

Teaching and Learning Committee
October 26, 2022
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Assistant Superintendent of Curriculum, Instruction, and Assessment

STRATEGIC PLAN: SY 2020-2024



Core Values

We believe...

- **1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture
 of continuous
 improvement will
 ensure that all
 staff are learners
 and reflective
 practitioners
- **3** High expectations and standards are necessary to prepare students for college and career
- **4** Collaboration and partnerships with families and the New Haven community will enhance learning and achievement



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Priority Areas for 2020-2024

Academic Learning

Youth & Family Engagement

Operational Efficiencies

Culture & Climate

Talented Educators

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Right to Read Legislation

WHAT'S IN THE 'RIGHT TO READ' LEGISLATION?



In June 2021, the Connecticut legislature passed the "Right to Read" legislation in Sections 394-404 of the Budget Implementer Bill, Public Act No. 21-2. The legislation systematizes a statewide reading response—based on the Science of Reading—by requiring the state to oversee all state and local efforts related to literacy, including setting reading curriculum requirements for districts, providing professional development, hiring external literacy coaches, and coordinating with teacher preparation programs. A newly established Center for Literacy Research and Reading Success (The Center) will be the hub of that work.

But now that the legislation has passed, what happens next?

This document outlines some of the state's new requirements, followed by a timeline of key action steps.

The legislation will require the state to:

- Have all districts implement early literacy reading curricula that are evidencebased and approved by The Center.
- Implement a coordinated state-wide reading plan for K-3.
- Research and develop a birth-to-12 reading success strategy, in collaboration with the Office of Early Childhood.
- Support local boards of education and district leadership in improving reading outcomes for K-5 students.
- Support teachers, schools, and districts through coaching, leadership training, professional development, parental engagement, and technical assistance consistent with the state's intensive reading instruction program.
- Provide independent, random reviews of how districts are implementing the approved PreK-3 reading curricula and assessments.
- Publicly report the reading curricula being implemented by each district.
- Maintain a website about the state's intensive reading instruction program.
- Collaborate with institutions of higher education to ensure aligned teacher preparation.
- Publicly report the progress made by teacher preparation programs.

In addition to these legislative requirements, The Center can immediately begin to build a strong application for federal funding through the United States Department of Education's Comprehensive Literacy State Development Program under the ESEA.

A TIMELINE OF KEY STEPS REQUIRED BY THE RIGHT TO READ LEGISLATION

Effective JULY 1, 2021 The CT Department of Education establishes a Center for Literacy Research and Reading Success (The Center), under a director who consults with a Reading Leadership Implementation Council (The Council).

Not Later Than
JULY 1, 2022

The director of The Center, in consultation with The Council, approves at least 5 reading curriculum models or programs to be implemented by districts.

For the School Year Commencing
JULY 1, 2022
And Then Each
School Year

On or Before
JAN. 1, 2023

On or Before

JULY 1, 2023

And Then Biennially

The Center oversees an **intensive reading instruction program** to improve student literacy in grades K-3.

The Center develops a coordinated state-wide reading plan for K-3 that contains research-driven strategies to produce effective reading instruction and improve student performance.

Each district notifies The Center about which approved, evidence-based reading curriculum it is implementing.

About The Council:

The 13 members of The Council will be designated by various state authorities and members of the legislature. The Council will publish annual goals for The Center and meet at least once every 2 months.

About The Approved Early Reading Curricula:

The approved reading curricula must be: (1) evidenced-based; and (2) focused on competencies in: Oral language phonemic awareness, phonics fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension.

For the School Year Commencing JULY 1, 2023 And Then Each School Year

Each district **implements a reading curriculum for grades PreK-3** from The Center's list of approved, evidence-based models.

The **Center compiles a list of reading assessments** for use by each district in identifying K-3 students who are below proficiency in reading.

Not Later Than SEPT. 1, 2023 And Then Biennially

The **Center publicly reports** which approved, evidence-based reading curriculum is being implemented by each district.

ONGOING*

The Center establishes a reading readiness program that provides **tiered** supports in early literacy to alliance districts.

*Within available appropriations

Not Later Than FEB. 1, 2024 The Commissioner of Education conducts an **evaluation** of the activities of The Center and submits it to the General Assembly's **Education Committee** and **Appropriations Committee**.

NHPS Timeline



Literacy New Haven Academic Department is **Public Schools** Team met with organizing a Resource Fair for received the list 5 of the Academic New Haven of Comprehensive Department companies to all stakeholders Reading Program **Public Schools** learn about will pilot (teachers, from the State will select our their programs administrators, Comprehensive Department of Comprehensive paraprofessionals, Education Reading Reading Board of Education Program Anticipated **Programs** members, and Dates: community Dec 2022 members) June 2023 Date Received: Date: May 2023 October 17, September 30, Anticipated Date: 2022 2022 November 2022

Professional learning opportunities are on-going for teachers and administrators.



Focus Areas

Teaching and Learning 2022-2023

Reading in the Content Areas

Decoding: Reading the lines

Inference: Reading between the lines

Evaluation or Critical
Response to Text:
Reading beyond the
lines

Writing in the Content Areas: PEND



WRITING TO PERSUADE



WRITING TO EXPLAIN



WRITING TO TELL
A STORY



WRITING TO DESCRIBE

Independent Reading: Books of Choice



HIGH VOLUME READING CREATES
SKILLFUL READERS



INTEREST IS THE MOTIVATOR FOR HIGH VOLUME READING



INTEREST, ATTENTION, AND MEMORY ARE THE CRITICAL FACTORS IN LEARNING

District Vocabulary Initiative



DIRECT INSTRUCTION OF
GENERALIZED
VOCABULARY: BASIC
SKILLS WORD LIST



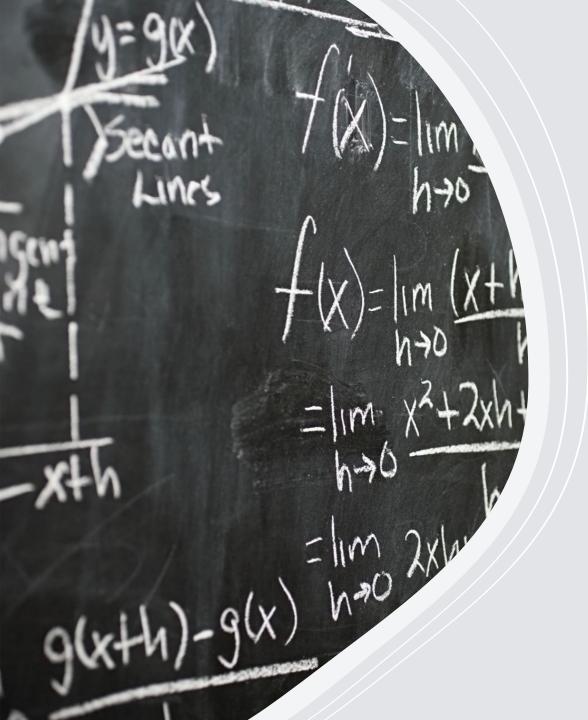
DIRECT INSTRUCTION OF CONTENT SPECIFIC VOCABULARY



FREQUENT MONITORING
OF ASSESSMENT



COMPETITION AND GAMES



Mathematics in the Content Areas

See Ms Joyner and the Math Coaches