

CONNECTICUT LITERACY SYSTEMS FRAMEWORK: EFFECTIVE READING INSTRUCTION

1. Establish principal’s instructional leadership and commitment to tiered reading instruction and intervention.
 - Ongoing Professional Learning
 - Ongoing Technical Assistance
2. Establish and maintain K-3 Literacy as the school’s foremost priority (second only to the safety, security, and well-being of students).
3. 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)
4. Complete a school-wide diagnostic pre-implementation needs assessment of:
 - existing reading assessments
 - interventions
 - instructional practices
5. 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.
6. 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
7. 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
8. Complete comprehensive training in the core literacy instructional program (principal, leadership team, classroom teachers, support staff, others).
 9. Provide and protect daily core classroom literacy instructional time for all students (e.g., at least 90 minutes daily without pullout).
 10. 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
 11. Provide and protect time beyond core instruction for Tier II literacy intervention for students who require supplemental reading support.
 12. 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)
 13. 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.
 14. 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).