

# Hillsborough 2019-20 K-12 Comprehensive Research-Based Reading Plan

## Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

**District Contact:** Lynn Dougherty-Underwood

**Contact Email:** [lynn.dougherty-underwood@sdhc.k12.fl.us](mailto:lynn.dougherty-underwood@sdhc.k12.fl.us)

**Contact Telephone:** 813-272-4924

## District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	51	53	53	55	54	56	57

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	50	52	54	55	54	56	57

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	33	31	35	28	34	25	22
White/Hispanic	23	22	25	20	24	18	16
Economically Disadvantaged/Non-Economically Disadvantaged	35	31	35	28	34	25	23
Students with Disabilities/Students without Disabilities	39	35	40	32	40	29	26
English Language Learners/ Non-English Language Learners	33	39	34	35	34	28	22

\* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

**2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.**

Funding is targeted to impact identified needs in narrowing the achievement gaps for all subgroups and to continue support of student proficiency and growth gains being made. Resources have been braided together from various district funding sources to:

- \* impact the level of site-based support personnel for identified sites,
- \*provide professional development that strengthens teacher delivery of systematic, explicit, and multi-sensory instruction to maximize student learning.
- \*select core, supplemental, and intervention materials that are standards-aligned and targeted to student needs
- \*provide culturally responsive libraries to low-performing schools that encourage independent practice
- \*offer second- and third-grade summer reading camps focused on non-proficient readers, and
- \*identify and implement appropriate intensive reading interventions that support systematic, explicit, and multi-sensory instruction for K-12 students who are reading below grade level.

**3. In regard to district-level monitoring of student achievement progress, please address the following:**

**A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?**

- \*The district literacy team including the Chief Academic Officer, Instructional Leadership Directors, Director of Literacy K-12, elementary generalists, content supervisors, and the English Language Learners Supervisor for the Division of Teaching and Learning.
- \*The General Director and Supervisors for Exceptional Student Education.
- \*The Director for Accountability of Assessment and Supervisor for Reading Research
- \*Supervisor of School Improvement
- \*Supervisor of School Psychology
- \*The Chief of Schools, Area Superintendents, and Area Leadership Teams.
- \*The Assistant Superintendent for Educational Leadership and Professional Development, PD supervisors and PD Area Liaisons
- \* Chief Diversity Officer

**B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.**

Data are collected and analyzed from curriculum assessments and curriculum specific benchmark data on an individual, class, school-level and district-level basis. Based on the review of initial assessment data, instructional decisions are made following the district decision trees for Tier 1 core instruction recommendations as well as Tier 2 and 3 interventions that address student reading difficulties and/or disabilities such as dyslexia. Examples of

elementary assessments include i-Ready assessments and instructional data (including diagnostic, lesson pass rate, student engagement and growth monitoring data), ELA interims, Literacy Design Collaborative (LDC) performance tasks, DRA2/running records, and FAIR- FS. Data are collected from on-going standards-based assessments outlined in the district Planning Support Tools. Teacher-created assessments are based on the core text, HMH Journeys. Examples of middle and high school assessments include FAIR-FS, mid-term and end-of-year semester exam data, district ELA formatives, LDC performance tasks, PSAT grades 8 and 9, PSAT NMSQT grades 10 and 11, SAT grade 11 and retake grade 12, and ACT retake grade 12. Data is collected from ELA and reading curriculum assessments such as Read 180, National Geographic Inside and Edge, CommonLit, Paths to College and Career, BrightFish, and SpringBoard Digital unit and short-cycle assessments.

In addition to the aforementioned assessments, site-based English Language Learner (ELL) data are collected and analyzed including results from the ACCESS for ELLs 2.0 examination, as well as, FSA data to compare performance of ELLs to their grade-level peers. On-going progress monitoring data, FAIR-FS and WIDEA Model data are collected using the ELlevation platform that is an on-line portal that allows monitoring of programming, accommodations, and strategies that directly impact student academic achievement. An individualized student plan is generated to assist classroom teachers with lesson plan development and differentiated instruction.

**C. How often will student progress monitoring data be collected and reviewed by the district?**

All students at the elementary, middle and high school levels are monitored. A concentrated focus will be on sub-group growth and on-going achievement. A district data review is conducted at monthly PreK-12 District Literacy Team meetings. Findings are shared with all district stakeholders.

At the elementary level, i-Ready data is analyzed during the beginning of the year, mid-year, and end-of-year assessment periods. Curriculum assessments include biannual interims for reading and multi-paragraph essays in fall and early winter for grades 2-5 which are logged into SchoolCity for data review to drive district-level curriculum design and development. Curriculum specific assessments are integrated into on-going standards-based instruction and analyzed by district staff throughout the school year on no less than a quarterly basis to monitor movement towards interim student achievement goals. LDC performance tasks (intermittent and final) are collected and reviewed quarterly. In the L300 schools, in addition to i-Ready diagnostic data reviews that take place three times a year, elementary supervisors conduct on-going curricular data reviews based on weekly site visits.

At the middle and high school level, to guide curriculum design and development, semester exams data are reviewed twice a year, CommonLit assessments are reviewed quarterly, district baseline and mid-year formative writing data are reviewed. Curriculum specific assessments are integrated into on-going, standards-based instruction as part of the units of instruction. LDC performance tasks are collected for selected sites and reviewed after each instructional module is completed. SpringBoard and other curriculum assessments are reviewed upon completion of units

of instruction.

Regularly scheduled learning walks at K-12 sites occur to observe classroom instruction and to review lesson plan alignment to instructional goals and priorities set by the schools. The data are shared with the Area Superintendents, Area Leadership Teams, and Teaching and Learning district staff after learning walks are completed.

**4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?**

\*The district literacy team including the Chief Academic Officer, Instructional Leadership Directors, Director of Literacy K-12, content supervisors, academic coaches, and the English Language Learners Supervisor and District Resource Teachers from the Division of Teaching and Learning

\*The General Director and Supervisors from the Department of Exceptional Student Education

\*The Director and Supervisor for Reading Research from the Office of Accountability and Assessment

\*The Chief of Schools, Area Superintendents, and Area Leadership Teams from the Division of Administration

\*The General Director of Title I and Director for Psychological Services from the Division of Academic Support and Federal Programs

All are responsible for monitoring appropriate instructional decision-making supporting the implementation of core and initial intervention literacy instruction and the implementation of additional interventions for students not making adequate progress towards district goals at individual school sites.

**5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:**

**A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?**

\*The Chief Academic Officer is responsible for ensuring all academic departments provide resources and planning tools that are aligned to grade-level Florida Standards and the WIDA English Language Development Standards.

\*Instructional Leadership Directors, Director of Literacy K-12, content supervisors, and the English Language Learners Supervisor from the Division of Teaching and Learning

\*The General Director and supervisors from the Department of Exceptional Student Education

\*The Supervisor for Reading Research from the Office of Accountability and Assessment

\*The Chief of Schools, Area Superintendents, and Area Leadership Teams from the Division of Administration

\*The Assistant Superintendent for Educational Leadership and Professional Development, PD supervisors and PD Area Liaisons

**B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?**

Classroom instruction, aligned to grade-level Florida Standards, is monitored through both classroom observations and data available through digital and student work sources. Evidence that instruction is aligned to grade-level Florida Standards is collected using multiple tools. Classroom walk-through data are captured with rubrics during instructional learning walks, teacher and student conferencing guidelines are used to provide structure in collecting feedback, rubrics are designed to capture instructional impact during teacher observations and coaching cycles, reviews of lesson plans, and reviews of student work (such as writing reviews, Instructional Leadership Teams, and PLCs). Student data and work samples are collected through varied digital sources including district-provided online assessment tools and programmatic student work sites.

In elementary, i-Ready data is analyzed at all schools to guide aligned standards instruction after each of the three diagnostic assessment periods. Curriculum assessments (biannual interims for reading and multi-paragraph essays in fall and early winter) are logged into SchoolCity for data review to inform standards-based instructional focus. Curriculum specific benchmarks/ongoing standards-based assessments from the district-provided Planning Support Tool is analyzed throughout the school year to assess standards-aligned student growth. LDC performance tasks from selected sites are collected and reviewed four times per year to analyze growth on targeted standards across content areas. At Grades K-3, portfolios of standards-aligned student work are kept for identified students. In the L300 sites, i-Ready data are reviewed weekly, monthly, and quarterly to guide aligned standards instruction.

In middle and high school, FAIR-FS data are analyzed for aligned standards instruction at baseline and mid-year. District formatives and first semester ELA exam data are logged into SchoolCity and analyzed at the standards level to determine instructional priorities at the classroom level. Additional curriculum assessments including writing in response to text formatives, SpringBoard digital assessments, and district -resources such as CommonLit are submitted and reviewed at the district level to drive instructional conversations with Area Leadership Teams.

Additional data are collected for K-12 ELLs with ACCESS for ELLs 2.0 which assesses language acquisition in listening, speaking, reading, and writing.

**C. How often will this evidence be collected at the district level?**

Evidence is collected throughout the school year with frequency of site visits determined by district-established Key Performance Indicators (KPIs) and district student achievement goals. On-going standards-focused learning walks, teacher observation and coaching cycles, reviews of lesson plans, and reviews of student work such as writing reviews, Instructional Leadership Team and PLC meetings, begin in early September and continue throughout the school year.

