ACTION PLAN

TXRL ALIEF ISD ACTION PLAN

For consideration to become a TXRL Grant Winner, please submit your completed District Action Plan to TXRL on May 1, 2025 by 3pm CT. Winners will be notified in June 2025. Whether or not you are selected as a Grant Winner, your district may continue participating in various aspects of TXRL as a Finalist.

TXRL Outcomes



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VISION

SECTION 1: VISION (SMART Goals & K-3 Literacy Block Approach)

TXRL SMART Goals

Instructions
Step 1: Use the **Alief ISD TXRL SMART Goal Template** to set district level SMART goals for the following required composite and subtest measures for each grade level in accordance with the following TXRL Improvement Targets.

- **Kindergarten**: By June 2027, TXRL districts will increase the TX-KEA or mClass composite and select subtest scores for each grade level at least 15 percentage points or reach 80% or higher on all measures.

- **1st and 2nd Grades:** By June 2027, TXRL districts will increase the TPRI, Tejas Lee or mClass composite and select subtest scores for each grade level at least 15 percentage points or reach 80% or higher on all measures.

- **3rd Grade:** By June 2027, TXRL districts will increase the percentage of students scoring "Meets Grade Level" on STAAR between 8 and 15 percentage points depending on 2023 results (below).
    - If the 2024 Meets score was < 35%, the TXRL target is +15 percentage points.
    - If the 2024 Meets score was 36 - 45%, the TXRL target is +12 percentage points.
    - If the 2024 Meets score was 46 - 50%, the TXRL target is +10 percentage points.
    - If the 2024 Meets score was > 50%, the TXRL target is +8 percentage points.

Note: In June 2025, June 2026 and 2027, District Leadership Teams will report year-end assessment results and reflect on SMART Goal progress on the district SMART Goal template. Mid-year assessment results and reflections will be submitted in January 2025 (as part of the Action Plan submission in May 2025), January 2026 and 2027.

Step 2: Create a parallel reporting and reflection process for Campus Literacy Teams. Campuses will develop campus specific SMART goals using the same measures and targets.

Alief ISD TXRL SMART Goals

Based on Alief's TXRL application and K-3 Literacy Block Approach, the district's SMART goals will be set with the assessments listed below. *Note: If the district team plans to use different TEA approved assessments, please discuss with TXRL program staff and we will adjust the assessments (and measures below) to reflect your selection.*
K: TX-KEA (Note - We utilize mClass for Kindergarten) Adjustments have been made to the campus progress monitoring sheet.
1st & 2nd: mClass
3rd: STAAR

You will set one SMART for each measure listed at each grade level.

Kindergarten Measures (TX-KEA)	1st Grade Measures (mClass)	2nd Grade Measures (mClass)	3rd Grade Measure (STAAR)
- Composite (includes letter naming fluency, letter sound fluency, spelling) - Letter names - Letter sounds - Decoding - Spelling - Vocabulary	- Composite - Letter naming fluency - Phoneme segmentation fluency - Decoding/ nonsense word fluency - Word reading fluency - Oral reading fluency - Vocabulary - Oral language/ listening Comprehension	- Composite - Decoding/ nonsense word fluency - Word reading fluency - Oral reading fluency - Vocabulary - Comprehension	- Meets Standards

Add your response as follows:
Step 1: Complete all sections of the Alief SMART Goal Template including:

- *Finalizing SMART Goal Statements;*
- *Entering EOY24 (baseline), BOY24 and MOY25 results in the progress monitoring section;*
- *Completing "January 2025 reflection based on MOY25 results; and,*
- *Linking campus-level SMART Goal templates or worksheet(s).*

Step 2: Describe the parallel SMART Goal reporting and reflection process you will follow with Campus Literacy Teams. Please be specific.
Alief District TXRL leadership will meet with Campus Literacy Teams in June 2025 to create their individualized SMART goals. Teams will use the data points to conduct a Needs Assessment based on three key areas: student outcomes, curriculum implementation, and staff capacity. We will collaborate with campus teams to determine their SMART goals while addressing root causes that are creating barriers for student success. We will also develop a tracking tool for progress monitoring at the classroom level. We will review these goals with principals before each school year to ensure continuity in case of staffing or leadership changes. We will establish a PLC cadence that aligns with the Alief's diagnostic assessment calendar for monitoring At each reflection period we will establish targeted action steps and support plans based on campus data.

