Katy Independent School District

Strategic Plan | Specific Result Report

Goal 1 Action Plan Year 1 Priorities – 2022-2023

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:

1.3 Create a district literacy framework, aligned with the TEKS and Science of Reading, that will outline the district's literacy vision, beliefs, and instructional practices as well as serve as a guide for literacy curriculum, instruction, and materials decisions.

Summary Report:

The scope of the work for specific result 1.3 was divided into four implementation phases over the course of the 2022-2023 school year.

Phase I – Assemble Support Team

To support the objective of specific result 1.3, the district applied for and was awarded the Strong Foundations Grant. The grant award was used to fund technical assistance provided by Instruction Partners, a TEA approved provider. Instruction Partners facilitated a collective learning series on the research of how students learn best in literacy, how to better support stakeholder engagement, and guidance on project and change management. This series was delivered as a component of the district's literacy framework development and instructional materials selection process.

A literacy specialist was hired by the district to lead the activities outlined in the specific result 1.3, some of which included: establishing, coordinating, and facilitating the Literacy Task Force, organizing Instructional Coordinator and administrator training, developing an implementation plan for the use of new instructional materials, serving as point of contact, collaborating with outside literacy consultants, and facilitating campus support.

Dr. Thea Woodruff, a renowned outside literacy consultant was also brought on board to support the instructional materials selection process and the shift from balanced literacy instructional practices to a structured literacy approach. Dr. Woodruff has extensive experience in implementing the Science of Reading research into daily instructional practices and she will continue to support the district during the 2023-2024 school year to ensure an effective implementation.

Additional key outcomes during this phase included:

- Development of an instructional materials review rubric with criteria outlined by the Board of Trustees Literacy Sub-Committee.
- Review of instructional materials on the TEA Commissioner's Approved List of literacy resources for alignment with the TEKS and the Science of Reading.
- Presentation to the Board of Trustees Literacy Sub-committee a list of literacy instructional materials that aligned with the district-developed criteria and incorporated the five key components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension)

Phase II – Selection of Materials & Framework Development

The Katy ISD Literacy Task Force, comprised of teachers, instructional coaches, campus, and district leaders, was established and charged with creating the Katy ISD Literacy Framework. The Literacy Task Force met monthly and engaged in independent work outside of the scheduled task force meetings to provide input on the collective vision. Each task force meeting included learning sessions about research-based instructional strategies and the importance of using data to address the needs of students from all backgrounds. The Literacy Task Force learning sessions served as the foundation for the development of the Katy ISD Elementary Literacy Framework as well as the creation of the instructional materials review rubric.

The Literacy Task Force played a critical role in the instructional materials review process. The publishers that were selected to participate in the instructional materials review process presented to the members of the Literacy Task Force. Each publishing company received the instructional materials review rubric prior to their scheduled presentation time and were told to ensure their presentations were focused on the identified district needs as outlined in the rubric. The four areas of the rubric that publishers presented to the task force included – Foundational Skills, Text Complexity, Knowledge Coherence, and Writing**.** In addition to publisher presentations, the Literacy Task Force engaged in a lesson simulation facilitated by Instruction Partners, utilizing a lesson from each instructional resource.

The last phase of the Literacy Task Force review process included a deep review of each instructional resource. This included a comprehensive review of publishers' materials for both teachers and students at each grade level, in both English and Spanish. This also included a review of all supplemental materials, assessments, and digital resources. The Literacy Task Force identified strengths of each instructional resource and areas where supplemental support and instructional guidance would be needed.

Stakeholders, which included teachers, principals, instructional coaches, support staff, and community members, had the opportunity to engage in stakeholder feedback. Reviews were conducted face-to-face and online. At the conclusion of this process, the task force selected the Houghton Mifflin Harcourt (HMH) instructional resource.

Phase III - Instructional Guidance and Training

During this phase, the Division of Teaching and Learning departments that support elementary campuses (Elementary C&I, Office of Other Languages, Interventions, Special Education) began to engage in learning sessions focused on structured literacy and the implementation of the new literacy materials.

Members of the Elementary Curriculum & Instruction team also participated in learning sessions with TEA about the procurement, distribution, and implementation of high-quality instructional materials as well as strategies for rolling out the Literacy Framework districtwide. The Literacy Framework was introduced to instructional coaches, assistant principals, and principals. In addition, campus leaders participated in a learning activity that focused on managing complex change as well as the components necessary to make a shift toward implementing structured literacy instructional practices.

Training plans were developed in collaborative partnership with Dr. Thea Woodruff, Houghton Mifflin Harcourt (HMH), Instruction Partners, and Katy ISD Teaching & Learning teams. The initial training will occur throughout the summer with ongoing training and support being provided throughout the school year.

Phase IV – Monitor Implementation and Ongoing Support

During this phase, the district will be monitoring the implementation of the new resource and transition to structured literacy practices. Quarterly goals will be established districtwide, and data will be shared with campus and district leaders. Hanover Research will be supporting the district with ongoing surveys and focus groups centered on the literacy implementation. An implementation audit will be conducted in the summer of 2024 to determine the effectiveness of the implementation and to assist with planning, training, and support needs for the 2024-2025 school year.