In elementary, school, i-Ready data are analyzed following each assessment period and after each growth monitoring assessment scheduled by individual school sites. Curriculum assessments include biannual interims for reading and multi-paragraph

essays in fall and early winter which are logged into SchoolCity for review. Curriculum specific benchmark/ongoing standards-based assessments are analyzed throughout the school year to progress monitor student achievement and to focus needed instruction. LDC performance tasks from selected sites are collected and reviewed quarterly.

In middle and high school, FAIR-FS data are analyzed upon completion of the AP1 and AP2 assessment windows. FSA data, FAIR-FS- AP1 and AP2, along with mid-year semester exam data are triangulated to target LAFS clusters and ensure that standards-based instructional decisions are aligned to the district created decision trees. On-going progress monitoring occurs at the completion of LDC performance tasks from selected sites embedded in curriculum across disciplines in 6<sup>th</sup> through 10<sup>th</sup> grade. ELA and reading curriculum assessments, including district writing and reading formative data reviews, are completed midway and at the conclusion of each unit.

- 6. As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports (MTSS) representation of the district MTSS process serves on the core K-12 committee, the district Management Information Systems (MIS) contact, a school based principal and a teacher.**

See Appendix A.

### **Research-Based Reading Instruction Allocation**

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
  - Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
  - Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
  - Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
  - Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all
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## **Professional Development**

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* Office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

**1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

\*The district literacy team including the Chief Academic Officer, Instructional Leadership Directors, Director of Literacy K-12, content supervisors, and the English Language Learners Supervisor from the Division of Teaching and Learning

\*The General Director and Supervisors from the Department of Exceptional Student Education

\*The Director and Supervisor for Reading Research from the Office of Accountability and Assessment

\*The Chief of Schools, Area Superintendents, and Area Leadership Teams from the Division of Administration

**2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

\$2,255,383.71

**3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S.**

**Please list the course numbers from your district Professional Learning Catalog which cover this training.**

1.008.002 – Best Practices in Language Arts Reading

1.008.003 – Reading Instruction – Content Process

1.008.01 – Language Arts Content and Process

1.013.002 – Techniques for Teaching Disabled Readers

1.013.003 – Reading Instruction – Content and Process

1.013.004 - Strategic Learning Program



1.013.010 – Reading in the Content Area  
1.013.016 – Foundations and Application of Differentiated Instruction  
1.013.034 – Next Generation Content Area Reading (NG CAR-PD) – 60 hours  
1.013.035 – Next Generation Content Area Reading (NG CAR-PD) – 30 hours  
1.017.001 – Writing Instruction – Content and Process  
1.13.12 – Foundations in Language and Cognition  
1.13.14 – Foundations in Language and Cognition  
1.13.15 – Foundations of Assessment  
1.13.16 – Foundations and Application of Differentiated Instruction  
1.13.17 – Demonstration of Accomplishment  
1.13.2 – Techniques for Teaching Disabled Readers  
1.13.3 – Reading Instruction Content and Practice  
1.705.5 – ESOL Orientation  
2.007.001 – Mastering Skills for Curriculum Development  
2.100.020 – Strategies Intervention Module for SLD and EH  
2.100.022 – Instructional Strategies to Meet Individual Educational Needs for Students with Disabilities  
2.100.041 – Trends and Issues in Exceptional Student Education  
2.100.13 – Instructional Strategies for Exceptional Education  
2.100.17 – Inservice for Speech, Language, and Hearing Teachers  
2.100.22 – Instructional Strategies to Meet Individual Educational Needs of Students with Autism (ESE)  
2.100.32 – Instructional Practices in Exceptional Student Education  
2.100.37 – Creating Engaging Classrooms through Differentiation  
2.100.40 – PDA: Teaching Students with Disabilities Online Module  
2.100.41 – Trend and Issues in Exceptional Student Education  
2.105.2 – Curriculum Development for Exceptional Student Education  
2.105.3 – Reading for Students with Disabilities  
2.408.020 – Creating Independence through Student-Owned Strategies  
2.408.022 – Creating Engaging Classrooms through Differentiated Instruction  
2.408.053 – Creating Text-Dependent Questions  
2.408.054 – Introduction to a Close Reading Model  
2.408.055 – Identifying and Evaluating Text Complexity  
7.415.3 – POWER 3: Problem Solving for Facilities  
7.507.011 – Leadership Development for Teachers  
7.507.8 – Effectiveness in Coaching

## **Reading/Literacy Coaches**

The *Just Read, Florida!* Office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

- 1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

Elementary reading coach candidates must have a minimum of five years of teaching experience earning an effective or highly effective rating for the past three consecutive years. Elementary coach candidates must be elementary certified with the expectation of reading endorsement completion. Secondary reading coach candidates must have a minimum of three years of teaching experience, with all three years at an effective or highly effective rating. Secondary coach candidates must hold a reading endorsement or a master's degree in reading. Both elementary and secondary coach candidates must complete an extensive screening process prior to being admitted into the reading coach training cadre. Candidates must submit a recommendation from a current principal and current reading coach along with video evidence of effective lesson delivery, live demonstration of a professional development session and an application providing inservice records and candidate response to district-created questions aligned to the job description. The coach candidates then go through a modified Haberman interview process. The reading coach training candidates must complete a minimum of 150-200 hours of extensive literacy and coaching training over the course of a one-year period prior to being eligible for administrators to hire as a site-based reading coach.

- 2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?**

Burney, Cleveland, Dover, Edison, Forest Hills (2), Foster, Graham, Ippolito, Just, Mango (2), McDonald, Mort, Oak Grove, Oak Park, Palm River, Potter (2), Robles (2), Ruskin, Shaw, Sheehy, Springhead, Sullivan Partnership, Thonotosassa, B.T. Washington (2), Wimauma Elementary Schools; Pizzo, Sulphur Springs, Woodson K-8 Schools; Greco, McLane, Memorial and Sligh Middle Schools.

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Yes. Sites were identified by their FSA data and/or status in the Differentiated Accountability categories of comprehensive support and improvement, targeted support and improvement, and/or Lowest 300 designation.

- 4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- a. Elementary: 29**
- b. K-8 Schools: 3**
- c. Middle: 4**
- d. High: 0**

**5. How is the effectiveness of reading/literacy coaches measured in your district?**

HCPS implements a student-focused coaching model. The effectiveness of the literacy coaches in successfully implementing the district's literacy coaching model is determined by several factors including analysis of student literacy achievement data, the effectiveness of coach- provided literacy professional development determined through observation of classroom implementation and teacher evaluation of coach-provided professional development experiences. Differentiation of coach-provided support is evidenced by coaching logs and evaluation data gathered by the principal using the district's Instructional Specialist Evaluation Rubric which is aligned to the district's teaching framework.

**6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

\$2,741,698.86

**Supports for Identification and Intervention of Students With Reading Deficiencies**

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

**1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

Woodson K-8, two additional elementary sites will be added once screening is finalized

**2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

Woodson K-8 implemented the first-year of the district's Reading Recovery program in K-2 that requires support for a reading intervention teacher leader unit for its first implementation year. The additional elementary sites will be identified based on student performance data and Differentiated Accountability status.

In addition, there are 37 reading resource teachers and 11 academic intervention specialists funded by Title I at elementary sites identified with greatest need.

**3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:**

- a. Elementary: 7**
- b. Middle: 0**
- c. High: 0**

**4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?**

\$575,000

**5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:**

The following supplemental materials address the need to provide explicit, systematic, sequential, multisensory intervention strategies for use in addressing varied reading deficiencies including students identified with substantial reading difficulty. The attached decision trees provide further details on the identified population and use of the supplemental materials and interventions.

Elementary: HMH Journeys supplemental materials for intensive guided reading (Leveled Readers, Decodable Readers), Write-in Readers, Intervention Tool Kit, Words Their Way, Curious About Words, Leveled Literacy Intervention System, i-Ready, Really Great Reading (Countdown and Blast), Next Steps Forward in Guided Reading, Greek and Latin Roots, The Reading Strategy Book, Literacy Footprints Kit (K-3), Culturally-responsive leveled and thematic classroom libraries.

Middle and High School: CommonLit Assessments, Brightfish Learning, PCG Paths to College and Career, Perfection Learning: SAT and ACT Prep Books, and culturally responsive leveled and thematic classroom libraries, National Geographic INSIDE Level B, National Geographic EDGE, Level A-C, Literacy Design Collaborative, Houghton Mifflin Harcourt READ 180 Universal, Rewards, Six Minute Solutions, SpringBoard, SpringBoard Digital, and Zinc Reading Labs.

**6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?**

\$2,345,711.51

**7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.**

Additional funding for interventions referenced in the decision trees are provided by Title I, III for English Language Learners, IDEA for students with disabilities, Advanced Academics, and the Supplemental Academic Instruction funds.

**Summer Reading Camps**

Please complete the following questions regarding SRC.

