



CASTLEBERRY ISD

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RESOLUTION OF THE CASTLEBERRY INDEPENDENT SCHOOL DISTRICT BOARD OF EDUCATION PRIORITIZING EARLY LITERACY: IMPLEMENTING THE SCIENCE OF TEACHING READING TO ENSURE EVERY STUDENT MASTERS FOUNDATIONAL READING SKILLS BEFORE 3RD GRADE AND READS ON GRADE LEVEL BEFORE 4TH GRADE

WHEREAS, the Castleberry ISD Board of Education recognizes the critical role of literacy as the foundation for all academic disciplines, which impact lifelong success of students; and

WHEREAS, research demonstrates learning to read is the basis of life outcomes and that reading failure is likely to result in negative consequences such as dropping out of school, limited employment opportunities, and difficulties with basic life activities in general; and

WHEREAS, the district acknowledges the importance of enhancing educators' understanding of the Science of Teaching Reading (STR) and will restructure the kindergarten through third grade Literacy Block to implement a 'tight' Structured Literacy instructional model for campus leaders and classroom teachers; and

WHEREAS, the district will develop an action plan to manage the complex system shifts necessary to effectively implement a Structured Literacy approach to achieve kindergarten, first and second grade, third grade, campus, district, and HB3 SMART Goals; and

WHEREAS, the district recognizes that achieving literacy excellence requires key educator and learner motivational shifts, literacy instructional shifts, establishment and progress monitoring of measurable goals, high quality instructional materials that incorporates a Structured Literacy approach, effectively demonstrating and implementing instructional strategies based on the Science of Teaching Reading, and targeted and repetitive personalized practice; and

WHEREAS, the district will maintain a rigorous progress monitoring cycle to report and reflect on assessment data monthly in classrooms, as well as at the beginning, middle, and end of the year during district-level progress monitoring meetings and in annual reports to the school board; and

WHEREAS, the data collected through this monitoring will be used to inform instructional decisions, identify student needs, provide targeted interventions, adjust curriculum and teaching strategies to improve student outcomes, and guide the allocation of resources and budgeting priorities to support identified areas of need; and

WHEREAS, the district will provide professional learning fully aligned with Structured Literacy and the district's vision, delivered through ongoing learning cycles that offer consistent opportunities to learn, reflect, and apply knowledge in daily practice, while addressing both the mindset (WHY) and instructional practice (HOW) shifts; and

WHEREAS, the district will realign principal, instructional coach/demonstration teacher, teacher recognition, performance goals, and financial incentives to motivate educators across kindergarten through third grade to achieve reading proficiency goals; and

WHEREAS, the district will critically examine and intentionally redesign traditional guided reading lessons to ensure alignment with the Science of Teaching Reading and Structured Literacy principles, focusing on evidence-based practices versus text levels that support foundational reading skills and language comprehension; and

WHEREAS, the district will prioritize fluency development by incorporating practice with a wide variety of decodable or grade-level texts and implementing repeated oral readings with feedback during independent or whole-group instruction time, rather than reserving this practice solely for small group settings; and

WHEREAS, the district will implement a student-centered approach that includes opportunities for students to analyze their current skill mastery data, make informed decisions about targeted practice activities, and engage in a cyclical process of goal-setting, progress monitoring, and reflection through regular teacher check-ins held weekly or biweekly; and

WHEREAS, teachers will be provided with high-quality, evidence-based instructional materials (HQIM) that align with the Science of Reading and Structured Literacy to support effective literacy instruction; these resources will be designed to meet the diverse needs of all learners, promote consistency across classrooms, and ensure that instruction is grounded in research-based practices for foundational skills, language comprehension, and reading fluency; and

WHEREAS, the district is committed to maintaining high-quality instructional materials (HQIM) through consistent adherence to the Structured Literacy model and the exclusive use of district-approved resources for both assessment and instruction across all campuses, and recognizes that any additional instructional or practice materials not specified in the district's approved HQIM list must receive prior district-level approval to ensure alignment with evidence-based practices; and

WHEREAS, the district will provide parents with regular, detailed reports on their child's literacy progress to ensure families are well-informed and actively equipped to support their child in achieving grade-level reading proficiency before entering fourth grade; and

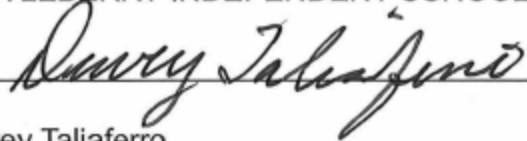
WHEREAS, the district affirms that early literacy success is essential to providing every student with fair and meaningful opportunities to achieve their full potential, and is dedicated to closing achievement gaps by equipping all students—regardless of background or learning needs—with the tools necessary to become proficient, confident readers; and

NOW, THEREFORE, BE IT RESOLVED that the Castleberry Independent School District Board of Education fully commits to prioritizing early literacy through the implementation of the Science of Teaching Reading/Structured Literacy, ensuring that every student masters foundational reading skills before entering third grade and reads on grade level before entering fourth grade.

BE IT FURTHER RESOLVED that the Board directs the Superintendent and administration to maintain a sharp focus on early literacy initiatives, continuously evaluate progress, provide necessary supports, and engage stakeholders to foster a community-wide culture of literacy excellence.

EXECUTED and ADOPTED on this 5th day of May 2025.

CASTLEBERRY INDEPENDENT SCHOOL DISTRICT

By: 

Dewey Taliaferro
President
Board of Education
Castleberry Independent School District

ATTEST:

By: 

Cathy Gatica
Secretary
Board of Education
Castleberry Independent School District