Goal 1 Action Plan Year 2 Priorities – 2023-2024

Call to Action:

Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

Goal 1:

All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result:

1.1 Maximize systems of support to personalize instruction in order to address learning loss.

Summary Report: The goal of maximizing systems of support to personalize instruction and address learning loss was a district-wide effort led by multiple departments working collaboratively. Elementary C&I, Secondary C&I, the Office of Other Languages (OOL), and The Office of Interventions (OOI) all implemented separate initiatives that ultimately fed into this Specific Results. This collaborative approach ensured a comprehensive support system was created, addressing the specific needs of students across various grade levels and language proficiencies. To address learning loss and personalize instruction, Katy ISD implemented a multi-pronged approach with a strong emphasis on professional learning**.**

Elementary Curriculum & Instruction (C&I) The shift towards Structured Literacy, which is an approach to teaching reading that is based on the science of reading, continued into the 2023-2024 school year. Elementary C&I designed and implemented a support plan to help teachers, instructional coaches, and campus leaders make this shift. Three lab site schools were designated to pilot the use of the Instructional Practice Guide, which is a classroom observation tool that describes teacher actions, content alignment with standards, and student engagement. To ensure successful implementation across all campuses, elementary principals and instructional coaches received in-depth training on the guide. They also visited lab sites to observe live teaching and share best practices. The learning from the lab site visits was then transferred back to all elementary campuses in the district.

Beyond the core implementation efforts, Elementary C&I provided a robust support system for campuses throughout the 2023-2024 school year. Planning protocols were developed to guide teachers in understanding the new literacy resources, emphasizing lesson internalization and lesson rehearsal. Additionally, Elementary C&I curriculum coordinators and literacy facilitators conducted multiple on-site visits at each campus. These visits focused on identifying strengths and areas for growth, which culminated in the development of targeted plans to improve instruction specific to each campus' needs.

In the area of mathematics, a key initiative was the implementation of the Math Summit, a three-day professional learning series specifically designed to support and augment the work of teachers and coaches. Held in the 2022-2023 school year for all fourth-grade math teachers and repeated for third-grade teachers in 2023-2024, the Math Summit provided in-depth training on critical topics

like facilitating productive math struggle and developing fraction sense. These sessions aimed to enhance teachers' instructional practices and ultimately improve the learning experiences for all students.

Secondary Curriculum and Instruction Secondary C&I designed and implemented content institutes, which are professional learning experiences for designated subject areas. These institutes were delivered in three sessions throughout the school year for each targeted specific grade level and subject (7th Grade English, English I & II, Algebra I, and 6th Grade Math). The institutes balanced strengthening content knowledge with practical teaching strategies, all aimed at propelling student learning. Teachers actively analyzed student data to pinpoint areas of strength and weakness, informing the development of targeted instructional plans. This targeted approach ensured teachers received the specific support needed to address identified learning gaps in their classrooms. Beyond the content institutes, Secondary C&I implemented additional measures to personalize instruction:

- **Campus Walks:** A collaborative team, including district and campus staff, visited comprehensive high schools to assess the implementation of best practices for special education (SPED) and emergent bilingual (EB) students in mainstream English Language Arts classrooms. The collaborative team provided feedback and conducted calibration exercises to ensure consistency across campuses.
- **Instructional Specialists in Title I Schools:** Strategically placed specialists supported Title I schools by participating in learning walks, assisting new teachers, and collaborating with instructional coaches to develop effective interventions and improve team dynamics.

These combined efforts provided a comprehensive system of support for secondary teachers, allowing them to personalize instruction and address the specific needs of all students.

Offices of Other Languages (OOL) The Office of Other Languages focused on three objectives to personalize instruction and address learning loss for emergent bilingual students :

- **Strengthening Program Articulation:** OOL staff reviewed program effectiveness, identified areas of student need (particularly Speaking skills in English I & II), and collaborated with Secondary C&I and Special Education to create a focused support system that included learning walks at high schools. Additionally, Katy Summer Academic Term (KSAT) was offered to accelerate English acquisition for targeted student groups.
- **Targeted Professional Development:** OOL provided differentiated professional learning opportunities for teachers in Bilingual, Elementary ESL, and Secondary ESL programs. This included training on the Science of the Bilingual Reading Brain for Bilingual teachers, utilizing visual supports for Elementary ESL teachers, and a co-teaching institute to strengthen the collaboration between grade-level teachers and ESL Instructional Support Specialty Teachers (ISSTs) to ensue they are effectively planning for the needs of ESL students through classroom structures and supports. Secondary ESL teachers received ongoing support through Newcomer toolkit training, content-specific training sessions, and Professional Learning Communities (PLCs) focused on collaboration and planning.
- **Engaging Parents, Families, and the Community:** OOL offered a variety of resources and events to support families of emergent bilingual students. Parent sessions covered topics such as enhancing educational support and understanding TELPAS scores. Family sessions focused on empowering families with helpful resources and college information nights.

Finally, community sessions aimed to foster connections and provided information on STEAM programs and resources.

By strengthening program alignment, providing targeted professional development, and engaging families and the community, the OOL is committed to improving the learning experience for all emergent bilingual students.

The Office of Interventions The Multi-Tiered Systems of Support – Behavior (MTSS-B) program launched in the fall of 2022 as a pilot program in 14 Katy ISD schools (8 elementary and 6 secondary). This initiative aimed to provide proactive and responsive behavior training tailored to each campus' specific needs, as identified through behavior data analysis.

The pilot year included four days of professional learning (a mix of full and half days) for each participating campus team. These teams, comprised of principals, support staff, and teachers, delved into best practices, setting routines, staff reflection, and supporting students with behavior interventions and plans. Resources and strategies were shared, with training led by the Office of Interventions and collaborators from Special Education, Campus Administrative Support, and Legal Services. All training materials were compiled in a centralized CANVAS course for ongoing staff access.

Building on the success of the pilot, MTSS-B expanded in the 2023-24 school year. Feedback from pilot campuses led to adjustments, including initial summer training (offering flex credit for teachers) and extending all training sessions to full days. The cohort for this year included participation from 18 elementary and 10 secondary campuses. The rollout will culminate in the 2024-25 school year, with training for the remaining campuses (20 elementary and 14 secondary).

MTSS-B teams successfully utilized campus behavior data to identify areas for strategic focus. Training materials were then used to provide micro-trainings for small teacher groups during campus professional learning opportunities.

The program's effectiveness is evidenced by several factors:

- Campus teams shared training materials and examples tailored to their specific needs.
- District staff conducted learning walks to observe implementation and knowledge transfer.
- Successful strategies and evidence are being shared among participating campuses.
- Increased utilization of MTSS Behavior Intervention Plans within the eSTAR MTSS documentation system.

The MTSS-B program demonstrates Katy ISD's commitment to proactive behavior support, empowering campuses to create positive learning environments for all students.