**1. SRC Supervisor Name:** Debra Lewis

**2. Email Address:** [debra.lewis@sdhc.k12.fl.us](mailto:debra.lewis@sdhc.k12.fl.us)

**3. Phone Number:** 813 272-4992

**4. Please list the schools which will host a SRC:**

Apollo Beach, Boyette Springs, B.T. Washington, Jackson, Canella, Chiarmonite, Palm River, Bryan Plant City, Corr, Crestwood, Davis, Dorothy Thomas Exceptional Center, Edison, Gibsonton, Hunter's Green, Just, Robles, Kingswood, Forest Hills, Frost, Lopez, Mort, Nelson, Northwest, Robinson, Schmidt, Sulphur Springs, Tampa Bay Boulevard, Westchase, Wimauma, Woodson

**5. Provide the following information regarding the length of your district SRC:**

- a. Start Date:** June 10, 2019
- b. Which days of the week is SRC offered:** Monday through Thursday
- c. Number of instructional hours per day in reading:** 4.50
- d. End Date:** July 18, 2019
- e. Total number of instructional hours of reading:** 103.5 hours

**6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes

**7. What is the anticipated teacher/student ratio?**

12:1

**8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?**

Yes. Second grade.

**9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?**

On-going i-Ready student program data, summer i-Ready Diagnostic, portfolio assessments including HMH Journeys cold reads, running records, DRA2, and Reading Grade 3 Portfolio Assessments. Summer camp classroom walk-throughs will be conducted by site-based summer camp directors and district ELA staff.

### **300 Lowest-Performing Elementary Schools**

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

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**Budget Review**

Estimated proportional share distributed to district charter schools	\$903,349.92
District expenditures on reading coaches	\$2,741,698.86
District expenditures on intervention teachers	\$575,000
District expenditures on supplemental materials or interventions	\$2,345,711.51
District expenditures on professional development	\$2,255,383.71
District expenditures on summer reading camps	\$600,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	\$9,421,144.00.
Amount of district research-based reading instruction allocation for 2019-2020	\$9,421,144.00

## APPENDIX A

### Review Meeting Agenda Exceptional Student Education

April 22, 2019

**Attendance:** Director of Literacy K-12, General Director for Exceptional Student Education, Supervisors for Elementary and Secondary ESE

#### Review of 2018-19 K-12 CRP Guidance Document

- Proficiency, Growth, and Achievement Gap Data
  - Decision on revising of district goals
- K-12 CRP focus on providing support for students with greatest need

#### Review of SP & P, Section 6, on Florida DOE website

- Alignment of K-12 CRP goals and strategies with SP& P
  - Discussion of least restrictive environment
  - Discussion of graduation for students on Access points
  - Review of the use of progress monitoring tools
  - Review of proposed literacy data analysis process leading to the segmentation plan focused on support to schools
  - Discussion about inclusion district way of work
- Curriculum
  - literacy support for instructional planning
  - Instructional Materials
- Review and access to supplemental literacy support materials
  - K-1 foundational reading: Really Great Reading- *Countdown* and *Blast*
- Professional Development
  - RIMT training for ESE VE teachers
  - Specialized instruction
  - Learning Specialists Support
  - Access Points
  - Technology for Student Success: Tools to Support Reading
  - Differentiation
  - Overview of the Disabled Reader
  - Intervention Strategies for Vocabulary
  - Intervention Strategies for Foundational Reading
- FDLRS support
  - PDA Models

Next steps:

- ESE reviews SP&P for alignment with the K-12 CRP focus to ensure clarity of language and intent
- Integrate ESE-specific mandates and support systems into the responses of the K-12 CRP section

## **Review Meeting Agenda English Language Learners**

**April 22, 2019**

**Attendance:** Director of Literacy K-12, Supervisor for English Language Learners, District Resource Teachers for English Language Learners

### **Review of 2018-19 K-12 CRP Guidance Document**

- Proficiency, Growth, and Achievement Gap Data
  - Decision on revising of district goals
- K-12 CRP focus on providing support for students with greatest need

### **Review of ELL Focus**

- **Alignment**
  - K-12 CRP goals and strategies aligned to ACCESS 2.0 Scaled Scores for Literacy
  - Inclusion of specific progress monitoring for reading and writing with an ELL focus for DT1: K and 1-2; DT1: 3-5; DT2 – 6-8; DT3: 9-12
  - Dissemination of plan to site-based ESOL Resource Teachers
- **Curriculum**
  - Alignment of English Language Development course curriculum with WIDA Standards
  - Alignment of ELA core Planning Support Tools for K-5 with ACCESS 2.0
  - Revision of semester exams with WIDA Standards
- **Instructional Materials**
  - Support of providing culturally relevant, multi-cultural materials for core classrooms
  - Alignment of ELL supplemental resources with core ELA instruction
- **Professional Development**
  - WIDA Standards alignment to ELA core instruction and ELL supplemental resources
  - Differentiation for ELL students
  - Vocabulary acquisition
  - Selection and use of complex text for ELLs
  - Strategies for Culturally and Linguistically Responsive Teaching
- **Year 2 Implementation of ELlevation Education Software**
  - Provides access to ELL students' individual data
  - Creates instructional plan for individual students
  - Provides instructional strategies to support ELLs
- **Next Steps**
  - Integrate ELL-specific mandates and support systems into the responses of the K-12 CRP section



# **K-12 COMPREHENSIVE READING PLAN**

## **MEETING AGENDA**

**March 25, 2019**

**In attendance: Director of Literacy K-12, Elementary literacy supervisors, Middle and High School literacy supervisors, ESE Supervisor and Coordinator, ELL Supervisor and District Resource Teacher, K-12 Literacy Coordinator, Supervisor of Reading Research and Accountability**

- **Review of 2019-20 K-12 CRP Plan Guidance**
  - Plan is due April 30<sup>th</sup> with final approval by June 1, 2019
  - Proposed funding allocation is the same as last year. Adjustments may be made prior to the Governor's approval.
  - The plan template is similar to 2018-19 to support the district's 5 year goals.
    - Just Reads recommends the use of EdStats and EduData for data analysis
  - Charter schools are not required to be part of the district plan
  - Documentation of ESE, ELL, MIS, Reading Endorsement, teacher and principal involvement in writing the plan will be required
- **Changes to 2019-20 Plan**
  - Page 6 – “Professional Learning Catalog” is the new term for “Master Inservice Plan”
  - Question 3 asks for course numbers from our district Professional Learning Catalog that supports the mandated training.
    - Pasco County asked whether we need to report the course number of the inservice component number. Just Read will advise districts on which they need
  - Pages 8 and 9 – Just Read is creating two codes for reporting students in need of intervention
    - Tier 2 – targeted intervention
    - Tier 3 – intensive intervention
      - We need to consider criteria from general education intervention, ELL, and ESE before determining our cut scores for Tiers 2 and 3
  - We need to be specific in providing clear descriptions of our evidence-based interventions
    - Instructional strategies are not evidence-based intervention programs
  - The district is able to determine the threshold percentages to determine our own cut scores from the Kindergarten screener (STAR)
    - Just Read is eliminating the old thresholds and allowing districts to determine what data we want to use to set cut scores
  - Page 10 – The L300 section will be completed and submitted the same way as last year

- When the list of schools is released, the L300 section of the template will go live to allow districts to submit their plan
  - If our current plan is working and schools are improving, it would be advisable to stay with that plan. If schools are not improving, we will be expected to look at our plan and make adjustments/revisions.
- Next meetings:
  - April 1, 2019, 8 a.m. to 12 p.m.
  - April 12, 2019, 8 a.m. to 12 p.m.
  - April 19, 2019, 10 a.m. to 1 p.m.
  - April 24, 2019, submission of all sections for final review

# **K-12 COMPREHENSIVE READING PLAN**

## **MEETING AGENDA**

**April 1, 2019**

**In attendance: Director of Literacy K-12, Elementary literacy supervisors, Middle and High School literacy supervisors, ESE Supervisor and Coordinator, ELL Supervisor and District Resource Teacher, K-12 Literacy Coordinator, Supervisor of Reading Research and Accountability**

- **Review of March 25, 2019 planning meeting recommendations**
  - **District Level Leadership Narrative**
  - **PD Section response and assignments**
  - **Reading/Literacy Coach Section response and assignment**
- **Review of Edits to Professional Development Section**
  - **Budget Templates**
- **Discuss Identification and Intervention of Students section**
  - **Determine cut scores for Tier 2 and Tier 3 intervention**
  - **Discuss and assign responses narrative questions 1 through 7**
  - **Discuss and assign updating of the decision trees**
    - **DT1 (Elementary K-5)**
    - **DT2 (Middle 6-8)**
    - **DT3 (High 9-12)**
- **Discuss and assign responses to the Summer Reading Camp and 300 Lowest Performing Elementary Schools**
- **Discuss and assign responses to the Budget section**
- **Establish timeline for completion and submission of assignments, meeting to review draft to meet the April 30<sup>th</sup> deadline**
- **Next meetings:**
  - **April 12, 2019, 8 a.m. to 12 p.m.**
  - **April 19, 2019, 10 a.m. to 1 p.m.**
  - **April 24, 2019, submission of all sections for final review**

# **K-12 COMPREHENSIVE READING PLAN**

## **MEETING AGENDA**

**April 12, 2019**

**In attendance: Director of Literacy K-12, Elementary literacy supervisors, Middle and High School literacy supervisors, ESE Supervisor and Coordinator, ELL Supervisor and District Resource Teacher, K-12 Literacy Coordinator, Supervisor of Reading Research and Accountability**

