NEW HAVEN PUBLIC SCHOOLS

Reading Plan
September 2022

Dr. Iline Tracey, Superintendent
Ms. Keisha Redd-Hannans, Assistant Superintendent of Curriculum, Instruction, and Assessment
Ms. Lynn Brantley, Literacy Supervisor

K - 3

Components of Reading	What data is being collected?	Assessment Type	How is the data being collected?	How often is the data being collected?
Oral Language	● Information concerning the strengths and weaknesses of what a student is able to listen to and understand of the complex structures of English spoken by adults ● **Biliteracy schools** assess this information in both English and Spanish	● Diagnostic	● Data Tracker	Determined by Schools/Departments (ELA/MLL)
Phonemic Awareness	● **PSF** which assesses a student's ability to segment three- and four- phoneme words into their individual phoneme fluently ● Biliteracy schools assess both **PFS** and **DSA** in both English and Spanish	● Diagnostic	● NHPS Early Literacy Data Portal ● District Data Tracker to SDE	Fall, Winter, Spring
Phonics	● **Unit assessments** for Fundations ● **WADE** (Wilson) defined by need ● **DSA**-(Spanish) biliteracy schools	● Formative	● Schools define collection ● Data tracker	Varies from 1- 4 weeks correlated to the scope and sequence

Rapid Letter Naming Fluency	**Letter ID** assesses the students knowledge/Identification of letters **Letter ID**- Spanish- biliteracy schools assess this information in both languages	Diagnostic	Weekly in small group	TBD
Vocabulary	RI **(Reading Inventory)** is a computer-based assessment that measures a student's reading level in Lexile	Universal Screener	- NHPS Early Literacy Data Portal - District Data Tracker to SDE	Fall, Winter, Spring
Reading Fluency	**ORF** which assesses the accuracy and fluency with connected text **Recording Students' Reading** is an assessment of student oral reading rate, oral reading fluency and comprehension **FLO-** (Spanish- Biliteracy schools), which assesses the accuracy of fluency in Spanish	- Universal Screener - Formative	- NHPS Early Literacy Data Portal - District Data Tracker to SDE	Fall, Winter, Spring
Comprehension	**Recording Students' Reading** is an assessment of student oral reading rate, oral reading fluency and comprehension **SEL-** biliteracy schools use this Spanish assessment of student oral reading rate, oral reading fluency and comprehension	Formative	- Small Group Lesson Plan - NHPS Early Literacy Data Portal	Daily Observation (focus student)

3 - 8

Progress Monitoring Tool	What data is being collected?	Assessment Type	How is the data being collected?	How often is the data being collected?
Read-180	● RI **(Reading Inventory)** is a computer-based assessment that measures a student's reading level in Lexile	● Universal Screener	● NHPS Early Literacy Data Portal (Gr. 3) ● District Data Tracker to SDE ● District tracker	Fall, Winter, Spring
Interim Assessment Blocks (IABs)	● Read Literary Text ● Informational Text ● Vocabulary	● Formative	● School based collections	Fall, Winter, Spring
Reading Fluency	● **ORF** which assesses the accuracy and fluency with connected text (Gr 3) ● **Recording Students' Reading** ● **FLO-** (biliteracy schools) assesses the accuracy and fluency in Spanish	● Universal Screener ● Formative	● NHPS Early Literacy Data Portal (Gr. 3) ● District Data Tracker to SDE	Fall, Winter, Spring
Comprehension	● **Recording Students' Reading** is an assessment of student oral reading rate, oral reading fluency and comprehension ● **SEL-** biliteracy schools use this Spanish assessment of student oral reading rate, oral reading fluency and comprehension ● **EDL-**(Evaluación de Lectura) is an assessment that measures a student's reading levels in Spanish	● Formative	● Small Group Lesson Plan ● NHPS Early Literacy Data Portal (Gr. 3)	Monthly

