Early Childhood Literacy Action Plan 2023-2024

Instructional Programs & Resources

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
The expansion of PreK to serve 2,355 students, provides early literacy experiences for our students, creating a greater indicator of subsequent academic success.	August 2020, Full day PreK expanded to both PreK Centers and to 29 satellite campuses offering either half day or full day August 2021,full day PreK expanded to all locations August 2022 addition of 10 ECSE PreK sections, continue to promote PreK enrollment August 2023 addition of 8 PreK sections	● Frogstreet PreK Curriculum ● PreK manipulatives, materials, furniture, FTEs for newly formed sections ● Ongoing professional development for teachers, as indicated in plan below	● Executive Directors of Leadership ● Campus Administrators ● Director of Elementary Integrated Literacy Studies ● Early Literacy Support Teachers at PreK satellite campuses ● Early Childhood Coordinator ● Classroom Teacher ● Paraprofessionals in each classroom	● Beginning of the year to End of the year growth as measured by CIRCLE data ● Evidence of Kindergarten readiness as measured by mCLASS ● Increased performance on standardized tests including MAP and STAAR

Ensure that students in **PreK** will engage in at least 120 minutes of daily literacy instruction which includes the following:
● 15 mins Morning Message (Phonological Awareness, Alphabet Knowledge)
● 20 mins Read Alouds (2X daily)
● 60 mins Small Group Reading with Practice Centers
● School-Home- Literacy Connection
	2021-2022 Professional Development
	
	● Ongoing throughout the 2021-2022 school year to support the adoption of the new Frogstreet curriculum
	● Ongoing Thirty Million Words book study
	● May 2022 Big Questions for Young Minds
	● June 2022 Small Group Interventions ESL & DL Region Cluster Site Region 10
	● July 2022 Engagement with Playdough & Literacy Practice Centers
	● August 2022 LETRS2022-2023 Professional Development
	● LETRS-Language Essentials for Teachers of Reading and Spelling
		● Frogstreet
		  ○ ABCmouse
		  ○ AIM Checklists
		● MyOn
		● CIRCLE Progress Monitoring
		● Conscious Discipline Book Study
		● LETRS training
			● Executive Directors of Leadership
			● Campus Administrators
			● Early Literacy Support Teachers at PreK satellite campuses
			● Early Childhood Coordinator
			● SLAR Coordinator
			● Classroom Teachers
			● Paraprofessionals in each classroom
				● Increased the amount of Highly Qualified Teachers meeting TEA PreK additional requirements
				● Improved alignment of structured literacy instruction as measured by CIRCLE data.
				● Increased student literacy achievement on state and local assessments (NWEA MAP, mClass, Curriculum Based Assessments, Cumulative Formative Assessments)

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	Training for ESL/DL teachers throughout the school year
	● Weekly PLCs based on the Texas PreK Guidelines and CIRCLE Data
	
	2023-2024 Professional Development
	   ● PreK Symposium
	   ● Lead4ward in Early Childhood
	   ● CIRCLE Reports
	   ● PreK Guidelines
	   ● LETRS
	   ● Conscious Discipline
	   ● Decodable Reader Protocol			

Ensure students in k-5 engage in the Amplify Literacy curriculum units, reflecting the research in science of reading and rooted in language acquisition theory.
 	
Structured Literacy
Kindergarten-2nd grade ELAR
● 60 minutes Skills Strand
● 45 minutes Knowledge Domain
● 45 minutes Small Group Literacy Instruction
Grade 3
● 105 minutes Knowledge Domain (including integrated skills)
● 15 minutes phonics
● 30 minutes Small Group Literacy Instruction
 	
Kindergarten-1st grade SLAR
● 45 minutes Skills strand
● 60 minutes knowledge Domain
● 45 minutes Small Group Literacy Instruction
	January & February 2022 CRIMSI Pilot
	
	April 2022 CRIMSI Pilot
	
	Summer 2022
	
	August 2022 Back to School Professional Development
	
	2022-2023 School Year
	● Lesson Customization
	  ○ Differentiation
	  ○ Engagement
	● Embedding Sheltered Instruction Strategies
	