- **Review of Current Plan Edits to District-Level Leadership Section**
  - **Goal Section**
  - **Question Section**
- **Review of Edits to Professional Development Section**
  - **Budget Templates**
- **Review of Edits to Reading/Literacy Coaches Section**
- **Review of Edits to Identification and Intervention of Students with Reading Deficiencies Section**
  - **Decision Trees: DT1 (Elementary K-5); DT2 (Middle 6-8); DT3 (High 9-12)**
  - **Question Section**
    - **Reading Intervention Teachers**
    - **Supplemental instructional materials or interventions**
    - **Funding sources**
      - **K-12 CRP**
        - **Other funding sources for intensive, explicit, systematic and multisensory interventions**
- **Review of Summer Reading Camps**
- **Review of 300 Lowest-Performing Elementary Schools**
- **Finalize Section and Budget Review Deadline**
  - **April 19, 2019**
- **Next Steps**
  - **Next meeting: April 19, 2019, 8 a.m. to 12 p.m.**
  - **Final meeting: April 24, 2019, time tbd**

## **2017-18 K-12 Comprehensive Reading Plan Review Meeting**

### **Agenda**

#### **Information Services**

**April 23, 2019**

**Attendance:** Linda Gaughan, Belinda DeBlock, Ngoc Trinh, Audrey Moore

#### **Review of 2019-20 K-12 CRP Guidance Document**

- Introduce Proficiency, Growth, and Achievement Gap Data
- Introduce Decision Trees D1, D2, and D3 Charts

#### **Review of Informational Services Focus**

- Coding of Students for Intervention Services
  - Identification of students by Tier 1, 2, and 3 scores to identify level of needed intervention
    - K-12 Comprehensive Reading Plan Decision Trees D1, D2, and D3
  - Impact of student change in tier of services throughout the school year
    - Process for identifying teacher of record
    - Process for identifying teacher reading endorsement or certification credential

Next steps:

- Review of district process for identifying and coding students in need of Tier 3 intervention
- Review of district process for identifying teacher reading endorsement or certification credential
- Communicate process to K-12 literacy team members



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Hillsborough County Public Schools



**HILLSBOROUGH COUNTY PUBLIC SCHOOLS  
DISTRICT LITERACY ADVISORY TEAM AGENDA  
March 29, 2019**

**Every Good Day Starts with a Read Aloud**

*Zhaedyn Hodge Sigars*

Florida State Champion, *Poetry Out Loud* Competition

**Welcome and Today's Purpose**

**Celebrations**

**District 4-H Tropicana Speech Winners**

Lexie Lueckeman, Grady Elementary

Kane Ryan, Boyette Springs Elementary

**Scholastic Art and Writing Award Winners**

Kelly Floyd, Durant High School

Alanna Felton, Robinson High School

**Read to the Final Four Top Schools**

Tourney Town Bound!

**2019-2020 K-12 Comprehensive Reading Plan Overview**

**Continuing Our Problem-Solving Protocol**

Action Planning: Progress Monitoring the Small Wins to Guarantee Long Term  
Literacy Success

**Literacy Advisory Team Next Steps**



## **APPENDIX B**

### **Identification of Students with Reading Deficiencies and Intervention Supports**

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;



**Hillsborough County**  
PUBLIC SCHOOLS  
Preparing Students for Life

# K-12 Reading Plan Decision Trees

2019-2020

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## Decision Tree 1 (DT1) Grades K - 2

## Grades K – 2

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<b>Kindergarten-2<sup>nd</sup> Grade</b>  <b>Administer i-Ready Diagnostic</b>	<b>Assessment Period 1: August 2019- September 2019</b>  <b>Assessment Period 2: December 2019- January 2020</b>  <b>Assessment Period 3: March 2020 – May 2020</b>  <b>Parent Notification:</b> Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.	<b><u>TIER 1</u></b>  Student's i-Ready Overall Reading Diagnostic percentile is at or above the 40th percentile  Student's Star Early Literacy Fall percentile is at or above the 56th percentile	Continue with enhanced instruction that follows a developmental reading continuum including foundational skill as well as instruction with higher level comprehension, vocabulary, oral language, phonological awareness, phonics, and fluency at the word and/or connected text level.	Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP)  Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district- created materials  Explicit instruction and differentiated support through Guided Reading with foundational skills (phonological awareness and phonics) necessary for proficient reading. Programs utilized to support this: HMH FL Journey's Language and Literacy Guide; HMH FL Journey's Reading Toolkit; Really Great Reading Countdown (K) and Blast (1 <sup>st</sup> ) at targeted sites.  Differentiated support through Guided Reading with advanced strategies for higher level comprehension, vocabulary, oral language, phonological awareness, phonics, and fluency  Application of comprehension strategies through district-created ELA Close Reading modules  i-Ready (K-5)

## Decision Tree 1 (DT1) Grades K - 2

### Grades K – 2

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<b>Kindergarten-2<sup>nd</sup> Grade</b>  <b>Administer i-Ready Diagnostic</b>	<b>Assessment Period 1: August 2019- September 2019</b>  <b>Assessment Period 2: December 2019- January 2020</b>  <b>Assessment Period 3: March 2020 – May 2020</b>  <b>Parent Notification:</b> Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.	<b><u>TIER 2</u></b>  Student's i-Ready Overall Reading Diagnostic score is between the 16th and 39th percentile.  Student's Kindergarten Star Early Literacy Fall percentile is between the 16th and 55th percentile.	Analyze the following to determine targeted instruction in skill deficit areas: <ul style="list-style-type: none"> <li>• i-Ready Diagnostic reports</li> <li>• Kindergarten Star Early Literacy reports</li> <li>• Grade 2 standards aligned district interims</li> <li>• Tri-weekly standards embedded assessments from Journey's (grades 1-2)</li> </ul> Determine if students are improving with computer-adapted instruction. If additional instruction is needed, use recommended i-Ready lessons in a small group, teacher- directed remedial setting. Mark the check boxes and add optional intervention notes on the Priority report after the instruction is delivered.  Provide additional differentiated small group skill based instruction.  <b>Note: Students scoring in this range will receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</b>	Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP) <ul style="list-style-type: none"> <li>• HMH Reading Toolkit Grades 1-3</li> <li>• HMH Write in Reader Grades 1- 5</li> </ul> Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district- created materials  Use the i-Ready Student Profile Report to determine areas of strengths and weaknesses to target intervention in the areas of phonological awareness, phonics/decoding, high-frequency word knowledge, vocabulary, and comprehension.  Daily differentiated support through Guided Reading with targeted instructional support addressing student needs in the areas of oral language, phonological awareness, phonics, vocabulary, comprehension, or fluency.  Direct instruction on the application of comprehension strategies through district-created ELA Close Reading modules with scaffolding and support as needed.  Additional small group differentiated intervention targeted to meet student's instructional needs (students will need intervention in addition to or an extension of the 90-minute reading block).  <b>* See Materials/Activities Chart below for additional strategies addressing foundational reading skills.</b>

If students do not respond to a specific Tier 2 reading intervention that is delivered with fidelity and increased intensity (time and group size), the reading intervention instruction and/or materials will be changed based on student data.

## Decision Tree 1 (DT1) Grades K - 2

### Grades K – 2

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<b>Kindergarten-2<sup>nd</sup> Grade</b>  <b>Administer i-Ready Diagnostic</b>	<b>Assessment Period 1: August 2019- September 2019</b>  <b>Assessment Period 2: December 2019- January 2020</b>  <b>Assessment Period 3: March 2020 – May 2020</b>  <b>Parent Notification: Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.</b>	<b><u>TIER 3</u></b>  Student's i-Ready Overall Reading Diagnostic score is between the 1st and 15th percentile.  Student's Kindergarten Star Early Literacy Fall percentile is between the 1st and 15th percentile.  <b>The above Tier 3 students are considered to have substantial reading difficulty.</b>	Analyze i-Ready and Priority reports, i-Ready Diagnostic reports, and Star Early Literacy reports to determine needs of students.  Teachers will work with site based literacy focused problem solving teams to review student data to support teachers in selecting and implementing a systematic instructional intervention program designed to meet students reading needs.  See Materials and Activities Chart below for additional strategies and programs addressing foundational reading skills students are determined to need.  Combine computer- adapted instruction with teacher-led intervention. Identify specific i-Ready lessons for sequential, targeted intervention. Track lessons provided to meet student needs as identified during assessments.  Provide daily intensive small group teacher-led instruction in targeted areas of skill needs/deficits.	Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP).  Direct instruction on the application of comprehension strategies through district-created ELA Close Reading modules with scaffolding and support as needed <ul style="list-style-type: none"> <li>• HMH Reading Toolkit Grades 1-3</li> <li>• HMH Write in Reader Grades 1- 5</li> </ul> Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district-created materials  Use the i-Ready Student Profile Report to determine areas of strengths and weaknesses to target intervention in the areas of phonological awareness, phonics/decoding, high-frequency word knowledge, vocabulary, and comprehension.  Daily differentiated support through intensive Guided Reading (including the work of Jan Richardson's <u>Next Steps Forward in Guided Reading</u> with explicit, systematic, intensive, and multisensory instructional support which utilizes the provided specific instructional routines that follow the foundational skill progressions to address student needs in the areas of phonological awareness, phonics, vocabulary, comprehension, or fluency.  Daily small group or individualized differentiated intervention in addition to or an extension of the 90-minute reading block targeted to meet student's instructional needs  Individually designed combinations of these programs, materials, and strategies (HMH intervention, Intensive Guided Reading, i-Ready, increase intensity/frequency of intervention) will be intentionally designed and implemented to support each Tier 3 student.

