

Connecticut Reading Leadership Implementation Council



September 20, 2022

Connecticut State Department of Education



Connecticut Reading Leadership Implementation Council



Interim Director of the Center for Literacy Research and Reading Success

Dr. Melissa K. Wlodarczyk Hickey

Facilitator



Building a Learning Culture In a Virtual Space



- Keep yourself on **mute** unless you're speaking
- Keep your **video** on when life allows it - We'd love to see you!
- Use the **chat** to ask questions and keep the conversation going
- Use the **raise hand** feature to share your thinking
- Use **emotion** icons to share feeling or thinking



Connecticut's Right to Read Act



Public Act No. 21-2



The Center at the CSDE



- Compile a list of Universal K-3 Reading Assessments and provide guidance (January 1, 2023)
- Review & approve at least 5 Reading Curricula/Programs, in consultation with the Reading Leadership Implementation Council (July 1, 2022)
- Oversee an intensive reading instruction program & provide K-3 supports upon request/within appropriations to Alliance Districts (July 1, 2022)
- Develop an Intensive Reading Intervention Strategy (July 1, 2022)
- Develop & implement a state-wide reading plan for K-3 students (January 1, 2023)
- Receive & publicly report Connecticut's PK-3 Core Comprehensive Reading Curricula/Programs implemented by district (September 1, 2023)
- Conduct independent, random reviews of district implementation of approved Reading Curricula/Programs and Universal K-3 Reading Assessments (no date)



The Center at the CSDE



- Provide support to districts, schools, boards of education (e.g., coaching, leadership training, professional development, family engagement, technical assistance)
- Serve as collaborative center for institutions of higher education and make available to faculty of teacher prep programs the science of reading, the intensive reading instruction program, and the Connecticut's Prekindergarten (PreK) to Grade Three Core Comprehensive Reading Curricula and/or Programs. Also, review and publicly report progress made by teacher prep programs to include Connecticut's PreK to Grade Three Core Comprehensive Reading Curricula and/or Programs
- Engage external literacy coaches to provide professional learning, support implementation of the intensive reading instruction program, and participate in family engagement activities



All Local and Regional Boards of Education



For School Year Commencing July 1, 2023:

- Report and implement Connecticut's PreK to Grade Three Core Comprehensive Reading Curricula and/or Programs approved by the Center.
 - If the local or regional board demonstrates to the Commissioner of Education that such board has insufficient resources or funding to implement any of the approved reading curriculum model or programs, Commissioner shall grant time extension.
 - Commissioner and Center may grant a waiver to local and regional boards of education to implement a model/program other than those approved by Center.
- Use approved Universal K-3 Screening Reading Assessments to identify K-3 students below proficiency in reading



Alliance Districts



Commencing July 1, 2022:

- Consult with Center to provide supplemental reading instruction by a reading interventionist during regular school hours to K-3 students below proficiency
- Ensure reading remediation plans have been developed by a reading interventionist for each K-3 student enrolled in an elementary school in an Alliance District who has been identified as reading below proficiency
- Ensure the principal of each elementary in an Alliance District must notify the parent/guardian of any K-3 student who has been identified as being below proficiency in reading
- Consult with Center to provide any K-3 student below proficiency at the end of the school year with an intensive summer school reading instruction program



K-3 Intensive Reading Instruction Program/Supports: Alliance Districts



- Assess capacity/levels (e.g., reading readiness of K-3 students, staff science of reading knowledge, multi-year plan); and then,
- Assist with Universal reading assessments and instruction, intensive intervention strategy, supplemental reading instruction and reading remediation plans, intervention staffing, intensive summer school reading program; through,

Tiered Supports

- Tier One: Online Professional Learning Modules (ReadConn)
- Tier Two: Two-year literacy leadership training, targeted professional learning, external coaching supports (CTLM)
- Tier Three: Multi-year including use of funding and support in drafting district reading plans, literacy coaches and interventionists, professional learning, and assessment and instructional materials (CTLM)



Review Draft K-3 Intensive Reading Intervention Strategy and Provide Feedback



Shall include:	Shall outline:
Rigorous assessments	Reading data analysis and used for instruction
Reading research and instruction	Leadership development
External literacy coaches (work with data, support principal, observe and coach, supervise reading interventions)	Family communication on reading strategies, goals and partnership opportunities
Reading interventionists who will develop a reading remediation plan for any student reading below proficiency and responsible for all supplemental reading instruction and conduct reading assessments as needed	Training for teachers and leaders in science of teaching reading
Train teachers and administrators in scientifically-based reading resources and instruction (including training administrators on what to look for in classrooms)	Periodic student progress reports










Coordinated K-3 State-wide Reading Plan (January 1, 2023)



- Research-driven strategies and frameworks align with multi-generational initiative
- Alignment of approved reading standards, instruction, and assessments for K-3 students
- Use of student data to adjust and differentiate instruction
- Student information (reading background, levels, progress) to assist in transition to next grade
- Interventions for each student not making adequate process in reading
- Enhanced reading instruction for students at or above their grade level
- Partnering with families (e.g., coordinate reading instruction, create optimal learning environment, receive updates on reading progress of students)
- Research-based literacy training for early childhood education providers and plans relating to oral language and literacy proficiency for PK children transitioning to K

Legislative Mandates

Develop an Intensive Reading Intervention Strategy (July 1, 2022) 	Reading Curricula/Programs (July 1, 2022) 
Universal K-3 Reading Assessments and provide guidance (January 1, 2023) 	Receive & publicly report Connecticut's PK-3 Core Comprehensive Reading Curricula/Programs implemented by district (September 1, 2023)
Provide support to districts (e.g., coaching, leadership training, professional development, family engagement, technical assistance) 	Conduct independent, random reviews of district implementation of approved Reading Curricula/Programs and Universal K-3 Reading Assessments
Oversee an intensive reading instruction program & provide K-3 supports upon request/within appropriations to Alliance Districts (July 1, 2022) 	Serve as collaborative center for institutions of higher education
Engage external literacy coaches to provide professional learning, support intensive reading instruction program, and participate in family engagement activities 	Make available to faculty of teacher prep the science of reading, intensive reading instruction program, and Connecticut's PK-3 Core Comprehensive Reading Curricula and/or Programs
Develop & implement a state-wide reading plan for K-3 students (January 1, 2023) 	Review and publicly report progress made by teacher prep programs to include Connecticut's PreK to Grade Three Core Comprehensive Reading Curricula and/or Programs



Coordinated K-3 State-wide Reading Plan (January 1, 2023)



WHO do I contact with questions?

Melissa.Hickey@ct.gov

