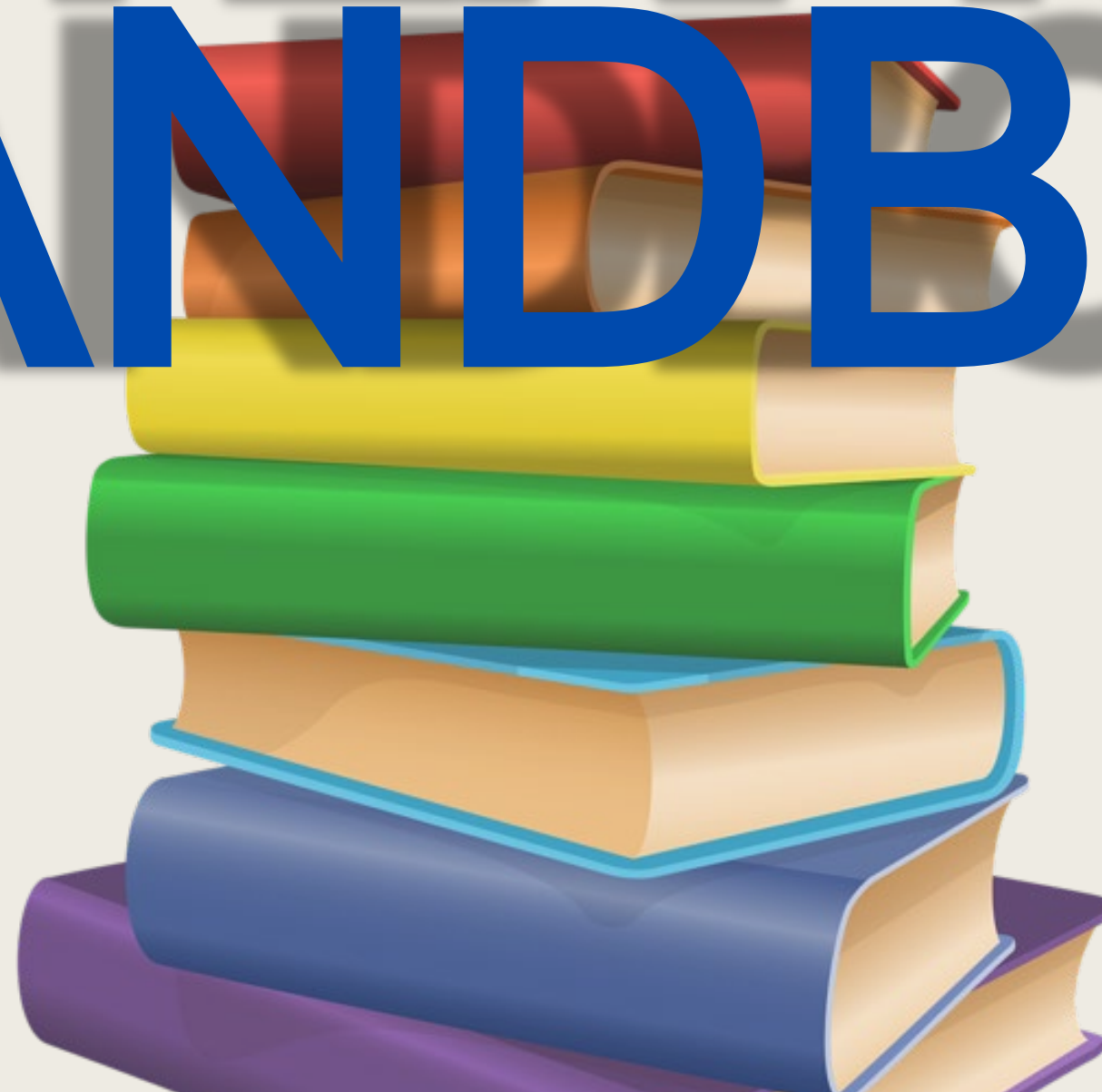


The Duncanville Independent School District

EARLY LITERACY HANDBOOK



UNDER THE DIRECTION OF:

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AND

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THE DUNCANVILLE

Impact... Our Why

KEY HIGHLIGHT: THE IMPORTANCE OF THE EARLY LITERACY HANDBOOK

- With the goal of all children reading on grade level, district -level guidance in literacy is urgently necessary
- This plan is preventative and proactive in nature vs. reactive in order to affect foundational literacy development

KEY HIGHLIGHT: EDUCATIONAL PARTNERSHIPS

- Duncanville ISD has strategically partnered with educational entities in order to provide quality resources to teachers and students, rigorous professional development for educators, and in-depth feedback for campus and district -level leaders.
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COMPONENT 1:

Literacy as a Lifeline

KEY HIGHLIGHTS

- Understanding Literacy Deficits:
 - Negative long-term effects of illiteracy
- Current State and Aspirations:
 - CLI(Children's Learning Institute) Engage, MAP (Measures of Academic Progress), and iReady Data
- Destination 2030:
 - Priority 1: Build strong early literacy foundation through the consistent use of HQIM (High Quality Instructional Materials)
 - Priority 2: Strengthen intentional phonemic awareness and phonics instruction and intervention.
 - Priority 3: Increase teacher capacity by providing targeted professional learning opportunities to equip teachers to deliver strong foundational skills instruction.

COMPONENT 2:

Literacy Principles

KEY HIGHLIGHTS

- Four Guiding Principles lead this section of the Early Literacy Handbook:
 - GP #1 - Explicit and Systematic Instruction
 - GP #2 - Foundational Skills - Phonemic & Phonological Awareness and Phonics
 - Foundational Skills explanations
 - GP #3 - Comprehension Skills and Fluency
 - Metacognitive Skills (Comprehension) explanations
 - GP #4 - Handwriting and Composition
- Destination 2030 - A Roadmap

COMPONENT 3:

Literacy in Practice

KEY HIGHLIGHTS

- Connection to State Standards
 - House Bill 3
 - House Bill 1605
 - HQIM (High Quality Instructional Materials)
 - RBIS (Research-Based Instructional Strategies)
- Daily RLA (Reading Language Arts) Instructional Recommendations
 - Minute Allocations
 - Instructional Specifications
- Home & Community Enrichment Ideas

COMPONENT 4:

Literacy Resources

KEY HIGHLIGHTS

- Focus on assessing literacy skills and development of grade appropriate foundations skills
 - BOY (Beginning-of-year), MOY (Middle-of-year), EOY (End-of-year) benchmarks
 - Progress monitoring starting in Pre-K
 - Addition of teacher-facilitated DRA (Developmental Reading Assessment) testing to determine fluency and provide accurate student reading levels
 - iReady diagnostic & benchmarks for reading and math
 - Continued use of DCAs (District Common Assessments) at the end of a unit
- Key terms defined
- List of free online literacy resources for families and the community

DEVELOPMENT OF the Early Literacy Handbook



C&I DEVELOPMENT

- Creation of a district-level writing team
- Early Literacy Committee formed with representation from all C & I Departments
 - Meetings held to present handbook to committee for feedback and considerations after each draft:
 - February 3, 2025 and February 28, 2025
 - March 21, 2025 and April 28, 2025



SLT & SUPERINTENDENT FEEDBACK

- The Early Literacy Writing Team presents at Academic Round Table in order to gain SLT and Superintendent feedback and approval of the proposed plan.
 - Meeting Date: May 20, 2025



PRINCIPAL & TEACHER FEEDBACK

- After meeting with SLT and the Superintendent, the team met with principals and a sampling of teachers in grades K-2 to present the Early Literacy Handbook.
 - Document Review: June 30, 2025 - Survey link shared for feedback
 - Meeting Date: July 1, 2025
- The Early Literacy Writing Team met to discuss principal and teacher feedback and make necessary adjustments.
 - Meeting Date: July 2, 2025

NEXT STEPS...

Path to 2025 - 2026

1

The team will train district and campus leaders on the purpose, implementation, and impact of the Early Literacy Handbook.

2

The team will train classroom teachers in Grades PK-2 on the purpose and impact of the Early Literacy Handbook.

3

Create a plan for communication of Literacy Expectations and practices to share with families and community stakeholders.

QUESTIONS?

We look
forward to
your
thoughts
and
feedback!