**If students do not respond to a specific Tier 3 reading intervention that is delivered with fidelity and increased intensity (time and group size), the reading intervention instruction and/or materials will be changed based on student data reflecting the response to intervention.**

**\*The parent of any student who exhibits a substantial deficiency in reading (Tier 3) will be notified in writing of the following:**

1. That the child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies for parents to use in helping their child succeed in reading proficiency.
6. That the state test is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

### 3-5 Decision Trees

Decision Tree 1 (DT1) Grades 3 - 5				
Grades 3 - 5				
Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<p><b>3rd – 5th Grade</b></p> <p><b>Administer i-Ready</b></p> <p>Retained Grade 3 students who scored an FSA-ELA level 1 are automatically identified for Tier 3 interventions for MTSS.</p> <p>Students scoring FSA-ELA Level 1 or Level 2 in Grades 4 or 5 are identified for Tier 2 and/or Tier 3 interventions for MTSS.</p> <p>Progress monitoring data from i-Ready and FSA standards aligned assessments are used to develop targeted intervention for both groups listed above.</p>	<p><b>Assessment Period 1:</b> <b>August 2019- September 2019</b></p> <p><b>Assessment Period 2:</b> <b>December 2019- January 2020</b></p> <p><b>Assessment Period 3:</b> <b>March 2020 – May 2020</b></p> <p><b>Parent Notification:</b> Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.</p>	<p><b><u>TIER 1</u></b></p> <p>Student's i-Ready Diagnostic score in Overall Reading is at or above the 40th percentile</p> <p><b><u>FSA Scale Scores</u></b> <b>Grade 3: FSA scale score ranges from 300-360</b></p> <p><b>Grade 4: FSA scale score ranges from 311-372.</b></p> <p><b>Grade 5: FSA scale score ranges from 321-385</b></p>	<p>Provide instruction that follows a developmental reading continuum and incorporates high-level reasoning skills, higher level comprehension strategies, vocabulary, oral language, word analysis, and fluency to meet grade level standards.</p> <p>Consider individual students' strengths &amp; weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction.</p>	<p>Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP)</p> <p>Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district created materials</p> <p>Differentiated support through Guided Reading with advanced strategies for higher level comprehension, vocabulary, oral language, phonics, and fluency</p> <p>Application of comprehension strategies through district created LDC and ELA Close Reading modules</p>

## Decision Tree 1 (DT1) Grades 3 - 5

### Grades 3 - 5

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<p><b>3rd – 5th Grade</b></p> <p><b>Administer i-Ready</b></p> <p>Retained Grade 3 students who scored an FSA-ELA level 1 are automatically identified for Tier 3 interventions for MTSS.</p> <p>Students scoring FSA-ELA Level 1 or Level 2 in Grades 4 or 5 are identified for Tier 2 and/or Tier 3 interventions for MTSS.</p> <p>Progress monitoring data from i-Ready and FSA standards aligned assessments are used to develop targeted intervention for both groups listed above.</p>	<p><b>Assessment Period 1:</b> <b>August 2019- September 2019</b></p> <p><b>Assessment Period 2:</b> <b>December 2019- January 2020</b></p> <p><b>Assessment Period 3:</b> <b>March 2020 – May 2020</b></p> <p><b>Parent Notification:</b> Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.</p>	<p><b>TIER 2 (COMPREHENSION)</b></p> <p>Student's i-Ready Diagnostic scores in Overall Reading and reading comprehension are below the 40th percentile.</p> <p>&amp;</p> <p>i-Ready foundational skills are on level.</p> <p><b>FSA Scale Scores</b> <b>Grade 3 scale score ranges: 255-299</b></p> <p><b>Grade 4 scale score ranges: 267-310</b></p> <p><b>Grade 5 scale score ranges: 273-320</b></p>	<p>Analyze the following to determine targeted instruction in skill deficit areas:</p> <ul style="list-style-type: none"> <li>i-Ready Diagnostic reports</li> <li>Grades 3-5 standards aligned district interims</li> <li>Tri-weekly standards embedded assessments from Journey's (grades 3-5)</li> </ul> <p>Provide enhanced instruction that follows a developmental reading continuum and incorporates high-level reasoning skills, higher level comprehension strategies, vocabulary, oral language, word analysis, and fluency to meet grade level standards.</p> <p>Consider individual students' strengths &amp; weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction.</p>	<p>Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP)</p> <p>Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district created materials</p> <p>Application of comprehension strategies through district created ELA Close Reading modules with scaffolding and support as needed</p> <p>Daily differentiated support through Guided Reading with targeted instructional support for comprehension, vocabulary, oral language, phonics, and fluency</p> <p>Use the i-Ready Student Profile Report to determine areas of strengths and weaknesses to target intervention in the areas of phonological awareness, phonics/decoding, high-frequency word knowledge, vocabulary, and comprehension.</p> <p>Daily small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.)</p> <p>HMH Reading Toolkit Grades 3 HMH Literacy Toolkit Grades 4-5 HMH Write in Reader Grades 3-5 i-Ready (K-5)</p> <p><b>* See Materials/Activities Chart below for additional strategies addressing comprehension.</b></p>

All students receive at least 120 minutes of ELA instruction daily. Those in non-low 300 schools receive an additional 30 minutes daily of MTSS intervention, enhancement, or enrichment depending on student need. **Those in the lowest 300 schools receive an additional 60 minutes per day of MTSS intervention, enhancement, or enrichment depending on student need.**

## Decision Tree 1 (DT1) Grades 3 - 5

### Grades 3 - 5

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<p><b>3rd – 5th Grade</b></p> <p><b>Administer i-Ready</b></p> <p>Retained Grade 3 students who scored an FSA-ELA level 1 are automatically identified for Tier 3 interventions for MTSS.</p> <p>Students scoring FSA- ELA Level 1 or Level 2 in Grades 4 or 5 are identified for Tier 2 and/or Tier 3 interventions for MTSS.</p> <p>Progress monitoring data from i-Ready and FSA standards aligned assessments are used to develop targeted intervention for both groups listed above.</p>	<p><b>Assessment Period 1: August 2019- September 2019</b></p> <p><b>Assessment Period 2: December 2019- January 2020</b></p> <p><b>Assessment Period 3: March 2020 – May 2020</b></p> <p><b>Parent Notification:</b> Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.</p>	<p><b><u>TIER 2</u></b> <b>(FOUNDATIONAL SKILLS)</b></p> <p>Student's i-Ready Diagnostic scores in Overall Reading are between the 16th and 39th percentile.</p> <p>i-Ready foundational skills are a deficit area for the student.</p> <p><b><u>FSA Scale Scores</u></b> <b>Grade 3 scale score ranges:</b> 255-299</p> <p>Grade 4 scale score ranges: 267-310</p> <p>Grade 5 scale score ranges: 273-320</p>	<p>Analyze the following to determine targeted instruction in skill deficit areas:</p> <ul style="list-style-type: none"> <li>i-Ready Diagnostic reports</li> <li>Grades 3-5 standards aligned district interims</li> <li>Tri-weekly standards embedded assessments from Journey's (grades 3-5)</li> </ul> <p>Provide enhanced instruction that follows a developmental reading continuum and incorporates high-level reasoning skills, higher level comprehension strategies, vocabulary, oral language, word analysis, and fluency to meet grade level standards. Consider individual students' strengths &amp; weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction.</p> <p>Assess fluency (rate, accuracy and expression) through having the student orally read a passage.</p> <p>* If the student reads fluently, then work on vocabulary knowledge and comprehension strategies.</p> <p>* If the student struggles with reading fluently, then assess foundational skills to determine underlying cause of disfluent reading.</p> <p>* If the student has a high error rate, provide instruction in phonics and decoding (letter/sound patterns, syllable types, syllable division, affixes, blending, etc.) and opportunities to apply taught skills within connected text.</p> <p><b>Note: Students scoring in this range may need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</b></p>	<p>Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP)</p> <p>Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district created materials</p> <p>Application of comprehension strategies through district created ELA Close Reading modules with scaffolding and support as needed</p> <p>Daily differentiated support through Guided Reading and/or Intensive Guided Reading with targeted instructional support and remediation for comprehension, vocabulary, oral language, phonological awareness, phonics, and fluency Use the profile of scores to determine areas of strengths and weaknesses to target intervention with phonics, vocabulary, fluency, and comprehension.</p> <p>Daily small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.)</p> <p>HMH Reading Toolkit Grades 3-5 HMH Literacy Toolkit Grades 4-5 HMH Write in Reader Grades 3-5 i-Ready (K-5)</p> <p>* see Materials/Activities Chart below for additional strategies addressing foundational reading skills.</p> <p>** Use Easy CBM, student work samples, written responses, oral responses, comprehension checks, fluency checks, and running records to monitor progress in each of the targeted skills and standards between Assessment Periods."</p>

