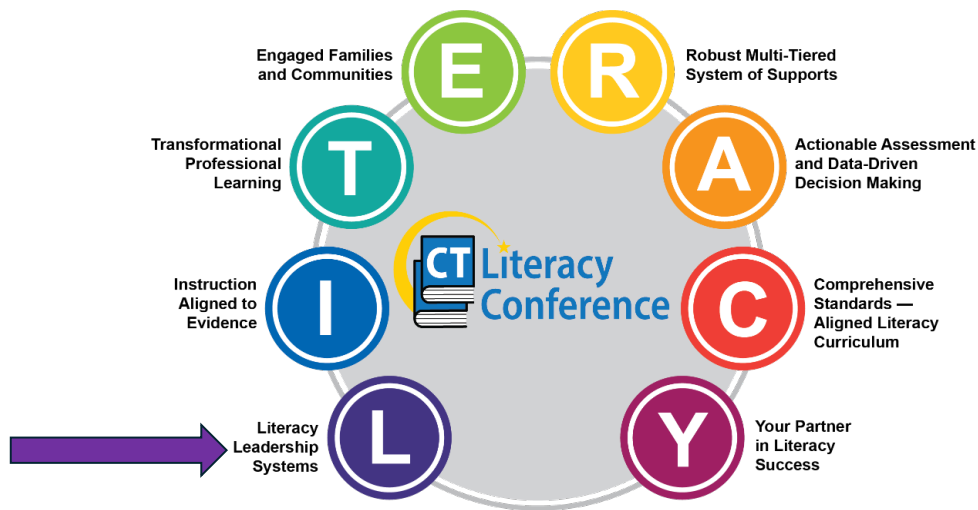
October 29, 2026

Dr. Stephney Gonzalez

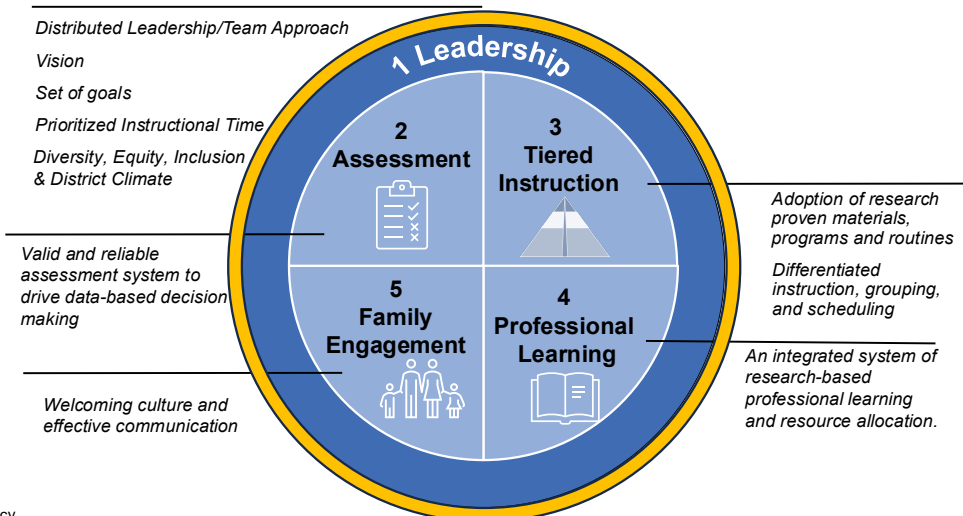
Director of State Partnerships

HILL for Literacy

stephney@hillforliteracy.org



CT LITERACY MODEL AND MTSS ELEMENTS



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System Analysis – Questions Leadership Component

1. How are district level decisions made, and in particular, related to literacy? For example, in bringing in and implementing a new curriculum, how does it work? How about if you are revising your assessment framework... what would be the process?
2. Please discuss gaps and redundancies of your leadership teams. How are participants selected for leadership teams in your district/at your schools? You may have linked existing rosters to the artifacts tab. Examples: DEI team, Teacher Quality team, Data Analysis team
3. Describe the current and historical processes for building and sustaining shared visions and expectations for teaching and learning. For example, when building a literacy vision, what would be the current process? Has it changed in recent years?
4. Describe how funding has been allocated this year to support instructional improvement. How has it been allocated in the past three years?
5. If staff see a need, how would they go about having this need communicated and addressed by admin? Ex: Staff have shared frustration that a certain curricular component is not having the impact on their students' learning that was expected. What would be their next steps in terms of have this concern heard and addressed?
6. If admin decides something, how does that get disseminated and processed for understanding by staff? Ex: Admin is concerned about observing an abundance of unstructured independent reading and wants to ensure students have accountability and follow-up to all independent classroom activities.
7. Describe your district's commitment to and actions taken to ensure equity for all students, with a specific focus on dismantling institutional racial inequities in schools.
8. Are there any current challenges with and ongoing efforts to ensure your district is working towards building anti-racist mindsets, practices, services/offerings, and skills in order to support equity for all students?

