**Connecticut K-3 Reading Model Alliance Expansion**

**Opportunity for Schools to Improve K-3 Students’ Literacy**

Governor Malloy signed public Act No. 12-116, An Act Concerning Educational Reform, into law on May 14, 2012. The law requires statewide improvement in literacy, as well as a comprehensive K-3 school-wide reading model.

**What Will Participating Schools Receive?**

1. A site-based **diagnostic needs assessment** and inventory of school-wide K-3 reading practices to support the development of a comprehensive K-3 reading improvement plan within a Scientific Research-Based Interventions/Multi-Tiered System of Supports (SRBI/MTSS) framework.
2. Support from an **expert Literacy Facilitator** to (a) support leadership team meetings (b) assist in the development and implementation of a comprehensive K-3 reading improvement plan, (c) provide embedded coaching and professional development, and (d) facilitate data team meetings.
3. A **comprehensive reading assessment system** that includes measures for screening, diagnosis of reading strengths and weaknesses, and progress monitoring of student growth and support for conducting school-wide, and grade level, data team meetings.
4. **Professional development** focused on (a) reading research, (b) principles of effective teaching, and (c) training on developing, refining, and implementing a multi-tier system of support for accelerating reading achievement
5. Opportunity for school leadership teams to attend a series of **literacy leadership retreats** focused on effective literacy practices and implementing multi-tiered literacy supports.

**Requirements for Participation**

Schools selected to participate in the K-3 Reading Model Expansion will have demonstrated the following:

* Strong commitment to improve reading outcomes as a top school-wide priority.
* Willingness to implement all elements of a comprehensive school-wide reading improvement model within an SRBI/MTSS framework.
* Desire to build the systems and internal capacity to sustain effective reading practices over time.
* District level support for full participation in the K-3 Reading Model, which may include release from certain district reading requirements and other initiatives that may duplicate or compete with K-3 Reading Model activities.

School and district commitment and agreement to K-3 Reading Model requirements will be demonstrated by the completion of the attached **Expression of Interest and Commitment**.

Connecticut K-3 Reading Model Alliance Expansion:

Expression of Interest and Commitment

|  |  |  |
| --- | --- | --- |
| District and School Name: |  |  |
| Principal Phone & Email: |  |  |
| District Contact and Title: |  |  |
| District Contact Phone & Email: |  |  |
| Total # of Students in K-3: |  |  |

The requirements for participating in the K-3 Reading Model are summarized in the following table. The school principal and a district level representative (e.g., superintendent, director of literacy) should read and initial each item, indicating an understanding and agreement to implement all elements of the K-3 Reading Model.

Requirements for Participation in the Connecticut K-3 Reading Model

| School Requirements | Principal | District Representative |
| --- | --- | --- |
| 1. Establish and maintain the Connecticut K-3 Reading Model as one of the school’s top three priorities with respect to staffing, resources, and professional development. |  |  |
| 1. Participate in the completion of an individualized diagnostic pre-implementation needs assessment of existing reading assessments, instruction, interventions, and practices. |  |  |
| 1. Establish a school literacy leadership team whose members will have the following membership, roles, and responsibilities:  * Oversee the development and implementation of a school-wide reading improvement plan * Attend monthly 90 – 120 minute meetings * Consist of the principal, literacy coach, classroom teachers, parent representative, and specialists (e.g., reading teachers, special education teachers, speech and language pathologists, ELL teachers, etc.) |  |  |
| 1. Identify an Internal Literacy Specialist who will work closely with the external K-3 Literacy Facilitator to build capacity for accurate and sustained implementation of multi-tier practices and systems. |  |  |
| 1. Implement a comprehensive literacy assessment system that will include the following:  * Tools for screening, progress-monitoring, and measuring academic outcomes for K-3 students across all areas of reading. * Web-based data system for entering and storing assessment data, generating reports, providing instructional recommendations, and enabling comprehensive data analyses. * Plan to assess all students 3 times per year to identify (a) students who require supplemental intervention and (b) common areas of difficulty across all students to inform Tier 1 classroom instructional priorities. * School-wide assessment procedures scheduled and organized at school level to increase efficiency and reduce the loss of instructional time. * Protected time for universal screening data team meetings (3-5x per year for grade level teams) * Plan to (a) monitor continuously (e.g., monthly, weekly) the progress of students not reading proficiently and (b) identify students who are responding/not responding to intervention and make instructional decisions regarding focus and intensity of intervention.\* |  |  |
| 1. Develop and refine a plan for providing comprehensive core classroom literacy instruction that will include the following features:  * Emphasis on phonemic awareness, phonics, fluency, vocabulary, and text comprehension. * Alignment with the Common Core State Standards. * Grade level scope and sequence and pacing guides to ensure consistent progression through curriculum over the year. * Implementation guides to ensure quality implementation of key daily instructional activities and critical components of activities * Materials and procedures for providing differentiated small group instruction. * Scheduling/dosage guidelines to ensure adequate time (i.e., at least 90 minutes) dedicated to core classroom reading instruction. |  |  |
| 1. Develop and refine a plan for implementing small group interventions 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 activities and critical components of activities. * Grade level scheduling/dosage guidelines to ensure adequate time dedicated to supplemental reading intervention. |  |  |
| 1. Protect and prioritize K-3 reading professional development activities, including providing adequate release time throughout the year for principal, K-3 teachers, specialists, and other staff to attend embedded professional development sessions (5-8 per year), and leadership team to attend 2 literacy leadership retreats focused on effective literacy practices and implementing multi-tiered literacy supports. |  |  |
| 1. Develop and refine a plan to implement evidence-based summer school intervention for students experiencing reading difficulties |  |  |
| 1. Develop and refine a plan to implement a parent engagement program for actively involving families as partners in reading success. |  |  |

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| District Requirements | Principal | District Representative |
| 1. Release participating school from district reading requirements and other initiatives that may (a) duplicate or compete with K-3 Reading Model resources and activities and (b) include district assessment, curricular, professional development, personnel, and/or scheduling requirements. |  |  |

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| Signatures: |  |  |
|  |  |  |
| School Principal |  | District Representative |

Additional Signatures of Support:

Signatures (e.g., literacy specialists, K-3 teacher representatives) indicate an understanding and willingness to implement all elements of the K-3 Reading Model. Add additional lines as needed.

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| Name/Title |  | Signature |
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| **Name/Title** |  | **Signature** |
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| **Name/Title** |  | **Signature** |
| Name/Title |  | Signature |

**Expression of Interest and Commitment.** Please submit electronically to Joanne White, Literacy Consultant, Curriculum and Instruction, State Department of Education ([joanne.white@ct.gov](mailto:joanne.white@ct.gov)). All questions regarding the Expression of Interest and Commitment can be directed to Dr. Ashley Oldham, CBER, University of Connecticut ([ashley.oldham@uconn.edu](mailto:ashley.oldham@uconn.edu)).