All students receive at least 120 minutes of ELA instruction daily. Those in non-low 300 schools receive an additional 30 minutes daily of MTSS intervention, enhancement, or enrichment depending on student need. **Those in the lowest 300 schools receive an additional 60 minutes per day of MTSS intervention, enhancement, or enrichment depending on student need.**



## Decision Tree 1 (DT1) Grades 3 - 5

### Grades 3 - 5

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<p><b>3rd – 5th Grade</b></p> <p><b>Administer i-Ready</b></p> <p>Retained Grade 3 students who scored an FSA-ELA level 1 are automatically identified for Tier 3 interventions for MTSS.</p> <p>Students scoring FSA- ELA Level 1 or Level 2 in Grades 4 or 5 are identified for Tier 2 and/or Tier 3 interventions for MTSS.</p> <p>Progress monitoring data from i-Ready and FSA standards aligned assessments are used to develop targeted intervention for both groups listed above.</p>	<p><b>Assessment Period 1:</b> <b>August 2019- September 2019</b></p> <p><b>Assessment Period 2:</b> <b>December 2019- January 2020</b></p> <p><b>Assessment Period 3: March 2020 – May 2020</b></p> <p><b>Parent Notification:</b> Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.</p>	<p><b><u>TIER 3</u></b></p> <p>Student's i-Ready Overall Reading Diagnostic score is between the 1st and 15th percentile</p> <p>The above Tier 3 students are considered to have substantial reading difficulty.</p> <p><b><u>FSA Scale Scores</u></b>  <b>Grade 3 scale score ranges: 240-254</b>  <b>Grade 4 scale score ranges: 251-266</b>  <b>Grade 5 scale score ranges: 257-272</b></p>	<p>Analyze i-Ready and Priority reports, i-Ready reports, to determine needs of students.</p> <p>Analyze the following to determine targeted instruction in skill deficit areas:</p> <ul style="list-style-type: none"> <li>i-Ready Diagnostic reports</li> <li>Grades 3-5 standards aligned district interims</li> <li>Tri-weekly standards embedded assessments from Journey's (grades 3-5)</li> </ul> <p>Teachers will work with site based literacy focused problem solving teams to review student data to support teachers in selecting and implementing a systematic instructional intervention program designed to meet students reading needs.</p> <p>See Materials and Activities Chart below for additional strategies and programs addressing foundational reading skills students are determined to need.</p> <p>Combine computer-adapted instruction with teacher-led intervention. Identify specific i-Ready lessons for sequential, targeted intervention. Track lessons provided to meet student needs as identified during assessments.</p>	<p>Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP)</p> <p>Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district-created materials</p> <p>Use the profile of scores to determine areas of strengths and weaknesses and target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p> <p>Daily differentiated support through intensive Guided Reading with explicit, systematic, intensive, and multisensory instructional support which utilizes the provided specific instructional routines that follow the foundational skill progressions to address student needs in the areas of phonological awareness, phonics, vocabulary, comprehension, or fluency.</p> <p>Application of comprehension strategies through district-created ELA Close Reading modules with scaffolding and support as needed.</p> <p>HMH Reading Toolkit Grades 1-3 HMH Write in Reader Grades 1- 5 i-Ready K-5) Daily small group or individualized differentiated intervention in addition to or an extension of the 90-minute reading block targeted to meet student's instructional needs</p> <p>Individually designed combinations of these programs, materials, and strategies (HMH intervention, Intensive Guided Reading, i-Ready, increase intensity/frequency of intervention) will be intentionally designed and implemented to support each Tier 3 student.</p>

**All students receive at least 120 minutes of ELA instruction daily. Those in non-low 300 schools receive an additional 30 minutes daily of MTSS intervention, enhancement, or enrichment depending on student need. Those in the lowest 300 schools receive an additional 60 minutes per day of MTSS intervention, enhancement, or enrichment depending on student need.**

\*The parent of any student who exhibits a substantial deficiency in reading will be notified in writing of the following:

1. That the child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies for parents to use in helping their child succeed in reading proficiency.
6. That the state test is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.



# K-5 Decision Trees for ELL Students

Decision Tree 1 (DT1) Grades K - ELLs				
Grades K				
Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 4.0-6.0 on:		<b><u>TIER 1:</u></b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 for repeating Kindergartner  or  Initial Screener	January - March 2020  Ongoing	Literacy Score 278-400  Listening and Speaking Raw Scores of 27-30	ELA instruction with ELL supports and differentiation.	<p><i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i></p> <p><b>ELLevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS</p> <p><b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.</p> <p><b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education</p> <p><b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education</p> <p><b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass</p>

## Decision Tree 1 (DT1) Grades 1 & 2 - ELLs

### Grades 1 & 2 ELLs

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 4.0-6.0 on:		<b>TIER 1:</b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 or Initial Screener/WIDA MODEL	January - March 2020  Ongoing	Literacy Score 296-600	ELA instruction with ELL supports and differentiation.	<p><i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i></p> <p><b>ELLevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS</p> <p><b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.</p> <p><b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education</p> <p><b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education</p> <p><b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass</p> <p><b>Vocabulary Ladders Understanding Word Nuances</b> (only 2<sup>nd</sup> grade) published by Shell Education</p>

## Decision Tree 1 (DT1) Grades 3-5 ELLs

### Grades 3-5 ELLs

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 4.0-6.0 on:		<b>TIER 1:</b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 or Initial Screener/ WIDA MODEL	January - March 2020  Ongoing	Literacy Score 325-600	ELA instruction with ELL supports and differentiation.	<p><i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i></p> <p><b>ELlevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS</p> <p><b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.</p> <p><b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education</p> <p><b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education</p> <p><b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass</p> <p><b>Vocabulary Ladders Understanding Word Nuances</b> (3<sup>rd</sup>-5<sup>th</sup>) published by Shell Education</p>

## Decision Tree 1 (DT1) Grades K - ELLs

### Grades K

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 2.0-3.9 on:		<b><u>TIER 2:</u></b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 for repeating Kindergartner or Initial Screener	January - March 2020  Ongoing	Literacy Score 232-277  Listening and Speaking Raw score of 19-26  Note, for repeating Kindergartners:  If the student has not made two years' worth of growth as evidenced by their Literacy Proficiency Level, then refer to CST to initiate the MTSS process.	The use of supplemental resources and materials to support literacy and English language acquisition interventions for differentiation during ELA instruction.  Additional data to consider when planning for interventions: FLKRS Emergent Reader Assessment Phonics and Phonological Survey DRA 2 DRA 2 in Spanish	<i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i>  ELLevation InClass – On-line instructional ELLstrategies portal available to all teachers in HCPS  MyOn – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.  <i>Strategies for Interactive Notetaking</i> written by Judith Goodman and published by Shell Education  <i>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</i> by Shell Education  <i>The ELL Teacher's Toolbox</i> by Larry Ferlazzo published by Jossey-Bass  <i>Imagine Learning</i> – A comprehensive and adaptive online program with lessons designed for ELLs in the areas of language and literacy in over 35 different languages  <i>Edmentum-Reading Eggs</i> – A comprehensive and adaptive online program with lessons for ELLs in the areas of language and literacy  <i>Journeys, On Your Way to English</i> published by Houghton Mifflin

## Decision Tree 1 (DT1) Grades 1 & 2 - ELLs

### Grades 1 & 2 ELLs

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 2.0-3.9 on:		<b>TIER 2:</b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 or Initial Screener/WIDA MODEL	January - March 2020  Ongoing	Literacy Score 246-311  If the student has not made two years' worth of growth as evidenced by their Literacy Proficiency Level, then refer to CST to initiate the MTSS process.	The use of supplemental resources and materials to support literacy and English language acquisition interventions for differentiation during ELA instruction.  Additional data to consider when planning for interventions:  Emergent Reader Assessment Phonics and Phonological Survey DRA 2 DRA 2 in Spanish Imagine Learning Diagnostics Reading Eggs Diagnostics	<i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i>  <b>ELlevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS  <b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.  <b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education  <b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education  <b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass  <b>Vocabulary Ladders Understanding Word Nuances</b> (only 2 <sup>nd</sup> grade) published by Shell Education  <b>Imagine Learning</b> – A comprehensive and adaptive online program with lessons designed for ELLs in the areas of language and literacy in over 35 different languages  <b>Edmentum-Reading Eggs</b> – A comprehensive and adaptive online program with lessons for ELLs in the areas of language and literacy  <b>Journeys, On Your Way to English</b> published by Houghton Mifflin

