

# THE K-3 LITERACY PLAN for the Center for Literacy Research and Reading Success



Every Connecticut student has the right to read at or above grade level independently and proficiently by the end of third grade.



**Connecticut State Department of Education**

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## The Kindergarten through Grade Three Literacy Plan for the Center for Literacy Research and Reading Success

The Connecticut State Board of Education (Board) believes a high-quality, comprehensive prekindergarten (PreK) through grade twelve English language arts program is essential for students to develop the skills needed to comprehend and communicate effectively. The development of language, upon which all learning is built, plays a critical role in students' ability to acquire strong literacy skills, which include reading, writing, listening, speaking, viewing, and presenting.

As stated in the Board's [Comprehensive Plan for Education, 2023-2028](#), the Board will ensure that all Connecticut (CT) students have access to consistent, culturally responsive, evidence-based, scientifically based kindergarten through grade three (K–3) literacy curricula and instruction. The Board, in partnership with local and regional boards of education and key educational partners, will support CT schools in providing structurally safe, welcoming, and culturally responsive learning environments where students meet their learning goals and where families are engaged as true partners with meaningful voices. In 2022, under Commissioner Russell-Tucker, the Connecticut State Department of Education (CSDE) established a Center for Literacy Research and Reading Success (Center) to support schools and districts in achieving the goal of having proficient readers by the end of third grade across all CT schools. The Center shares these beliefs and understandings within the Board's Comprehensive Plan for Education.

*The Literacy Plan for the Center for Literacy Research and Reading Success* (plan) reinforces Connecticut's longstanding commitment to the Connecticut Literacy Model ([CTLM](#)) partnership, Scientifically Research-Based Interventions ([SRBI](#)), and Multi-Tiered Systems of Support ([MTSS](#)) focused on prevention, early intervention, and whose core principles include:

- a range of scientifically based, evidence-based structures and practices implemented with fidelity to meet the needs of all students.
- the integration of academic, behavioral, and social-emotional supports to maximize student achievement and improve behavior outcomes.
- reliable, valid universal screening, progress monitoring, high-quality instruction and intervention, and data-driven decision making to drive teaching and learning.

The Center recognizes that embracing partnerships is an essential strategy for maximizing impact and achieving enduring success. Although this plan does not acknowledge specific partnerships, they are woven into the fabric of the plan itself. Recognizing this inherent aspect underscores the understanding that no significant endeavor can be accomplished in isolation. By pooling resources, expertise, and perspectives, partnerships amplify effectiveness, enhance innovation, and foster shared success. Therefore, the Center shall be working with the various departments across the CSDE and interest holders across Connecticut to capitalize on opportunities, navigate challenges and achieve outcomes that would be unattainable alone. Additionally, the CSDE was chosen to work with the Comprehensive Literacy State Development (CLSD) Program sponsored by the United States Department of Education to develop a State Literacy Plan (SLP), of which this plan is an important cornerstone.

## Strategic Goals for the Center for Literacy Research and Reading Success (Center)

The following strategic goals shall guide the Center in leading change and bridging research to support Connecticut educators, families, policy leaders, community members, and other interest holders in building and reenergizing comprehensive local and regional literacy educational systems based on culturally responsive, scientifically based, evidence-based literacy teaching and learning practices:

### Goal 1:

Increase kindergarten through grade three (K–3) student access to culturally responsive, scientifically based, evidence-based literacy teaching and learning practices.

### Goal 2:

Serve as a collaborative research center to strengthen educator preparation program (EPP) staff knowledge and understanding of culturally responsive, scientifically based, evidence-based literacy instruction implemented within a MTSS framework.

### Goal 3:

Share responsibility of birth to grade twelve (b–12) literacy education, including the promotion of whole family literacy well-being.



## Center Strategic Goal 1:

Increase K–3 student access to culturally responsive, scientifically based, evidence-based literacy teaching and learning practices.

