



### **Vision Statement: Literacy**

In our ever changing world, literacy remains a constant! COCISD is committed to providing systematic and purposeful literacy instruction to all students.

Literacy is fundamental to the personal and social development of all students. It is also the foundation of how we understand, analyze, evaluate, and communicate information in our society. Without a strong foundation of literacy it is difficult to operate effectively in society. For that reason, COCISD believes that our students should be given every opportunity to develop and practice essential literacy skills with master teachers who have extensive knowledge of what it means to be a literate citizen.

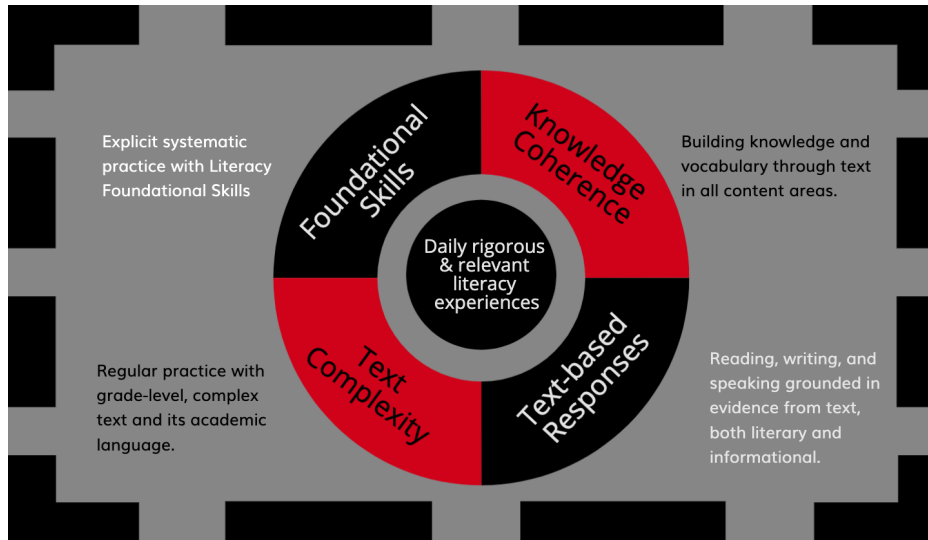
### **We believe:**

- that consistent, high expectations for all students are necessary for student growth and closing any existing learning gaps that may be present.
- that a growth mindset is one of the most important tools students need to build a successful future. Growth mindset is characterized by perseverance, productive struggle, resilience, and a willingness to engage in life-long learning.
- that all students will become successful readers through the use of accessible High Quality Instructional Materials (HQIM) - which includes grade level, complex and rigorous text and advanced vocabulary that will be taught systematically and explicitly through the science of teaching reading in all content areas.
- in a purposeful approach to building background knowledge through relative complex texts, authentic oral language and listening experiences, authentic writing opportunities, and collaborative learning.
- students who are engaged by the content of the text will gain and retain more background knowledge and academic vocabulary.
- that family and community involvement is pivotal to student motivation and success to become strong and confident readers.
- it is essential to provide parents, guardians, and other community supporters the resources and strategies necessary to support the development of emergent and intermediate readers outside of the classroom.

### **We are committed to providing every student with:**

- access to High Quality Instructional Materials (HQIM) which include complex and rigorous text and advanced vocabulary.
- a thorough understanding of the fundamental parts of language, including phonemic and morphological awareness that will be taught systematically and explicitly through the science of teaching reading throughout all content areas.
- opportunities to read and study complex grade-level texts in a classroom setting.
- opportunities to build and connect background knowledge to material in the classroom and to their everyday lives.
- opportunities to write and respond using evidence from both literary and informational text.
- knowledge-building instruction that focuses on developing critical thinkers, analytical readers, effective writers, and communicators.

- a safe, risk-free classroom environment where learning is relevant and mistakes are seen as a meaningful component of the learning journey.