	Ongoing School Year
	2023-2024
	● Lesson Customization
	  ○ Differentiation
	  ○ Engagement
	● Embedding Sheltered Instruction Strategies
	● Engagement strategies and high
		mCLASS DIBELS
		mCLASS Lectura
		mCLASS Instruction
		Amplify Literacy Texas
		Amplify Texas Tutoring
		Boost Reading
		Boost Lectura (PL campuses)
			● Executive Directors of Leadership
			● Campus Administrators
			● Early Literacy Support Teachers
			● Classroom Teacher
				● Improved alignment of structured literacy instruction across all grade levels K-3 as measured by student growth on state and local assessments
				● Improved language acquisition through TELPAS ratings

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2nd Grade SLAR *Spanish Days - follow K-1 schedule above* *English Days - follow 2nd schedule above*	level questioning on slide decks			
Deliver explicit and systematic Instruction in grades PK-3 in each of the components of literacy through a Structured Literacy Framework	July 2021 and ongoing ● ELST reinforces through coaching, modeling and co-teaching as needed ● Focused and aligned LOs and DOLs for each component	● mCLASS DIBELS ● mCLASS Lectura ● mCLASS Instruction ● Amplify Literacy Texas ● Amplify Texas Tutoring ● Boost Reading ● Boost Lectura (PL campuses) ● CIRCLE Progress Monitoring ● CIRCLE Activity Collection ● Frogstreet ● Content-based Language Instruction ● Dual Language training materials ● Online access to progress monitoring programs	● Director of Elementary Integrated Literacy Studies ● Early Childhood Coordinator ● Early Literacy Coordinator ● SLAR Coordinator ● Campus Administrators ● Early Literacy Support Teachers ● Classroom Teacher	● Improved language acquisition through TELPAS ratings ● Increased student literacy achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments)
Students in grades PK-3 will receive personalized literacy experiences during Small Group literacy instruction	Spring 2020, July 2021 & Professional Development for Small Group Instruction ● PreA Reader ● Decodable Reader ● mCLASS Diagnostic Screener Summer 2022, School year 2022-2023 ● Small Group resources provided in curriculum documents ● mCLASS Instruction lessons ● mCLASS Intervention Summer 2023 and ongoing ● Super Stations - TEKS aligned,	● Decodable Reader Protocol ● mCLASS Instruction Lessons ● mCLASS Intervention ● Boost Reading ● Boost Lectura (PL campuses) ● Amira ● iReady online platform ● iReady magnetic decodable readers ● Newsela ● MyOn ● HMH Foundational Skills Lessons ● Early Literacy Support Teachers ● CIRCLE Activity Collection ● Frogstreet small group lessons	● Director of Elementary Integrated Literacy Studies ● Early Literacy Coordinator ● SLAR Coordinator ● Campus Administrators ● Early Literacy Support Teachers ● Classroom Teacher	● Increased student performance on the individual measures of mCLASS Texas Edition and CIRCLE ● Increased student literacy achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments)