The Connecticut State Board of Education (Board) believes a high-quality, comprehensive prekindergarten (PreK) through grade twelve English language arts program is essential for students, and quality language arts education must be part of the core curriculum for all CT students. The development of language, upon which all learning is built, plays a critical role in students' ability to acquire strong literacy skills, which include reading, writing, listening, speaking, viewing, and presenting. The Center shall provide guidance and professional learning to support interest holders in the following targets:



## Targets

- By July 1, 2024, districts will utilize a state-approved universal screening assessment to identify K-3 students below proficiency in reading.
- By July 1, 2024, local and regional boards of education will establish a district literacy leadership team.
- By July 1, 2025, local and regional boards of education will create and implement a district literacy plan that includes culturally responsive, scientifically based, evidence-based literacy assessment and instruction within a MTSS framework aligned to Connecticut's K-3 Literacy Strategy, district policies, strategic plans, portrait of a graduate, etc.
- By July 1, 2025, local and regional boards of education will implement approved K-3 literacy curriculum models, programs, or compendiums.
- By July 1, 2030, local and regional boards of education will achieve or exceed their individual Every Student Succeeds Act (ESSA) milestone on the following grade three indicators in the Next Generation Accountability System:
  - Indicator 1a: ELA Performance Index-All Students.
  - Indicator 2a: ELA Average Percentage of Growth Target Achieved-All Students.
  - Indicator 2b: ELA Average Percentage of Growth Target Achieved-High Needs Students.
  - Indicator 2e and f: Progress Toward English Language Proficiency.

So that all K–3 students will be provided increased access to and engagement in rigorous and relevant literacy curriculum, materials, instruction, intervention, and assessment implemented within a MTSS framework that are culturally responsive, scientifically based, evidence-based, and aligned to Connecticut Core Standards.

**Center Strategic Goal 1:**

Increase K–3 student access to culturally responsive, scientifically based, evidence-based literacy teaching and learning practices.

Center Strategies	Start Date	Progress			End Date
		Planning	Ongoing	Completed	
Compile a list of Connecticut approved research-based universal screening reading assessments and provide guidance to local and regional boards of education for administering these assessments	Fall 2022			X	May 2022
Review and approve scientifically based, evidence-based Connecticut approved K–3 reading curriculum models, programs, and compendiums	May 2022			X	September 2022
Review and grant requests for time extensions to implement any of the reading curriculum models, programs, or compendiums	January 2023			X	July 1, 2023
Review and grant waivers to districts implementing an evidence-based, scientifically based reading curriculum model or program	March 2023			X	December 29, 2023
Consult with the Reading Leadership Implementation Council to assist districts in reaching full implementation of the Connecticut approved K-3 reading curriculum models, programs, and compendiums by July 1, 2025	Spring 2024			X	June 30, 2025
Assist districts and Charter Schools in creating a district literacy plan aligned to the Connecticut K–3 Literacy Strategy and MTSS frameworks	November 2022			X	December 2024
Lead the creation of the Connecticut Comprehensive Literacy Framework (CCLF)	January 2024		X		December 2026
Provide support (e.g., professional learning, coaching, documents, technical assistance) to those local and regional boards of education to implement an approved K–3 literacy curriculum model, program, or compendium that have been denied a waiver	Fall 2023			X	March 2026
Report on district implementation of approved reading curriculum models, programs, and compendiums	August 2023			X	Complete and post by November 2025 and update biennially

*continued* ►

Center Strategic Goal 1, continued

Center Strategies	Start Date	Progress			End Date
		Planning	Ongoing	Completed	
Highlight schools and educators implementing Connecticut approved K-3 reading curriculum models, programs, and compendiums and using evidence-based strategies	Spring 2024		X		June 2030
Conduct independent district and school random reviews of approved reading curriculum models, programs, and compendiums	Fall 2025	X			June 2030

**Alliance Districts**

Center Strategies	Start Date	Progress			End Date
		Planning	Ongoing	Completed	
Submit yearly report to the Education Committee on early reading initiatives and on model components of the school intensive reading intervention strategy that may be used and replicated in other Alliance Districts	October 2022		X		By October 1 of each year
Submit evaluation of activities of the Center including improvements in Alliance Districts, resources/funding allocations	Summer 2023			X	February 1, 2024
Provide support to designated Alliance Districts (e.g., coaching, leadership training, professional learning, family engagement) and provide an intensive reading instruction program based upon Connecticut’s K–3 Literacy Strategy and MTSS frameworks	Fall 2022		X		June 2030
Consult with each Alliance District to support the provision of supplemental reading instruction provided by a reading interventionist during regular school hours	May 2024	X			June 2030
Consult with each Priority District to provide intensive summer school reading instruction program	May 2024		X		June 2030
Collaborate to ensure at least 20% of the priority school district grant is dedicated to scientifically based, evidence-based reading research and instruction intervention programs	Fall 2023		X		June 2030

## Center Strategic Goal 2:

Serve as a collaborative research center to strengthen educator preparation program (EPP) staff knowledge and understanding of culturally responsive, scientifically based, evidence-based literacy instruction implemented within a MTSS framework.