Using research to support our efforts, **COCISD will ensure our students are encompassed in a collective literacy community including students and their families, teachers, leaders, instructional coaches, and other community supporters.** Both inside and outside of the classroom, our community will work together to support our students in becoming productive, compassionate, skilled and literate members of society. We will continue to increase the rigor and expectations for all of the student populations we serve, providing an equitable education that guides them to a successful future in their post-secondary endeavors.

**In order to achieve our vision and remain faithful to our literacy beliefs, we commit that the following stakeholders will:**

Stakeholders	Actions
Students	<ul style="list-style-type: none"> <li>• Read complex, grade-level text on a daily basis, using methods aligned to the science of reading, to make meaning of text (foundational skills → comprehension).</li> <li>• Persevere when reading and working with difficult, complex texts.</li> <li>• Gain knowledge and vocabulary through systematic and intentionally planned units of instruction.</li> <li>• Use receptive, informative, and expressive language on a daily basis to communicate and collaborate with their peers about what they are reading and writing.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Expect that all students can read and comprehend complex, grade-level texts with support and scaffolding.</li> <li>• Provide students with structured, systematic, and explicit phonics instruction and access to connected, appropriately-sequenced decodable texts for them to practice. (Pre K- Grade 3).</li> <li>• Center instruction around complex, grade-level texts.</li> <li>• Internalize and deeply prepare for lessons to ensure they can support all students in accessing grade-level texts and tasks.</li> <li>• Collaborate with peers, leaders, and coaches to ensure that they are preparing and delivering high-quality lessons.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide students with daily authentic reading, writing and speaking experiences that build their skills to communicate ideas and apply new learning.</li> <li>● Provide resources and strategies to parents and guardians in order to help students be successful in literacy.</li> </ul>
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Stakeholders	Actions
Instructional Coaches	<ul style="list-style-type: none"> <li>● Provide on-going, curriculum-based professional learning opportunities and job-embedded coaching that focuses on improving teachers' understanding of the components of the literacy curriculum and how to actuate it into daily instruction.</li> <li>● Collaborate with teachers and administrators to ensure their support is aligned with stakeholder needs.</li> <li>● Facilitate collaborative planning sessions (Curriculum-Based Learning Communities [CBLCs]) with teachers to ensure they are fully prepared to engage students in quality literacy experiences.</li> <li>● Provide resources and strategies to parents and guardians in order to help students be successful in literacy.</li> </ul>
Campus Administrators	<ul style="list-style-type: none"> <li>● Develop master schedules that prioritize time to facilitate high quality reading and writing instruction.</li> <li>● Build collective efficacy by allocating protected time for weekly, collaborative language arts planning.</li> <li>● Deeply understand the needs of teachers and students, the instructional materials being used, programs being implemented and the expectations for state level assessment scores.</li> <li>● Analyze data and prioritize actions to guide their schools' literacy development.</li> <li>● Work to streamline systems and structures at the school so teachers have quality time to internalize lesson planning, reflect on data and prepare lessons.</li> <li>● Provide consistent literacy leadership to your campus and the community that ensures COCISD's beliefs and commitments are being executed with fidelity.</li> <li>● Provide resources and strategies to parents and guardians in order to help students be successful in literacy.</li> </ul>
District Administrators	<ul style="list-style-type: none"> <li>● Provide a high-quality curriculum that is consistent with the district's literacy framework.</li> <li>● Provide on-going, curriculum-based professional learning opportunities and job-embedded coaching that focuses on improving literacy coaches' understanding of the framework and how to actuate it into their daily work.</li> <li>● Support campus leaders by providing guidance on how to bring the literacy framework to fruition on each campus.</li> <li>● Develop aligned and rigorous assessments that provide reliable data about students' reading and writing development.</li> <li>● Analyze data and prioritize actions to guide COCISD's literacy development.</li> <li>● Provide resources and strategies to parents and guardians in order to help students be successful in literacy.</li> </ul>
Families/ Guardians	<ul style="list-style-type: none"> <li>● Encourage and support students in their literacy journey by asking about school and what their student is learning and about the books or texts students are reading.</li> <li>● Be a strong support system for students.</li> <li>● Feel empowered to reach out to the school to learn about what students are working on and how you can support them.</li> </ul>

