

## VISION STATEMENT

Clint ISD will provide an elite educational experience grounded in research-based instructional strategies facilitated by expert teachers skillfully executing high-quality instructional materials and engaging in continuous professional self-reflection and improvement. This educational environment will empower Clint ISD students to be models within the universal education community of well-rounded, literate individuals that understand reading, writing, and discussion are conduits to learning about content, unique identities, diverse cultures, and people around the world.



In Clint ISD, we echo Kofi Annan's belief that "literacy is the road to human progress and the means through which every man, woman, and child can realize his or her full potential." We are responsible for providing an excellent educational experience to ensure every student reaches their full potential.

To achieve this ideal and our overall vision, we believe:

- in explicit, systematic practice with foundational skills to ensure that all students obtain skills needed to become fluent readers. Our *instruction is provided through the district-identified High-Quality Instructional Materials' scope and sequence that follows a continuum of skill complexity, builds on previous learning, and includes review and repetition. Instruction consists of explicit teaching, modeling, guided practice, opportunities to practice new learning, and immediate corrective feedback that will yield grade-level early readers.*

## Clint ISD Literacy Framework

- in regular practice with grade-level, complex text, and developmentally appropriate academic language. *Students will have access to instruction that requires them to think and have a deeper engagement with the district-identified High-Quality Instructional Materials to ensure all students receive access to grade-level appropriate instructional opportunities. Texts found in the district identified HQIM are based on quantitative and qualitative elements of a text, such as text meaning or purpose, text structure, language conventions, and knowledge demands that follow a scope and sequence that support the Simple View of Reading.*
- in building knowledge and vocabulary through text in all content areas. *Instruction supported by HQIM will build knowledge systematically to help students engage deeply with what they read by building schema and connecting existing knowledge to new knowledge. The text selections progress so that early texts provide knowledge and vocabulary, scaffolding student understanding within complex texts. Students with knowledge of a subject matter have higher levels of comprehension than students with lower levels of subject matter knowledge. Therefore using a thematic text found in the HQIM will support students in building knowledge which will enhance students' reading comprehension of complex text.*
- in reading, writing, and speaking grounded in literary and informational textual evidence. *Students must use evidence from text to demonstrate understanding and support their ideas when discussing literature or informational text, answering questions, or completing tasks grounded in the text to encompass a reading/writing approach instead of teaching both in isolation. In addition, incorporating writing in all content areas aligns with the TEKS and improves students' reading comprehension to a level of higher critical thinking.*
- in teaching students to understand and monitor their literacy goals and providing timely and effective interventions to close gaps in reaching their literacy goals. *Data is used to drive differentiated instruction for all learners by providing students with additional researched-based interventions to reduce literacy gaps. HQIM provides universal intervention or Tier 1 instruction for all students unless designated by an Individualized Education Plan. Targeted and intensive intervention is provided to students who need additional support beyond Tier 1 instruction that is evidence-based within small-group instruction and with increased frequency.*
- in supporting literacy through leadership, coaching, and feedback. *District and campus leadership advocate for students to have access to grade-appropriate assignments and high-quality academic experiences. Leadership works through a continuous coaching cycle in which feedback is provided to teachers to strengthen their understanding of reading and make each subsequent lesson better than the previous. Feedback is actionable and grounded in the RLA RBIS and the Science of Teaching Reading, focusing on closing achievement gaps and making texts accessible to all students so they may accomplish their career and educational goals.*

## Clint ISD Literacy Framework

At Clint ISD, we believe the collective voice of all stakeholders is vital to ensure our students become exceptional readers and writers. We recognize that to support our students effectively, we must all learn to make these shifts in literacy instruction in our community. To make the literacy shift towards the district's literacy vision and belief statement, we commit to the following actions:

Community Member	Actions
<i>Families and Guardians will...</i>	<ul style="list-style-type: none"><li>• <i>attend school-sponsored events to gain insight into the district literacy framework.</i></li><li>• <i>partner with teachers to understand students' academic progress to lend support at home.</i></li><li>• <i>maintain an active role in the student's educational career, Pre-K through 12th grade, by attending school-sponsored events such as Literacy Nights, Open House, and College and Career nights.</i></li><li>• <i>model and practice SEL with their children to support the improved academic outcome and social behavior.</i></li></ul>

## Clint ISD Literacy Framework

<i>Students will...</i>	<ul style="list-style-type: none"><li>● <i>implement reading skills on a daily basis to build knowledge and comprehension of the text using foundational and comprehension skills.</i></li><li>● <i>make meaningful connections about various topics through the systematic use of complex text found in the High-Quality Instructional Materials units/instructional modules.</i></li><li>● <i>engage in tasks grounded in the 4 language domains, reading, writing, listening, and speaking, to share thoughts about a variety of topics to clarify or improve their understanding of the text and/or topics.</i></li><li>● <i>use evidence from text, in written and verbal expression, to demonstrate understanding and support their ideas when discussing literature or informational text, answering questions or completing tasks that are grounded in the complex text.</i></li><li>● <i>set and track their literacy goals at the end of each unit/model of instruction and adjust plans based on their development of becoming efficient readers, writers, and critical thinkers.</i></li></ul>
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## Clint ISD Literacy Framework