*Connecticut's State Plan American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief Fund (ESSER) Reimagining Schools to Transform Students' Lives* emphasizes the use of scientifically based, evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes.

The Connecticut State Board of Education (Board) knows bringing diverse perspectives to the table is essential to the work of the CSDE and is more responsive to the needs of students, families, and educators. With that in mind, the Center will engage in meaningful consultations with EPPs when serving as a collaborative research center to accomplish Center Strategic Goal Two. The Center shall provide guidance and professional learning to support EPPs in the following targets:

## Targets

- By July 1, 2024, make available to the faculty of EPPs samples of available reading curriculum models, programs, and compendiums.
- By July 1, 2030, EPP faculty will better understand their role in preparing preservice teachers to understand the science of reading and be able to provide culturally responsive, scientifically based, evidence-based literacy curricula, instruction, intervention, and assessments implemented within a Multi-Tiered Systems of Support (MTSS) framework to all students.

So that all students will have access to knowledgeable educators providing high-quality literacy instruction resulting in access to equitable learning opportunities that increase literacy skills.



**Center Strategic Goal 2:**

Serve as a collaborative research center to strengthen educator preparation program (EPP) staff knowledge and understanding of culturally responsive, scientifically based, evidence-based literacy instruction implemented within a MTSS framework.

Center Strategies	Start Date	Progress			End Date
		Planning	Ongoing	Completed	
Create and post Connecticut’s K–3 Literacy Strategy aligned with the science of reading and designed to support culturally responsive, scientifically based, evidence-based literacy curricula, instruction, intervention, and assessments implemented within a MTSS framework to all students	November 2022			X	March 2023
Create a physical space to house samples of approved reading curriculum models, programs, and compendiums	December 2023			X	December 2024
Conduct meetings and professional learning experiences to increase the knowledge of preservice faculty in institutes of higher education of the science of reading and the role of the science of reading in culturally responsive, scientifically based, evidence-based literacy curricula, instruction, intervention, and assessments implemented within a MTSS framework	Fall 2022			X	Fall 2023
Develop and maintain a website that shares effective research-based resources, practices, and strategies to support student literacy and reading outcomes	November 2022		X		June 2030

### Center Strategic Goal 3:

Share responsibility of birth to grade twelve (b–12) literacy education, including the promotion of whole family literacy well-being.

The Connecticut State Board of Education (Board) believes education is a shared responsibility throughout a student’s life from birth to adulthood. Families, school staff, and community members make important contributions to student success and the best results come when all three work together as equal partners to support students’ success in school and through life.

In addition, the Board understands that family engagement and community partnerships are necessary to help close the historically persistent opportunity gaps that have threatened our students’ success for generations. Under such empowering learning conditions, culturally and linguistically responsive education leverages critical inquiry to formulate approaches against racism, discrimination, bias, and oppression. The Center shall provide guidance and professional learning to support interest holders in the following targets:

### Targets

- By July 1, 2025, local and regional boards of education will create and implement a district literacy plan that incorporates whole family literacy well-being aligned to district policies, strategic plans, portrait of graduate, etc.
- By July 1, 2030, local and regional boards of education will incorporate family literacy programs and assist in building authentic community partnerships that will positively impact families’ literacy skills.
- By July 1, 2030, early childhood education providers and instructors working with children birth to five years of age, inclusive, will better understand their role in providing culturally responsive, evidence-based, scientifically based literacy curricula, instruction, intervention, and assessments and transition plans implemented within a MTSS framework to all students.

So that families, caregivers, and educators build a shared responsibility and are authentically engaged in partnerships that bolster students’ literacy successes.



**Center Strategic Goal 3:**

Share responsibility of birth to grade twelve (b–12) literacy education, including the promotion of whole family literacy well-being.

Center Strategies	Start Date	Progress			End Date
		Planning	Ongoing	Completed	
Collaborate with the Office of Early Childhood to extend Connecticut’s K-3 literacy strategy to a birth to grade 12 reading success strategy	Fall 2023		X		June 2028
Utilize multigenerational approaches in the establishment of literacy programming and partnerships that focus on each student’s literacy education, whole family well-being, and shared responsibility among the staff, families, and community members	Fall 2022		X		June 2030
Provide professional learning and supports to increase connections between home culture/language and the school culture/language	Fall 2022		X		June 2030
Support the coordination of reading instruction activities among families, students, teachers, and administrators of the school district at home and in school, including collaboration with organizations in service of supporting families. (i.e., SERC, Commissioner’s Roundtable, Friday Cafes, HILL for Literacy, Literacy How)	Fall 2022		X		June 2030

