

Crowley ISD Literacy Framework



Vision Statement

Crowley ISD's literacy practices will ensure all students receive rigorous, grade-level instruction that prepares them to become analytical thinkers, skilled readers, proficient writers, and compelling communicators for college, career, and beyond.

Belief Statements

Foundational Skills: We believe when taught with fidelity and precision in EC-2, foundational skills, including phonological awareness, phonics, word recognition, comprehension, and fluency, prepare students for the reading rigor required in grades 3-12.

Text Complexity: We believe in engaging students with daily practice and interaction with grade-level, diverse, complex, and rigorous texts. Literacy Instruction is designed to promote knowledge acquisition, so students can construct meaning through collaborative and independent learning structures.

Knowledge Coherence: We believe that intentionally building background knowledge and vocabulary through literary rich experiences across units of learning is paramount to success in reading and writing.

Text-Based Responses: We believe that providing numerous response opportunities through reading, writing, and speaking directly about text students will increase their ability to demonstrate learning.

All Learners: We believe it is critical for all students to be provided systematic and sequential instruction that addresses individual skill strengths and deficits.

Stakeholder Actions

Students will:

- actively participate in direct, explicit instruction and engage in hands-on learning experiences in and out of connected text (decodable text).
- acquire knowledge through daily practice and interaction of reading grade-level text that promotes diversity and is reflective of our district and world.
- engage daily in building background knowledge and vocabulary by synthesizing, connecting, and analyzing complex text.
- participate in daily discussions and writing that are directly supported by the text.
- be advocates and owners of their reading instruction.

Teachers will:

- prioritize and implement professional development in the research-based practices aligned to the literacy framework.
- intentionally plan and provide systematic, direct, explicit instruction grounded in research with opportunities to apply foundational skills in decodable texts to become skilled readers at their grade level (K-2).
- provide daily exposure and scaffolded support in an array of grade-level, complex, rigorous, and diverse text, providing opportunities for read-alouds and vocabulary building with consideration to student learning needs to create independent readers.
- explicitly teach students' reading skills, vocabulary, and background knowledge through exposure to and experiences with complex text.
- provide multiple, daily opportunities for students to demonstrate knowledge of texts through text-based constructed responses and discussion.

Parents will:

- partner with the school to cultivate an understanding of the development of foundational literacy skills and attend literacy family events.
- read to and with their student (s) to support cognitive development, improve language skills, and cultivate a lifelong love of reading.
- ask their student(s) questions to engage them in discussions about content they are learning in texts.

Instructional Support Specialists will:

- prioritize and implement professional development in the research-based practices aligned to the literacy framework.
- ensure reading instruction is aligned with the Science of Reading and current research through collaborative professional learning and coaching.
- support teachers with lesson design and delivery of complex text, so students gain the best opportunities for learning through high-quality literacy experiences.
- support teachers with explicitly teaching vocabulary in context, building background knowledge, and the connection of prior knowledge.
- prioritize coaching sessions in various settings to support teachers with ongoing professional development on evidence-based response practices.

Campus Administrators will:

- proactively plan professional development and long-range planning specifically designed for text-based responses in all context, in collaboration with the campus leadership team, including input from teacher voice.
- prioritize coaching sessions in various settings to support teachers and Instructional Support Specialists with ongoing professional development grounded in the research-based instructional strategies of the literacy framework.
- ensure effective, equitable professional learning communities occur, including all teacher stakeholders, Special Education and Bilingual Education, to develop and strengthen the research-based instructional decisions that meet the needs of all learners.
- utilize district-created systems while continually monitoring student progress by ensuring protected time built into the campus master schedule to plan, teach, review, reflect, and respond to data.
- ensure there are streamlined systems and structures that support teachers and students in daily practice and interaction with rigorous, complex and diverse text.
- ensure systems and resources are in place to promote and expect consistency across all contents to utilize text-based oral and written responses regardless of subject.

District Administrators will:

- develop a team of varied stakeholders to implement, monitor, and support the Crowley ISD Literacy Framework.
- provide guidance, exemplars, and materials to support protected time for job-embedded professional development that aligns with the Science of Teaching Reading with ongoing support to improve all stakeholders knowledge and success.
- provide campuses with rigorous, high-quality, grade-level appropriate text and materials.
- proactively plan for and provide resources geared towards professional development and long-range planning specifically designated for text-based responses in all contents.
- provide differentiated systems and training to support MTSS at the district, campus, and teacher level in each grade band EC-12.