9 - 12

Progress Monitoring Tool	What data is being collected?	Assessment Type	How is the data being collected?	How often is the data being collected?
Read-180	● RI **(Reading Inventory)** is a computer-based assessment that measures a student's reading level in Lexile	● Universal Screener	● On line/In Program ● District Data Tracker to SDE	Fall, Winter, Spring
Achieve 3000	● **Level Set** to review student's mastery of comprehension skills	● Screener	● On line/ In Program	Monthly
Common Reading and Writing Assessments	● Claim and Organization (C &EC 1) ● Evidence (C & EC 3) (indicators from Cross Curricular Rubric)	● Formative	● Schoolnet	Fall, Winter, Spring
ML Literacy Portfolio	● Writing samples with rubric ● Readings	● Formative	● Individual portfolios	Fall, Winter, Spring

K-12 Data Analysis and Decision-Making

Data Analysis and Decision Making			
How often is the data being reviewed and by whom?	What solution-oriented processes are in place to make decisions?	What steps is the District taking to see building and classroom level data? How is the District sharing findings with individual schools?	Who at the District level is responsible for providing plan implementation support and follow-up?
Weekly K - 8 Grade Level Meetings Monthly Department Meetings in grades 9 - 12 School Quality Reviews (twice a year)	Data Teams Building Leadership Data Teams District Data Teams State Monitoring Meetings Scientific Research-Based Interventions	Implementation of DecisionEd (Projected Jan 2023) ● All staff will have access to data daily Sharing ● Bi-Annual Principals and Assistant Principals Meetings ● Superintendent's annual data meeting	Literacy Supervisor Assistant Superintendents District Literacy Coaches

School Level Leadership

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data collected?	How often is the data being reviewed and by whom?	How is the data being shared and by whom?
Classroom Walkthroughs	Executive Team and school level leadership set the purpose for walkthroughs to align with professional development and district reading plan.	The Content Supervisor met with the Executive Team to review the K-12 Reading Plan to identify the year around the 7 Components of Reading, and the district focus of small group instruction. School level leadership teams then will meet and ensure the school staff will be informed. The "Look Fors 2.0" document will provide guidance	● TBD by school ● Daily logs ● Monthly coaching logs	● TBD by school ● Weekly ● Bimonthly	● Bldg Leadership Team Meetings. to share school wide trends ● Trends addressed at Grade Level Team Meetings. ● Data from schools are shared through District Literacy Coach Meetings
Feedback on Data and Practice	Assistant Superintendents and school leadership teams will define how feedback is shared with school teams to set clear goals for growth.	School leadership will leverage the 7 Week Progress Monitoring schedule and weekly grade level meetings to review data sets, create growth plans and clearly articulate expectations for best practice strategies taught within PD	● TBD by school schedule for Bldg. Leadership ● Every 7 Weeks	● TBD by school ● Every 7 Weeks	● Leadership shares at school wide meetings, grade level meetings and with SPMT.

Monitoring of Plan Implementation	Content Supervisor will set the plan and criteria for reviewing alignment to the reading plan.	School leadership teams will monitor school plans for alignment to the reading plan. Coach Meetings will have allotted time to review evidence of instructional alignment to the reading plan. Superintendent Meetings will have an allotted time to review evidence of instructional alignment to the reading plan.	● Weekly ● Bimonthly ● Monthly	● Weekly ● Bimonthly ● Monthly	● The data is reviewed continually by district and school leadership through school visits, reviews and ongoing professional development and small group meetings.

Professional Development

Topic	Audience	Timeline	Expected Outcome
7 Components of Reading Series with an emphasis on the Foundational Skills (Oral Language, Phonemic Awareness and Phonics/Word Works)	Principals, AP, Coaches, All Teachers and Paraprofessionals	9/13, 11/7, 1/9, 3/6, 5/11 Monthly Superintendent	Improve the knowledge base and skill set of all educators in order to improve the quality and fidelity of instructional implementation, resulting in improved outcomes for students.
Multilingual Learners (**Biliteracy Schools)**	Principals, AP, Coaches, All Biliteracy teachers and	9/13, 11/7, 1/9, 3/6, 5/11	Improve the knowledge base and skills of all biliteracy educators in