TXRL Data - Progress Monitoring

VISION

K-3 Literacy Block Approach

Instructions
Describe in detail the district approved structured literacy approach to the K-3 Literacy Block. Make sure to address and include the items listed below.

- Links to detailed frameworks, schedules, HQIM priorities, etc. necessary for stakeholders to clearly understand, communicate and implement each instructional element (including whole group, small group, personalized practice activities and a student goal setting cycle) as the district intends. Note: make sure to eliminate all remnants of balanced literacy taxonomy, instructional practices and assessments.
- Explain your approach to instructional planning and other systems and structures you will leverage to ensure fidelity of implementation of the district approved K-3 Instructional Block Approach.
- Describe alignment and integration (cohesion) of district systems and structures to ensure fidelity of implementation of the district-approved K-3 Instructional Block Approach.

Add your response and link documents below.

Alief has developed an instructional framework that utilizes the core curriculum of HMH Into Reading and Arriba la Lectura. Over the past two years we have shifted to the development of word recognition and language comprehension through a Structured Literacy approach. We commit 135 minutes of instruction daily for literacy development with increased time in each key component of language building and comprehension. We have partnered with our comprehensive Reading Academy Cohort Coaches to develop small group instruction plan templates, data analysis guides, and exemplars that support instruction for both the nonfluent and fluent reader. We are continuing to refine and develop our independent practice to include personalized practice through Playlists and Listening & Reading Bins. As a Dual Language District, we develop these resources in collaboration with our Multilingual Programs team to ensure that we are developing biliteracy. Our district has spent several years working with the School Improvement and Accountability team to develop data driven instruction (DDI) tools, lesson internalization protocols, and walkthrough tools to monitor lesson delivery and program implementation. These tools will support the ongoing data analysis and monitoring. We have a robust assessment program that combines diagnostic screeners, formative assessments, curriculum-based assessments, and interim assessments. Data is analyzed in structured PLCs. Data is analyzed during monthly district leadership meetings, campus specialists meetings, and campus PLCs. Students will engage in individual data meetings that will increase their engagement and agency in their own learning.

Alief ISD | K-3 Literacy Block Defined - Working Draft
Alief ISD - FINAL TXRL Application

SKILLS

SECTION 2: SKILLS (Educator Development)

Instructions
Define your approach (and link planning documents and schedules) to cohesive educator development for the following key stakeholders: Principals, Coaches, Teachers, District Leaders. Consider integrated experiences to allow stakeholders to develop content knowledge, pedagogical knowledge, HQIM knowledge and data driven instruction competencies in K-3 reading. Ideally, educator experiences for campus leaders and teachers should provide connected opportunities for learning, and processing and practicing in the school environment.

Add your responses and link documents below

Alief has a comprehensive educator development plan for our levels of educators.

- Campus principals meet monthly. We will commit to meeting with our TXRL Principals during those monthly leadership meetings to review data, reflect on progress, and refine their content knowledge in structured literacy.
- Alief has adopted the Comprehensive Reading Academy approach. We have extended our Reading Academy Cohorts to include the campus Assistant Principals and required all campus Language Arts specialists to complete the Reading Academy. We have included our Reading Academy Cohort Leaders to be both part of our core District TXRL Team and the expanded District TXRL Team to facilitate STR-aligned documents, training, and support.
- In collaboration with district and campus teams we have developed our professional development plan for our Alief Summit where all K-3 teachers will have opportunities to participate in TXRL-aligned professional learning. These learning opportunities will be extended throughout the year and embedded in district specialist meetings that can be turnkeyed at the campus level.
- Throughout the year, we will continue to seek out exemplary teachers and record targeted instructional practices to create a video learning bank for developing our teachers. We recognize the value of stamping best practices and strategies with “our students”.

INCENTIVES

SECTION 3: INCENTIVES (Motivation & Performance Incentives)

Instructions
Well-aligned incentives will help build a culture where all stakeholders are motivated to support and sustain structured literacy practices. By analyzing and adjusting current incentive structures, districts can foster an environment where K-3 literacy success is prioritized, aligned, and supported from classroom to boardroom.

Describe plans for bringing goals, cultural norms, and community expectations into alignment with the structured literacy vision and to bolster early reading outcomes as an urgent priority. **Ensure that you specifically address the incentives for Principals and other campus leaders to fully embrace and effectively lead structured literacy campuses, as they are critical to the success of the program.**

Example for Inspiration
- Castleberry ISD, District Strategic Plan, K-3 Reading Proficiency Goals
- Castleberry ISD, K-3 Performance Objectives and Strategies in "District Improvement Plan."