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
	rigorous ● mCLASS instruction lessons ● iReady instruction ● HMH foundational skills lessons ● Amira Tejas Lee Small Group Instruction Lessons for bilingual classes ● Machine learning ● Frogstreet Practice Centers ● Lead4ward in Early Childhood ● Explore Writing in PreK			
Design and implement a guaranteed and viable PK-3 ELAR/SLAR core curriculum and assessments aligned to state standards and resources with designated supports, including Tier 2 and 3 intervention lessons	Amplify Literacy CRIMSI Pilot, Spring 2022 and full year 2022-2023, 2023-2024 ● Additional "GISD day" lessons to meet district needs ● Host quarterly teacher Curriculum Feedback Committee ● Host Look Forward/Look Back meetings to adjust curriculum after each unit is taught ● Host CBA Feedback meetings	● Curriculum writing personnel ● Texas Gateway access ● Curriculum resources- Amplify Literacy Texas ● mCLASS Diagnostic Screener ● mCLASS Intervention ● Sub days for committee meetings ● CIRCLE Progress Monitoring	● Director of Elementary Integrated Literacy Studies ● Early Literacy Coordinator ● SLAR Coordinator ● Early Childhood Coordinator ● Instructional Design Facilitators ● Literacy Curriculum Support Teachers ● Curriculum writers ● Highly effective Teacher leaders	● Curriculum survey feedback ● Assessment survey feedback ● Assessment analytics through Eduphoria
Engage in responsive collaborative literacy walks to calibrate on best practices in literacy instruction and evaluate the use of curriculum resources.	October 2021 and beyond, quarterly	● Literacy Walkthrough tool created by the Early Childhood & Literacy teams ● Amplify Literacy Texas Observation Implementation Tool ● CIRCLE Environmental Checklist	● Executive Directors of Leadership ● Campus Administrators ● Director of Elementary Integrated Literacy Studies ● Early Childhood Coordinator ● Early Literacy Coordinator ● SLAR Coordinator	● Increased alignment to curriculum pacing guides and grade level standards as evidenced by walk-through forms
Focus on lesson internalization and teacher preparedness of Tier 1 instruction.	January/February 2022 pilot Summer 2022 Professional Development 2022-2024 Professional Learning Communities on campuses with support of the Early Literacy Support teachers	● Amplify Literacy Texas resources ● Unit & Lesson Internalization Protocol ● Early Literacy Support Teachers	● Executive Directors of Leadership ● Campus Administrators ● Director of Elementary Integrated Literacy Studies ● Early Childhood Coordinator ● Early Literacy Coordinator ● SLAR Coordinator	● Evidence of teacher preparedness during literacy walkthroughs ● Increased student achievement in mCLASS, MAP & STAAR assessments

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
	2023-2024 District unit overview professional development			
Members of the Early Literacy team engage in monthly administrator information sessions to grow instructional leaders in the best practices in early childhood by frontloading curriculum, providing training and collaboration.	Beginning June 2020, ongoing monthly	● Virtual Meeting platform: GoogleMeet	● Director of Elementary Integrated Literacy Studies ● Campus Administrators ● Early Childhood Coordinator ● Early Literacy Coordinator ● SLAR Coordinator	● Regular administrator attendance at meetings
Amira Learning (Spanish machine learning)	December 2023 and ongoing	● Student devices ● District technology	● SLAR Coordinator ● Campus administrators ● Early Literacy Support Teachers ● Instructional Support Teachers and Campus Support Teachers ● Classroom Teachers	● Increased foundational skills and reading development as evidenced by mCLASS DIBELS and mCLASS Lectura, MAP, STAAR
New teacher and model classroom	August 2023 and ongoing	● New teacher training provided as new teachers are hired and throughout the school year ● Model classrooms set up to hold teacher training and provide a model for teachers to view	● Director of Elementary Integrated Literacy Studies ● Early Childhood Coordinator ● SLAR Coordinator	● Classroom observation walkthroughs ● New teacher surveys

Reading Academy

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
Implement Reading Academies for teachers in grades K-3, district leadership, support teachers, and	2020-2021 Early Literacy Support Teachers, Dyslexia Therapists, Interventionists, 1 elementary	● TEA Reading Academies Canvas Course ● TEA Reading Academies manuals	● Director of Teaching and Learning Development ● Director of Elementary Integrated	● Improved alignment of structured literacy instruction across all grade levels K-3, resulting in increased