Roadmap Survey: Goal 1- Leadership

	Not in Place	Rarely in Place	Sometimes in Place	Always in Place	Unknown
There is a clearly articulated vision and mission for student achievement in literacy.	0	1	2	3	U
There are clearly defined literacy goals.	0	1	2	3	U
The literacy plan specifies action steps, metrics, timelines, and responsible personnel.	0	1	2	3	U
Resources are allocated appropriately to support key literacy positions.	0	2	2	3	U
Time is allocated sufficiently to support literacy instruction and enable student learning.	0	2	2	3	U
Leaders regularly monitor the implementation of the literacy plan action steps and adjust accordingly.	0	2	2	3	U

MTSS - Enabling Equity: Self-Evaluation

	Not in Place	Rarely in Place	Sometimes in Place	Always in Place	Unknown
Decision makers on the DLT that include representation from Special Education, MLL and General Education.	0	1	2	3	U
Master schedules based on staggered instructional blocks to coordinate instruction for all students.	0	1	2	3	U
Accountability for delivering effective instruction through implementation data.	0	1	2	3	U
Grade-level Data Meetings include Special Education, MLL, Reading Specialist and General Education.	0	2	2	3	U
Grade-level Data Meetings to inform instructional decisions and grouping for all students.	0	2	2	3	U
Utilize progress monitoring data to determine the effectiveness of instruction.	0	2	2	3	U
Adoption of research proven materials, programs and routines.	0	2	2	3	U
Regularly scheduled Grade-level meetings focused on consistent implementation of the instructional programs.	0	2	2	3	U
Differentiated instruction based on an identified instructional focus for every student.	0	2	2	3	U
Coaching support is based on implementation data and student data.	0	2	2	3	U
Professional training is based on implementation data and student data.	0	2	2	3	U
Support is differentiated for every teacher.	0	2	2	3	U
Families are provided tools and resources that are accessible.	0	2	2	3	U
Families are provided tools and resources that are comprehensible.	0	2	2	3	U
Communication to families occurs through multiple avenues.	0	2	2	3	U

District Literacy Plan (DRAFT)

District Name:			
Grades:			
Date Developed:		SY:	
Dates Reviewed:			

PRIORITY GOAL 1 (Leadership): Install systems and processes to support the implementation of a multi-tiered assessment and instructional framework.

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES	APPRAISAL/OUTCOME
1.1						
1.2						
1.3						
1.4						
1.5						

PRIORITY GOAL 2 (Assessment): Construct an assessment system and process for using measures of student performance to inform decisions at the district, school, grade, classroom and individual student levels.

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES	APPRAISAL/OUTCOME
2.1						

PRIORITY GOAL 3 (Professional Learning): Collaborate through shared knowledge, skills, language and collaboration among teachers based on the essential components of literacy and evidence-based instructional practices.

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES	APPRAISAL/OUTCOME
3.1						

PRIORITY GOAL 4 (Tiered Instruction): Use core, supplemental, and intervention literacy curricula in a multi-tiered instructional model effectively and strategically at each grade level.

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES	APPRAISAL/OUTCOME
4.1						

PRIORITY GOAL 5 (Family Engagement): Employ an asset-based family engagement model to support student academic growth at both school and home.

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES	APPRAISAL/OUTCOME
5.1						

[Type here]

School Name/HILL
Activity Timeline
SY26-27

Date	Time/ Hours	Activity/ Topic	Materials Needed	Location	Facilitator	Participants	Goal



Topic: District Leadership Team Meeting

Date:

Time:

Attendees: See Roster [HERE](#)

Materials:

Purpose/Objectives: To debrief prior activities and plan for upcoming activities across each goal area.

Meeting Norms:

Agenda Items	Notes
Opening Routine	<ul style="list-style-type: none">• Group Introductions• Sign In on Roster• Assign notetaker and timekeeper• Review purpose/objectives• Review Agenda
DLIT Meetings Next Meeting:	Debrief <ul style="list-style-type: none">• Planning Ahead <ul style="list-style-type: none">•
Principal Meetings Next Meeting:	Debrief <ul style="list-style-type: none">• Planning Ahead <ul style="list-style-type: none">•
Coaches Meetings Next Meeting:	Debrief <ul style="list-style-type: none">• Planning Ahead <ul style="list-style-type: none">•
Direct Coaching and Implementation Support Next Cycle:	Debrief <ul style="list-style-type: none">• Planning Ahead <ul style="list-style-type: none">•
Core Program Adoption/Implementation Next Cycle:	Debrief <ul style="list-style-type: none">• Planning Ahead <ul style="list-style-type: none">•
Professional Learning Next Module:	Debrief <ul style="list-style-type: none">• Planning Ahead

Wrap Up and Record Next Steps	<ul style="list-style-type: none">• Communication Plan<ul style="list-style-type: none">○ <i>Identify what communication or actions need to occur after the meeting</i>• Next Step Slide
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To-Do's/Next Steps
<ul style="list-style-type: none">••••

Next Meeting Date/Time:

Communication Planning Tool

What	Audience/Stakeholders	Who is responsible for communication	Method of dissemination	When	How will you ensure understanding