Add your response and link documents below

The District TXRL Literacy Team will establish a recognition program highlighting significant progress made at least 2 campuses at each monthly meeting of both principals and specialists. We will utilize a "badge" recognition system for teachers that have been consistently observed utilizing targeted literacy block components. We will finalize the sequence of focus components during our June collaboration meeting. We will highlight and celebrate campus overall and/or subset growth throughout the year. We will continue to offer personalized training, coaching, and support for our TXRL campuses.

RESOURCES

SECTION 4: RESOURCES (District Team, Campus Literacy Teams)

District Team

Instructions
Please explain your district team structures and link district team planning materials or a master documents folder. You might consider the topics below as you plan.

- Identify participants and the team leader.

- Provide a statement of purpose, and clear goals and objectives. Objectives to consider include:
    - leveraging TXRL Key Shifts and Strategies;
    - ensuring the district-approved K-3 Literacy Block Approach is implemented with fidelity districtwide;
    - aligning and integrating district structures, operations, resources and incentives to uphold the K-3 Literacy Block Approach;
    - overseeing Campus Literacy Teams;
    - eliminating use of outdated instructional materials and assessments procured with district or campus funds; and
    - monitoring and responding to reading proficiency results and TXRL SMART Goal progress.

- Define stakeholder roles and responsibilities; establish team meeting schedules including data cycle/SMART Goal meetings; develop team norms; and agree to a communication plan.

- Establish structures (e.g., meeting schedules, communication plan, roles and responsibilities) for strong collaboration and oversight of the Campus Literacy Teams.

- Provide specifics about ensuring effective implementation of the K-3 Literacy Block approach and process for reviewing and reflecting on SMART goal progress with each campus.

Examples for Inspiration
- Mesquite ISD "23-24 Early Biliteracy Project Planner"
- Mesquite ISD Early Literacy Project Planner "24-'25 (Monolingual)
- Mesquite ISD Early Literacy Roles & Responsibilities

Add your response and link documents below
Alief ISD has established the District TXRL team led by Michael Leerssen, the district Primary Language Arts Coordinator, supported by Kathleen Jahn, Deputy Superintendent of Curriculum & Instruction, Dr. Onica Mayers, Associate Superintendent, and Everett Hare, Executive Director of Curriculum and Instruction. Other team members include Crystal Thomas-Hoof, Project Manager, Rosemarie Esquivel, Reading Academy Cohort Leader, Mari Martinez, Early Childhood Coordinator, and Michelle Patterson, Elementary Language Arts Coordinator. After the initial TXRL training, we determined that expanding the team would be more effective in developing our instructional plans and resources. Our expanded district TXRL team now also includes, Melisa Perez, Reading

Academy Cohort Leader, Ana San Martin, Reading Academy, Mariely Matos and Anikia Isaacs, District Interventionist, Atenea Raptis and Shon Edison, Early Childhood coaches.

Our district instructional framework utilizes the resources of our core curriculum, HMH Into Reading. We have applied our learning in the TXRL modules to develop our small group instruction templates, in both English and Spanish, and personalized practice playlists and skill bins. We have collaborated with our Multilingual team to develop and refine Dual Language literacy resources.

Our campus teams have been established to include the campus principal and primary language arts specialists initially. Campuses have expanded their teams to often include their upper elementary specialist, ESL specialists, and campus interventionists as they develop campus specific implementation and support plans.

The district coordinators and interventionists will meet monthly with our primary specialists at their monthly meetings to provide continued training, support and feedback. We will develop a monitoring calendar for both district and campus leaders with guiding reflection points throughout the year. Based on feedback and data we will schedule quarterly one-on-one meetings with campus literacy teams to determine action steps to move them forward. We will focus specifically on outdated practices during the start of the 2025-2026 school year that may be presenting barriers to progress and reset practices as needed.

We will summarize ongoing meetings in rolling documents and summarized feedback to be shared monthly to our district TXRL leadership team. We will code all TXRL calendar items in Outlook for tracking throughout the year.

Data analysis will follow the district's PLC schedule after benchmarks and diagnostics. During our June 2025 collaboration meeting we will create a monitoring calendar with our district and campus TXRL teams. Alief uses an Abre dashboard for tracking walkthrough frequency and feedback. We will code TXRL feedback and reflect on common areas of growth and needs found in that feedback specifically on structured literacy implementation, small group instruction, and personalized practice.