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
interventionists to improve knowledge and instructional practices aligned to the Science of Reading with job embedded professional development and application of learning	administrator from each campus, district literacy leaders 2021-2022 All Kindergarten, 1st grade and Special Education Resource Teachers, 1 elementary administrator from each campus, additional district leadership + any new staff from the 2020-2021 trained list 2022-2023 All 2nd and 3rd grade teachers, and any new staff from the 2020-2022 trained list 2023-2024 Any new staff from the 2020-2023 trained list	● Amplify Literacy Texas curriculum resource is aligned to the science of reading	Literacy Studies ● Early Literacy Coordinator ● SLAR Coordinator ● Campus Administrators ● Early Literacy Support Teachers ● Classroom Teachers	student literacy achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments ● Increased student growth on CIRCLE
Provide LETRS training for PK-3 teachers and administrators to equip literacy teachers with the research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of GISD students. Reinforces and cements the learning from the Reading Academy	2022-2023 Cohort A of teachers and literacy team members receive Volume 1 2023-2024 ● Cohort A of teachers and literacy team members receive Volume 2 ● Cohort B of teachers and literacy team members receive Volume 1 ● Cohort A of administrators receive LETRS for Administrators ● Select group of literacy team members and teachers from Cohort A receive facilitator training Volume 1 ● LETRS EC for new teachers	● Early Literacy Support Teachers ● Structured Literacy Curriculum ● ESSER funds for professional learning, substitutes and supplemental pay	● Director of Teaching and Learning Development ● Director of Elementary Integrated Literacy Studies ● Early Literacy Coordinator ● SLAR Coordinator ● Early Childhood Coordinator ● Campus Administrators ● Early Literacy Support Teachers	● Increased percentage of teachers with foundational literacy training as measured by student achievement on CIRCLE and mCLASS
Assign Highly Qualified Teachers in grades Pre-K-3	August 2022 and ongoing	● Reading Academy cohort leader support and assurance of completion	● Director of Teaching and Learning Development ● Executive Directors of Leadership	● Percentage of Reading Academy graduates ● T-TESS ratings

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
		● Early Literacy Support Teacher provides ongoing coaching and collaboration ● Targeted professional development in the areas included in the Early Childhood Literacy Action Plan	● Director of Elementary Integrated Literacy Studies ● Human Resources ● Campus Administrators	● Increased the amount of Highly Qualified Teachers meeting TEA PreK additional requirements
Deploy Early Literacy Support Teachers to every elementary school campus to focus on coaching teachers on best practices in early literacy instruction.	July 2020 and ongoing July 2021-2023 Support the Implementation of the Reading Academy 2022-2023 Unit & Lesson Internalization facilitated by Early Literacy Support Teachers 2023-2024 Unit and Lesson Internalization and Personalization facilitated by Early Literacy Support Teachers	● Ongoing professional learning for Early Literacy Support Teachers ● Local and state funds	● Director of Teaching and Learning Development ● Early Literacy Administrator ● Early Literacy Coordinator ● SLAR Coordinator ● Campus Administrators	● Increased student literacy achievement on state and local assessments (NWEA MAP, mClass, Curriculum Based Assessments, Cumulative & Formative

Teachers receive ongoing PreK instructional support	2022-2023
	  ● Weekly PLCs
	  ● Coaching & Mentoring
	  ● After-school PD
	  ● Partnered with other departments to provide instructional support for teachers
	2023-2024
	  ● Monthly after-school PD
	  ● Monthly new teacher PD (Every 4th Monday)
	  ● Coaching & Mentoring
	  ● Weekly campus PLCs
	  ● Partnered with other departments to provide instructional support for teachers
		● GISD Online Curriculum
		● Frogstreet Teacher Portal
		● Conscious Discipline book study
			● Campus Administrators
			● Director of Elementary Integrated Literacy Studies
			● Early Literacy Support Teachers at PreK satellite campuses
			● Early Childhood Coordinator PreK Centers
			● Classroom Teacher
			● Paraprofessionals in each classroom
			● GISD Coordinators and departments
				● Increased teacher proficiency with new online curriculum
				● Increased teacher proficiency with classroom instruction and management
				● Increased teacher growth and development with 1:1 coaching and mentoring

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
PreK Paraprofessionals receive ongoing instructional support	2022-2024 ● Offered professional development specifically for paraprofessionals to support the new curriculum ● Partnered with the Multilingual Department to provide monthly professional learning for paraprofessionals ● Partnered with Texas A&M and the Multilingual Department to provide a microcredential for paraprofessionals	● Virtual Meeting Platform ● Monthly Professional Development ● GISD Online Curriculum ● Sheltered Instruction ● Conscious Discipline	● Director of Teaching and Learning Development ● Director of Elementary Integrated Literacy Studies ● Director of Multilingual Programs ● Coordinator Emergent Bilinguals ● Early Childhood Coordinator ● Campus Administrators ● Early Literacy Support Teachers	● Increased the instructional knowledge and skills of the paraprofessionals to further support classroom instruction as well as pursue higher education
Adopted a K-2 Screener aligned to the Science of Reading Utilize results from mCLASS Texas Edition (Dibels 8 & Lectura) to inform personalized literacy instruction	July 2021 and ongoing 2023-2024 Progress Monitoring	● mClass access ● Funds to support ongoing mCLASS professional development and training	● Director of Teaching and Learning Development ● Executive Directors of Leadership ● Director of Elementary Integrated Literacy Studies ● Early Literacy Coordinator ● SLAR Coordinator ● Campus Administrators ● Early Literacy Support Teachers ● Classroom Teacher	● Increased student literacy achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments)