<p>Teachers, Interventionist and paraprofessionals will...</p>	<ul style="list-style-type: none"><li>● <i>provide systematic and explicit lessons that build on previous learning and include review and repetition of grade-level appropriate foundational skills through best practices such as providing explicit instruction that is grounded in a continuum of skill complexity, modeling, guided practice, opportunities to practice new learning, and providing immediate corrective feedback to yield grade level, early readers.</i></li><li>● <i>utilize high-quality grade-level complex text daily and provide scaffolds to support all students with the ability to access and comprehend challenging text independently.</i></li><li>● <i>build students' knowledge, reading skills, and academic vocabulary through a variety of literacy experiences that include students' using the 4 language domains, reading, writing, listening, and speaking, and reading skills to convey their learning about a variety of cross-curricular topics.</i></li><li>● <i>provide students with daily authentic writing opportunities to support students with the connection between reading and writing to ensure that students utilize grade-level text to gain knowledge and writing to express their knowledge using evidence from the text to support their thoughts and ideas through the use of grade-level reading and writing skills.</i></li><li>● <i>use multiple data points to make instructional decisions that will support all students and implement evidence-based interventions that include differentiated instruction beyond Tier 1 instruction to close the gaps in reaching the students' literacy goal and track students' progress, determining students' growth.</i></li></ul>
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## Clint ISD Literacy Framework

<p><i>Curriculum Coaches will...</i></p>	<ul style="list-style-type: none"><li>● <i>provide high-quality, on-going professional learning opportunities grounded in the HQIM, research-based instructional strategies, and the skills development in the literacy pacing guides to support teachers with implementing purposeful and rigorous literacy instruction that meet the needs of all students and align with research-based instructional strategies.</i></li><li>● <i>guide the implementation of instruction through professional learning communities that assess students' artifacts and refine the internalization process achieving the desired literacy outcomes through inquiry, collaboration, and reflective dialogue.</i></li><li>● <i>conduct instructional coaching cycles through instructional observations, lesson rehearsal, actionable feedback and reflection.</i></li><li>● <i>train staff and ensure that unit and lesson internalization protocols are in place, followed and refined consistently through walkthroughs to support consistent curriculum implementation.</i></li><li>● <i>highlight strong research-based instructional practices from teams and individuals to celebrate wins and replicate practices across grade level teams.</i></li></ul>
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## Clint ISD Literacy Framework

<p><i>School Leader/ Campus Administrators will...</i></p>	<ul style="list-style-type: none"><li>● <i>use their leadership to advance the district's and campus's literary vision while utilizing current evidence-based reading research to prepare teachers and monitor literacy progress</i></li><li>● <i>monitor all reading systems and provide guidance and coordination within and across systems.</i></li><li>● <i>monitor the campus professional development, ensuring that the literacy vision and practices are faithfully communicated while addressing the needs of students and teachers</i></li><li>● <i>coordinate with teacher and administrator committees a schoolwide reading implementation and Multi-Tiered Systems of Support to support all students</i></li><li>● <i>maintain high-quality hiring practices, organize resources and personnel to support high-quality reading instruction, and maximize and protect reading instruction time.</i></li><li>● <i>maintain a constant presence in all reading instruction settings by observing lesson implementation and providing feedback to support the literacy coaching and lesson implementation goals</i></li><li>● <i>develop robust partnerships with families and caregivers to ensure they are knowledgeable of their student's academic performance and social-emotional well-being.</i></li></ul>
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## Clint ISD Literacy Framework

<p>Instructional Departments will (Special Education, Bilingual Education, MTSS, etc.)</p>	<ul style="list-style-type: none"> <li>• <i>provide professional development on HQIM implementation for all teachers, including special education teachers, dual-language teachers, and instructional staff.</i></li> <li>• <i>will provide all teachers with a district pacing tool aligned to current reading research, the district's needs, and the instructional calendar.</i></li> <li>• <i>provide professional development to effectively utilize high-quality instructional materials and literacy research-based teaching practices to support all students, including special populations.</i></li> <li>• <i>support teachers in employing instructional practices that allow all students to see the connection between rigorous literacy instruction and their lived experiences</i></li> <li>• <i>support campus leadership in conducting literacy observations, and providing feedback to support literacy.</i></li> </ul>
<p>Directors of School Leadership will...</p>	<ul style="list-style-type: none"> <li>• <i>use their leadership to advance the district's and campuses' literary visions while utilizing current evidence-based reading research to monitor and adjust district's implementation and adherence to the district's literacy framework</i></li> <li>• <i>support the special population staff with professional development, modeling, and coaching aligning to the best practices addressing the literacy needs of our special population students</i></li> <li>• <i>ensure that instructional literacy resources are available and utilized in addressing the needs of all students and especially the needs of our special population children</i></li> <li>• <i>ensure that literacy assessment protocols and data are effectively used to develop the literacy goals and placements of our special population children resulting in academic growth appropriate for the welfare of children in schools and after graduation</i></li> </ul>



## Clint ISD Literacy Framework

<p>Instructional Leadership and Superintendent will....</p>	<ul style="list-style-type: none"><li>• <i>use their leadership to develop and refine the district systems to advance the district's literacy vision and execution of our reading initiatives establishing equitable and lofty opportunities for all students</i></li><li>• <i>participate in bi-annual briefings from the instructional team about the district's progress, needs, research, and adjustments</i></li><li>• <i>ensuring that high-quality literacy resources and personnel are available and distributed based on the highest priority needs of our students and campuses</i></li><li>• <i>monitor the progress of the district literacy vision and initiatives through frequent data reviews, observations, and engagement with stakeholders, students, teachers, department leads, and parents</i></li></ul>
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