RESOURCES

Campus Literacy Teams

Instructions
Please work with each Campus Literacy Team to develop team structures and link campus materials or a master documents folder for each campus below. You might consider the topics below as you plan.

- Identify team participants, the lead leader, and person responsible for district interactions.
- Provide a statement of purpose, and clear goals and objectives. Objectives to consider include:
  - leveraging TXRL Key Shifts and Strategies;
  - ensuring the district-approved K-3 Literacy Block Approach is implemented with fidelity campuswide;
  - aligning and integrating campus structures, operations, incentives and resources to uphold the K-3 Literacy Block Approach;
  - eliminating use of outdated instructional materials and assessments procured with district or campus funds; and
  - monitoring and responding to reading proficiency results and TXRL SMART Goal progress.
- Define stakeholder roles and responsibilities; establish team meeting schedules including data cycle/SMART Goal meetings; develop team norms; and agree to a communication plan.
- Provide specifics about the team's approach to ensuring effective implementation of the district-approved K-3 Literacy Block Approach and eliminating outdated practices.
- Explain controls the team will put in place to avoid the procurement and use of instructional materials and assessments not specified in the district-approved K-3 Literacy Block Approach.
- Outline plan for Principal to meet regularly with Principal Supervisor to reflect on fidelity of implementation of the district-approved K-3 Literacy Block Approach and progress toward TXRL SMART Goals. **Note: CA Group recommends that Principal Supervisors review current assessment data with Principals at least monthly. This data should include results from the universal screener used for SMART Goals and reports from the assessment tool used for targeted small group instruction. Additionally, Principal Supervisors and campus leaders should print current student reading composite and subtest scores before every classroom walkthrough. This data-driven approach will help ensure that instruction and feedback is explicitly aligned with student outcomes.**

Add your response and link documents below

The district TXRL Team will meet monthly in breakout sessions during the district ILT meetings. During this time we review district progress toward TXRL Smart Goals. Prior to these meetings we will share district and campus data so that meeting time can be maximized. We will utilize a rolling agenda and minutes to track our discussions. The Executive Director and Associate Superintendent will be provided with ongoing data and support the collaborative discussions. The Associate Superintendent will include the TXRL Smart Goals and progress in their check-ins. We will develop a TXRL addendum that works in conjunction with our district Big Rocks guide.

SECTION 5: GRANT BUDGET

Instructions
Each spring, TXRL Grant Winners will request a portion of the $250,000 grant award for the upcoming fiscal year using a TXRL Grant Request form which will be provided. Districts will also be required to provide documentation and an explanation of actual expenditures at the end of each year. Grant funds will be distributed in August 2025 and August 2026.

Using the table below, you may request up to 50% of the full $250,000 grand award to be used for the 2025-2026 school year. Please feel free to add rows as needed.

Add your response and link documents below

Proposed TXRL Expenditure	School vs. District Level	One-time vs. Recurring	Revenue Source beyond the life of TXRL	Description
$115,000 (25-26)	District Level	Recurring	Local Budget	i-Ready Reading teacher and student access
$10,000(25-26)	Campus Level	Recurdding	Local Budget	i-Ready targeted training, coaching, and data analysis
$115,000 (25-26)	District Level	Recurring	Local Budget	i-Ready Reading teacher and student access
$10,000(25-26)	Campus Level	Recurdding	Local Budget	i-Ready targeted training, coaching, and data analysis

Additional Qualitative Questions

Please describe other major resources (contractual services, partnerships, in-kind costs) not included or partially included as expenditures that are critical to the success of TXRL. Please also list any curriculum, assessments or software that you purchased as a result of the TXRL initiative and how you plan to cover the expense of those items once the grant funding is complete. Please note any tradeoffs that you made to free up the budget to pay for those items.

None at this time.

For staff with associated salary and benefit expenditures you propose covering with TXRL grant funds… Are they existing staff or new hires? For existing staff, how has their role(s) changed to support this initiative? For new staff, what department(s) have they joined and what is their role? What funding source(s) will be used to cover these salary and benefit expenditures once TXRL funds are complete?

We have incorporated our existing staff with prioritized TXRL support, and tiered support for the remaining campuses. We will leverage the support already being provided by our School Improvement team to provide scaffolds for high-need campuses.