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
Utilize CIRCLE data in PreK to inform small group instruction	September 2021 ● Professional Development focused on reading & analyzing CIRCLE Reports ● Teachers adjust small groups based on data September 2022 ● Professional Development focused on reading & analyzing CIRCLE Reports ● Teachers use the small grouping tool in CIRLCE to adjust small groups September 2023 ● Professional Development focused on reading & analyzing CIRCLE Reports ● Teachers use the small grouping tool in CIRLCE to adjust small groups	● Online curriculum ● CLIengage reports ● CLIengage targeted lessons	● Director of Teaching and Learning Development ● Executive Directors of Leadership ● Campus Administrators ● Director of Elementary Integrated Literacy Studies ● Early Literacy Support Teachers at PreK satellite campuses ● Early Childhood Coordinator ● SLAR Coordinator ● Classroom Teacher ● Paraprofessionals in each classroom	● Improved student growth as measured by CIRCLE data ● Increased number of students that demonstrate Kindergarten readiness as indicated by mCLASS measures

Content Based Language Instruction

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
Teachers will use Content-based language instruction (CBLI) within the	Ongoing	● Manipulatives ● Printed visuals	● Director of Multilingual Programs ● Sheltered Instruction Specialists	● Increased student literacy achievement on state and local

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
context of content delivery that is linguistically sustaining and used across all programs for Emergent Bilingual students.		● Graphic organizers ● Realia ● Ongoing PD in Content-based language instruction through CLCs, PLCs, walkthroughs and coaching ● Amplify Texas Curriculum with embedded content-based language supports ● Sentence stems, sentence frames, and word banks on Slide Decks	● MLP Elementary Coordinator ● SLAR Coordinator ● Early Literacy Support Teachers ● Classroom Teachers	assessments (NWEA MAP, Curriculum Based Assessments, Cumulative Formative Assessments, ISIP)
Design and implement the use of GLAD instructional strategies to increase language acquisition within the GISD Online Curriculum	2021-2022 ● Embedded GLAD into the GISD Online Curriculum 2022-2023 ● Updated GLAD strategies in the GISD Online Curriculum based on teacher input. 2023-2024 ● Provide PD on implementing GLAD	● GLAD training ● GISD Online Curriculum	● Director of Multilingual Programs ● Director of Elementary Integrated Literacy Studies ● Early Literacy Support Teachers at PreK satellite campuses ● MLP Elementary Coordinator ● Early Childhood Coordinator ● SLAR Coordinator ● Classroom Teacher ● Paraprofessionals in each classroom ● GISD GLAD Trainers	● Increased languageproficiency ● Improved performance on the CIRCLE assessment
Boost Reading (Amplify)	● Students work 2-3 times a week on Reading and English Language Development time	● Student devices ● District technology	● Early Literacy Coordinator ● SLAR Coordinator ● Campus administrators ● Early Literacy Support Teachers ● Instructional Support Teachers and Campus Support Teachers ● Classroom Teachers	● Increased foundational skills and reading development as evidenced by mCLASS DIBELS and mCLASS Lectura, MAP, STAAR ● Increased language development as evidenced by ILL scores and TELPAS
Imagine Learning Language & Literacy	● Newcomers work 1 hour/week English Language Development Time	● Student devices ● District technology	● Director of Multilingual Programs ● MLP Elementary Coordinator ● Campus administrators ● Early Literacy Support Teachers ● Instructional Support Teachers and Campus Support Teachers ● Classroom Teachers	● Increased language development as evidenced by ILL scores and TELPAS