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State Systemic Improvement Plan

# K-3 Reading Resources

September 14, 2016

CT K-3 Reading Model

**SYSTEMS FOR  
EFFECTIVE READING INSTRUCTION**



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## Systems for Effective Reading Instruction

- Establish a literacy leadership team with knowledge of evidence-based literacy practices
- Complete and analyze results from the K-3 reading pre-implementation self-assessment to inform planning for school leaders, staff, and coaches



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## Systems for Effective Reading Instruction

- Plan for multi-tiered reading instruction
- Select, administer, and analyze data from a research-based literacy assessment
- Establish a school action plan, based on pre-implementation assessment



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## Systems for Effective Reading Instruction



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## CT K-3 Reading Model Schools

- East Hartford
  - Norris School
  - Langford School
- Hartford
  - Burns School
- Naugatuck
  - Andrew Avenue School



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## Alliance District Expansion Schools

- Ansonia
- Bridgeport
- Bristol
- Danbury
- Derby
- East Haven
- Hartford
- Meriden
- Middletown
- **Norwalk**
- Stamford
- **Waterbury**
- **Windham**



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Professional Learning / Instructional Program / Leadership

## READCONN: K-3 READING SKILLS PROFESSIONAL DEVELOPMENT SERIES



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## What is the “ReadConn: K-3 Reading Skills Professional Development Series”?

ReadConn is a state funded professional learning series focused on identifying students' needs related to critical early literacy skills and delivering explicit instruction regardless of reading approach or program.



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## What is the purpose?

- ReadConn was developed to respond to the needs of Connecticut K-3 literacy teachers and literacy leaders around foundational reading skills.
- ReadConn encompasses the Reading Foundational Skills of the Connecticut Core Standards (CCS) in English Language Arts.



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## What is the purpose?

- This series will augment principals' knowledge base for supporting literacy leaders and teachers in effective foundational literacy instruction.
- ReadConn will build capacity in teachers, literacy leaders, and school and district leaders that can be sustained and expanded.



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## ReadConn...

- blends in-person events, online courses, and videos;
- is built on school-wide collaboration; and
- is rigorous and inspiring!



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## When do the different elements of the program occur?

FALL 2016			WINTER 2016-2017			SPRING 2017			SUMMER 2017		
Ongoing Literacy Leader virtual collaboration											
Launch 9/20/16	ReadConn Kickoff 9/20 – 9/21/16	Regional Workshops	ReadConn Mid-Year	Regional Workshops	ReadConn Capstone 7/19/17						
		Online Modules 1 & 2		Online Modules 3 & 4							
Principals will also participate in two webinars (October and January) focused on their role in supporting teachers and literacy leaders.											
LITERACY LEADERS			TEACHERS			PRINCIPALS			DISTRICT ADMINS		

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LITERACY LEADERS

TEACHERS

PRINCIPALS

DISTRICT ADMINS



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## How do I get my school involved?



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How do I get my school involved?

[bit.ly/ReadConn](http://bit.ly/ReadConn)



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Approved Menu of Research-based  
Universal Screening Reading Assessments

READING ASSESSMENT SYSTEM



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## K-3 Reading Assessment System

- School-wide assessment procedures
- Universal screening assessments
- Progress monitoring assessments
- Other assessment information (Tier I) across all areas of reading that inform instructional decisions
- Web-based data system
- Data analysis and decision making



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## Approved Research-Based Universal Screening Reading Assessments: Grades K-3

- Section 1:
  - AIMSweb Tests of Early Literacy or Reading
  - Dynamic Indicators of Basic Early Literacy Skills (DIBELS, 6th Ed.)
  - Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) and mCLASS with DIBELS Next

Only assessments in Section 1 are appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for dyslexia or other reading-related learning disabilities



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## Approved Research-Based Universal Screening Reading Assessments: Grades K-3

- Section 2:
  - NWEA Measures of Academic Progress (MAP)
  - STAR
    - STAR Early Reading and STAR Reading
  - i-Ready
    - i-Ready Diagnostic and i-Ready Growth Monitoring



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## Individual Reading Plan Grades K-5

- Part 1: Continuous Assessment Results
- Part 2: Focus For Instruction
  - Instruction
  - Instructional Materials
  - Assessments
  - Classroom Environment
  - Summary of Interventions
- Part 3: Disposition Based On Student Progress



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# Individual Reading Plan Grades K-5

## INDIVIDUAL READING PLAN GRADES K-5

Mandated by section 10-265g of the C.G.S. – By law, this plan accompanies the student to each grade level until reading proficiency is attained.

### PART 1: CONTINUOUS ASSESSMENT RESULTS

STUDENT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_ TEACHER: \_\_\_\_\_

RETAINED (Y/N): \_\_\_\_\_ IF YES, GRADE: \_\_\_\_\_ IEP (Y/N): \_\_\_\_\_

TEAM COMPLETING PLAN: \_\_\_\_\_

PRINCIPAL'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

Assessment	School Year	Grade	Beginning of Year			Middle of Year			End of Year		
			Substantially Deficient <small>(enter cut score here)</small>	Proficient & Above <small>(enter cut score here)</small>	Score <small>(enter results here)</small>	Substantially Deficient <small>(enter cut score here)</small>	Proficient & Above <small>(enter cut score here)</small>	Score <small>(enter results here)</small>	Substantially Deficient <small>(enter cut score here)</small>	Proficient & Above <small>(enter cut score here)</small>	Score <small>(enter results here)</small>
		K									
		1									
		2									
		3									
		4							Smarter Balanced ELA	Level 3	<small>(enter results here)</small>
		5							Smarter Balanced ELA	Level 3	
									Smarter Balanced ELA	Level 3	



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## For additional information:

### Contact:

- [joanne.white@ct.gov](mailto:joanne.white@ct.gov)
- (860) 713-6751

### Useful Websites:

- Research-based Universal Screening Reading Assessments for Grades K-3
- Individual Reading Plan Grades K-5
  - <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866>
- ReadConn Registration
  - [bit.ly/ReadConn](http://bit.ly/ReadConn)



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