• 7 Components of Reading with an emphasis of Foundational skills (Oral Language, Phonemic Awareness and Phonics/Word Works) when teaching the Spanish component to address the needs of the dual language schools • Emergent bilingual students and Reading	Paraprofessionals		order to improve the quality and fidelity of the instructional implementation in the dual language schools so that students become biliterate in both languages: Spanish and English
Multilingual Learners (**ESOL Program**) • Differentiated instruction for multilingual learners specifically for students who are less than 30 months in USA • Effective small group instruction • Progress monitoring	ESOL Teachers, and staff	9/13, 11/7, 1/9, 3/6, 5/11	Improve the knowledge about differentiated instruction, effective small group instruction so that multilingual learners improve in the areas of literacy in the second language.
Structured Literacy	Special education teachers, select Literacy and ML coaches/staff	Cohort 1: 10/26, 12/7, 1/11, 2/8 Cohort 2: 10/27, 12/13, 1/17, 2/9	Improve the knowledge base and skill set of teachers around the components of structured literacy.Structured Literacy training is the systematic teaching of basic literacy skills.
Wilson	Special education teachers, select Literacy and ML coaches/staff	9/27, 9/28, 9/29	Improve the knowledge and skill set on the explicit teaching of decoding and encoding. Specifically, Wilson Reading Program is a structured literacy program based on phonological-

			coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.
A guide to the implementation of NHPS Units of Study ● Reading and Writing Workshop Model ● Book Clubs ● Small Group Instruction ● Progress monitoring	Coaches, and Teachers	9/13, 11/1, 1/9, 3/6, 5/11	Improve the knowledge base and skill set of all educators in order to improve the quality and fidelity of instructional implementation, resulting in improved outcomes for students.
On-going professional development provided at the district and/or school levels in order to provide a menu of interventions ● Lexia ● Structured Literacy ● LLI ● READ 180 ● System 44 ● Achieve 3000	Interventionists	9/13, 11/1, 11/21, 1/9, 1/23, 3/6, 3/13, 5/11, 5/22	Improve the knowledge base and skill set of all educators in order to improve the quality and fidelity of instructional implementation, resulting in improved outcomes for students.
Differentiated professional development on ● Calibrating common writing assessment and performance task writing ● Independent reading in the classroom ● Supporting reluctant readers and writers ● Progress monitoring	Principals, AP, High School ELA Teachers	9/13, 11/21, 1/23, 5/22	Improve the knowledge base and skill set of all educators in order to improve the quality and fidelity of instructional implementation, resulting in improved outcomes for students.

● AP course implementation			
Ongoing professional development to leverage, at the district level and/or school level, in order to improve student and teacher ability to use materials supporting their research needs, educational needs across all curricula, and pleasure reading.	Library Media Specialists	8/24, 9/13, 11/7, 11/21, 1/9, 1/18. 1/23, 3/6, 3/13, 4/5, 5/8, 5/22, 6/1	Increase the usage of materials and resources provided by the district to support learning including: ● Book checkouts (schools with libraries) ● E-book checkouts ● Database usage

Literacy Coaches provide support by doing the following:
- Provide professional development for teachers by giving them the additional support needed to implement various instructional programs and practices
- Provide essential leadership for a school's entire literacy program
- Coach teachers to improve instruction in all areas of the language arts – reading, writing, and oral language development
- Assist teachers in the design and teaching of lessons in other content disciplines where students continue to develop and use their literacy skills
- Participate in the Building Leadership Team
- Participate/chair SRBI Team
- Participate in SPMT
- Facilitate grade level meetings
- Co-lead 7 Week Progress Monitoring meetings
- Provide small group instruction for intervention students

Family Engagement

- ELA handouts for K and 9th grade shared with families during canvass
- Develop and disseminate literature that includes strategies for developing/practicing reading skills
- School and/or Community based family literacy events
- Applications of learning, games, and projects
- How can parents promote literacy at home?
- Provide "Parent Pointers" for varied age levels
- Flood the community with math learning - churches, barber shops & beauty salons, grocery stores, pediatrician's offices, etc.
- Quarterly family engagement activities

District Non-Negotiables
- Small group instruction
- Progress monitoring of small groups
- Collaboration time for all teachers
- WIN (What Students Need) Block within daily schedule