## Decision Tree 1 (DT1) Grades 3-5 ELLs

### Grades 3-5 ELLs

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 2.0-3.9 on:		<b>TIER 2:</b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 or Initial Screener/WIDA MODEL	January - March 2020  Ongoing	Literacy Score 272-349  If the student has not made two years' worth of growth as evidenced by their Literacy Proficiency Level, then refer to CST to initiate the MTSS process.	The use of supplemental resources and materials to support literacy and English language acquisition interventions for differentiation during ELA instruction.  Additional data to consider when planning for interventions:  Phonics and Phonological Survey DRA 2 DRA 2 in Spanish Imagine Learning Diagnostics Reading Eggs Diagnostics	<i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i>  <b>ELlevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS  <b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.  <b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education  <b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education  <b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass  <b>Vocabulary Ladders Understanding Word Nuances</b> (3 <sup>rd</sup> -5 <sup>th</sup> ) published by Shell Education  <b>Imagine Learning</b> – A comprehensive and adaptive online program with lessons designed for ELLs in the areas of language and literacy in over 35 different languages  <b>Edmentum-Reading Eggs</b> – A comprehensive and adaptive online program with lessons for ELLs in the areas of language and literacy  <b>Journeys, On Your Way to English</b> published by Houghton Mifflin

## Decision Tree 1 (DT1) Grades K - ELLs

### Grades K

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 1.0-1.9 on:		<b><u>TIER 3:</u></b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 for repeating Kindergartner or Initial Screener	January - March 2020  Ongoing	Literacy Score 100-231  Listening and Speaking Raw score of 0-18  Note, for repeating Kindergartners:  If the student has not made two years' worth of growth as evidenced by their Literacy Proficiency Level, then refer to CST to initiate the MTSS process.	The use of supplemental resources and materials to support literacy and English language acquisition interventions for differentiation during ELA instruction.  Additional data to consider when planning for interventions: FLKRS Emergent Reader Assessment Phonics and Phonological Survey DRA 2 DRA 2 in Spanish	<i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i>  ELLevation InClass – On-line instructional ELL strategies portal available to all teachers in HCPS  MyOn – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.  <i>Strategies for Interactive Notetaking</i> written by Judith Goodman and published by Shell Education  <i>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</i> by Shell Education  <i>The ELL Teacher's Toolbox</i> by Larry Ferlazzo published by Jossey-Bass  <i>Imagine Learning</i> – A comprehensive and adaptive online program with lessons designed for ELLs in the areas of language and literacy in over 35 different languages  <i>Edmentum-Reading Eggs</i> – A comprehensive and adaptive online program with lessons for ELLs in the areas of language and literacy  <i>Journeys, On Your Way to English</i> published by Houghton Mifflin

## Decision Tree 1 (DT1) Grades 1 & 2 - ELLs

### Grades 1 & 2 ELLs

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 1.0-1.9 on:		<b>TIER 3:</b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 or Initial Screener/WIDA MODEL	January - March 2020  Ongoing	Literacy Score 100-258  If the student has not made two years' worth of growth as evidenced by their Literacy Proficiency Level, then refer to CST to initiate the MTSS process.	The use of supplemental resources and materials to support literacy and English language acquisition interventions for differentiation during ELA instruction.  Additional data to consider when planning for interventions:  Emergent Reader Assessment Phonics and Phonological Survey DRA 2 DRA 2 in Spanish Imagine Learning Diagnostics Reading Eggs Diagnostics	<i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i>  <b>ELlevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS  <b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.  <b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education  <b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education  <b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass  <b>Vocabulary Ladders Understanding Word Nuances</b> (only 2 <sup>nd</sup> grade) published by Shell Education  <b>Imagine Learning</b> – A comprehensive and adaptive online program with lessons designed for ELLs in the areas of language and literacy in over 35 different languages  <b>Edmentum-Reading Eggs</b> – A comprehensive and adaptive online program with lessons for ELLs in the areas of language and literacy  <b>Journeys, On Your Way to English</b> published by Houghton Mifflin



## Decision Tree 1 (DT1) Grades 3-5 ELLs

### Grades 3-5 ELLs

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 1.0-1.9 on:		<b>TIER 3:</b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 or Initial Screener/WIDA MODEL	January - March 2020  Ongoing	Literacy Score 100-294  If the student has not made two years' worth of growth as evidenced by their Literacy Proficiency Level, then refer to CST to initiate the MTSS process.	The use of supplemental resources and materials to support literacy and English language acquisition interventions for differentiation during ELA instruction.  Additional data to consider when planning for interventions:  Phonics and Phonological Survey DRA 2 DRA 2 in Spanish Imagine Learning Diagnostics Reading Eggs Diagnostics	<i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i>  <b>ELlevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS  <b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.  <b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education  <b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education  <b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass  <b>Vocabulary Ladders Understanding Word Nuances</b> (3 <sup>rd</sup> -5 <sup>th</sup> ) published by Shell Education  <b>Imagine Learning</b> – A comprehensive and adaptive online program with lessons designed for ELLs in the areas of language and literacy in over 35 different languages  <b>Edmentum-Reading Eggs</b> – A comprehensive and adaptive online program with lessons for ELLs in the areas of language and literacy  <b>Journeys, On Your Way to English</b> published by Houghton Mifflin

Materials/Activities Chart: Grades K-5			
	PROGRAMS/MATERIALS	ACTIVITIES	RESOURCES AND DESCRIPTIONS OF INTENSIVE, EXPLICIT, SYSTEMATIC, AND MULTISENSORY READING INTERVENTIONS
PHONOLOGICAL AWARENESS	<p><u>CORE MATERIALS</u></p> <p>HMH Florida Journeys Core Reading Program – Teacher’s Edition</p> <p>HMH Florida Journeys – Teaching Resources (Kindergarten)</p> <p>HMH Florida Journeys – Literacy and Language Guide</p> <p>HMH Florida Journeys – Reading Tool Kit</p> <p><u>SUPPLEMENTAL MATERIALS FOR SWD</u></p> <p>Reading Mastery</p> <p>Early Interventions in Reading</p> <p>SRA Phonemic Awareness</p> <p><u>ADDITIONAL SUPPLEMENTAL MATERIALS</u></p> <ul style="list-style-type: none"> <li>Really Great Reading (Countdown and Blast)</li> <li>Phonics A-Z (by Wiley Blevins)</li> <li>FCRR Skill Based Center Activities</li> <li>i-Ready phonological awareness lessons</li> <li>Next Steps Forward in Guided Reading (Ch 1-4)</li> </ul>	<p>Located under the HMH FL Journeys Whole Group Instruction tab</p> <ul style="list-style-type: none"> <li>Opening Routines, Phonemic Awareness Warm Up Activities</li> </ul> <p>Located under the HMH FL Journeys Small Group Instruction tab</p> <ul style="list-style-type: none"> <li>Leveled Readers, Differentiated Support, Reteach lessons</li> </ul> <p>Located under the HMH FL Journeys Intensive Intervention tab</p> <ul style="list-style-type: none"> <li>Warm Up activities and Reteach activities referencing Teaching Resources, the Instructional Card Kit, the Journeys Student Book, and Journeys Decodable Readers</li> </ul> <p>Located under the HMH Florida Journeys Literacy and Language Guide – Spelling/ Phonics Lessons</p> <p>Stage 1-3 activities on the Reading Tool Kit Phonemic Awareness Flipchart</p> <p>Intensive small group work on phonemic awareness and manipulation.</p>	<p><b>Refer to the <a href="#">continuum</a> for phonological awareness. Assess areas of need, and provide explicit, systematic instruction in areas of identified need.</b></p> <p>Provide explicit instruction on mouth awareness using mouth pictures and/or mirrors to help anchor phoneme/grapheme connections.</p> <p>Use manipulatives or kinesthetic movement to demonstrate positional awareness of individual phonemes within words. <a href="#">Six Layers of Phonemic Awareness</a></p> <p>Recognizing and producing rhyming words through various multisensory means. <a href="#">Pocket Rhymes</a> <a href="#">Rhyme Memory Match</a> <a href="#">Rhyme Recognition</a></p> <p>Orally segment and blend onset/rime as well as syllables within spoken words.</p> <p>Provide explicit instruction on <a href="#">Phoneme Discrimination</a> within words.</p> <p>Provide explicit instruction in Phoneme Segmenting: <a href="#">Phoneme Segmentation</a> <a href="#">Oral Phoneme Segmentation</a> <a href="#">Counting Phonemes</a> <a href="#">Segmenting Sounds from Picture Cards</a> <a href="#">Sound Boxes</a></p> <p>Making words by adding, deleting, or substituting individual phonemes in words (orally or with various manipulatives). <a href="#">Phoneme Manipulating – Word Change</a> <a href="#">Phoneme Deletion</a> <a href="#">Phoneme Manipulation – Name Changes</a></p> <p><b>Additional <a href="#">Phonological Awareness</a> and <a href="#">Phonemic Awareness</a> activities</b></p>

## Materials/Activities Chart: Grades K-5

	PROGRAMS/MATERIALS	ACTIVITIES	RESOURCES AND DESCRIPTIONS OF INTENSIVE, EXPLICIT, SYSTEMATIC, AND MULTISENSORY READING INTERVENTIONS
PHONICS	<p><u>CORE MATERIALS</u></p> <p>HMH Florida Journeys Core Reading Program – Teacher’s Edition</p> <p>HMH Florida Journeys – Teaching Resources (Kindergarten)</p> <p>HMH Florida Journeys – Literacy and Language Guide (Kindergarten)</p> <p>HMH Florida Journeys – Reading Tool Kit</p> <p><u>SUPPLEMENTAL MATERIALS FOR SWD</u></p> <p>Reading Mastery</p> <p>Early Interventions in Reading</p> <p>Corrective Reading</p> <p>Rewards</p> <p><u>ADDITIONAL SUPPLEMENTAL MATERIALS</u></p> <ul style="list-style-type: none"> <li>• Really Great Reading (Countdown and Blast)</li> <li>• Phonics A-Z (by Wiley Blevins)</li> <li>• FCRR Skill Based Center Activities</li> <li>• i-Ready phonics lessons</li> <li>• Next Steps Forward in Guided Reading (Ch 1-4)</li> </ul>	<p>HMH FL Journeys Whole Group Instruction tab – Spelling/Phonics instructional routines, the Journeys Student Book, and Journeys Decodable Readers</p> <p>HMH FL Journeys Small Group Instruction tab – Leveled Readers, Differentiated Support, Reteach lessons</p> <p>HMH FL Journeys Intensive Intervention tab – Warm Up activities and Reteach activities referencing Teaching Resources, the Instructional Card Kit, the Journeys Student Book, Journeys Decodable Readers, and the Write-In Reader</p> <p>HMH Florida Journeys Literacy and Language Guide –Spelling/ Phonics Lessons</p> <p>Reading Tool Kit Phonics Flipchart: Stage 1-3 activities</p>	<p>Use of a daily intentional and explicit phonics <a href="#">instructional routine</a> to build automaticity and fluency with letter/sound recognition.</p> <p>Use of sky writing to engage the large muscle group learning (gross motor) muscles to imprint the letter or letter team sound connection.</p> <p>Explicit instruction on the six types of syllables paired with multi-sensory practice activities for syllable division.</p> <p><a href="#">Six Syllable Types</a></p> <p><a href="#">Syllabication Activities</a></p> <p><a href="#">Orton Gillingham Syllable Division Rules</a></p> <p><a href="#">Syllable Division</a></p> <p>Diacritical coding and manipulation of multisyllabic words including various prefixes, suffixes, roots, and combining forms.</p> <p>Explicit and purposeful teaching of <a href="#">blending</a>; beginning with continuant sounds and then incorporating stop sounds.</p> <p>Utilize <a href="#">word building/building words</a> to explicitly teach and practice various orthographic patterns.</p> <p><a href="#">Phoneme-Grapheme Mapping</a> Instruction to build understanding of relationships between phonemes and graphemes.</p>

## Materials/Activities Chart: Grades K-5

	PROGRAMS/MATERIALS	ACTIVITIES	RESOURCES AND DESCRIPTIONS OF INTENSIVE, EXPLICIT, SYSTEMATIC, AND MULTISENSORY READING INTERVENTIONS
FLUENCY	<u>CORE MATERIALS</u> HMH Florida Journeys Core Reading Program – Teacher’s Edition  HMH Florida Journeys – Teaching Resources (Kindergarten)  HMH Florida Journeys – Reading Tool Kit  <u>SUPPLEMENTAL MATERIALS FOR SWD</u> Reading Mastery Early Interventions in Reading Corrective Reading Rewards Six Minute Solutions Great Leaps Quick Reads Fluency Libraries  <u>ADDITIONAL SUPPLEMENTAL MATERIALS</u> <ul style="list-style-type: none"> <li>Really Great Reading (Countdown and Blast)</li> <li>Phonics A-Z (by Wiley Blevins)</li> <li>FCRR Skill Based Center Activities</li> <li>Next Steps Forward in Guided Reading (Ch 1-7)</li> </ul>	HMH FL Journeys Whole Group Instruction tab – Fluency instructional routines, the Journeys Student Book, and Journeys Decodable Readers  HMH FL Journeys Small Group Instruction tab – Leveled Readers, Differentiated Support, Reteach lessons  HMH FL Journeys Intensive Intervention tab – Warm Up activities and Reteach activities referencing the Journeys Student Book, Journeys Decodable Readers, and the Write-In Reader  Reading Tool Kit Fluency Flipchart – Stage 1-3 activities	Purposeful use of decodable text utilizing the re-reading strategy to build fluency and comprehension at student’s instructional levels.  Daily modeling of fluent reading throughout the day across content areas.  Purposeful practice opportunities with connector words and common phrases.  Explicit and purposeful practice of all foundational reading skills to ensure overall acquisition of automaticity at each instructional level.  <a href="#">FCRR Fluency Lessons</a>  <a href="#">Intervention Central - Fluency</a>  Information on developing reading fluency. <a href="#">Reading Rockets fluency</a>

## Materials/Activities Chart: Grades K-5

	PROGRAMS/MATERIALS	ACTIVITIES	RESOURCES AND DESCRIPTIONS OF INTENSIVE, EXPLICIT, SYSTEMATIC, AND MULTISENSORY READING INTERVENTIONS
VOCABULARY	<p>HMH Florida Journeys Core Reading Program – Teacher’s Edition</p> <p>HMH Florida Journeys – Teaching Resources (Kindergarten)</p> <p>HMH Florida Journeys – Literacy and Language Guide</p> <p>HMH Florida Journeys – Curious About Words</p> <p>HMH Florida Journeys – Reading Tool Kit</p> <p><u>SUPPLEMENTAL MATERIALS FOR SWD</u></p> <p>Rewards</p> <p>Quick Reads Fluency Libraries</p> <p><u>ADDITIONAL SUPPLEMENTAL MATERIALS</u></p> <ul style="list-style-type: none"> <li>• FCRR Skill Based Center Activities</li> <li>• Next Steps Forward in Guided Reading (Ch 1-7)</li> <li>• Greek and Latin Roots (by Tim Rasinski)</li> <li>• The Reading Strategy Book (by Jennifer Serravallo)</li> <li>• Textproject.org (vocabulary resources from Freddy Hiebert)</li> </ul>	<p>HMH FL Journeys Whole Group Instruction tab – Vocabulary instructional routines and the Journeys Student Book</p> <p>HMH FL Journeys Small Group Instruction tab – Leveled Readers, Vocabulary Readers, Differentiated Support, Reteach lessons</p> <p>HMH FL Journeys Intensive Intervention tab – Warm Up activities and Reteach activities referencing Teaching Resources, the Instructional Card Kit, the Journeys Student Book, and the Write-In Reader</p> <p>HMH Florida Journeys Literacy and Language Guide –Vocabulary Lessons</p> <p>Reading Tool Kit Vocabulary Flipchart – Stage 1-3 activities</p>	<p>Utilization of interactive read alouds designed with intentional questions and collaboration activities to build students’ oral language.</p> <p>Utilization of various graphic supports to help students build their lexical representation of concepts through the use of explicit teaching of shades of meaning and the study of semantic gradients.</p> <p>Inclusion of definitional and contextual information in vocabulary instruction. Definitional information might include synonyms, antonyms, examples, non-examples, and differences in related words. Contextual information may be provided through discussing meaning in different sentences, scenarios, creation of sentences, and silly questions.</p> <p><a href="#">FCRR Vocabulary Activities</a></p> <p><a href="#">Text Project</a></p> <p><a href="#">Components of Vocabulary Instruction</a></p>

## Materials/Activities Chart: Grades K-5

	PROGRAMS/MATERIALS	ACTIVITIES	RESOURCES AND DESCRIPTIONS OF INTENSIVE, EXPLICIT, SYSTEMATIC, AND MULTISENSORY READING INTERVENTIONS
COMPREHENSION	<p>HMH Florida Journeys Core Reading Program – Teacher’s Edition</p> <p>HMH Florida Journeys – Teaching Resources (Kindergarten)</p> <p>HMH Florida Journeys – Literacy and Language Guide</p> <p>HMH Florida Journeys – Reading Tool Kit</p> <p><u>SUPPLEMENTAL MATERIALS FOR SWD</u></p> <p>Quick Reads Fluency Libraries Visualizing/Verbalizing</p> <p><u>ADDITIONAL SUPPLEMENTAL MATERIALS</u></p> <ul style="list-style-type: none"> <li>• FCRR Skill Based Center Activities</li> <li>• Next Steps Forward in Guided Reading (Ch 1-7)</li> <li>• The Reading Strategy Book (by Jennifer Serravallo)</li> <li>• Textproject.org (comprehension resources from Freddy Hiebert)</li> <li>• Text Ladders or Apprentice Texts</li> </ul>	<p>HMH FL Journeys Whole Group Instruction tab – Comprehension instructional routines and the Journeys Student Book</p> <p>HMH FL Journeys Small Group Instruction tab – Leveled Readers, Vocabulary Readers, Differentiated Support, Reteach lessons</p> <p>HMH FL Journeys Intensive Intervention tab – Warm Up activities and Reteach activities referencing Teaching Resources, the Instructional Card Kit, the Journeys Student Book, and the Write-In Reader</p> <p>HMH Florida Journeys Literacy and Language Guide –Reading Lessons</p> <p>Reading Tool Kit Comprehension Flipchart – Stage 1-3 activities</p> <p>Intensive Guided Reading with metacognitive strategies focused on building comprehension</p>	<p>Purposeful instructional activities to develop students’ listening comprehension skills.</p> <p>Intentional chunking of the text to ensure comprehension is built at the sentences and paragraph level before moving on to larger pieces of connected text.</p> <p>Intentional instruction to build students self-monitoring of comprehension. These strategies may include but are not limited to making thinking visible, purposeful collaboration with peers, and/or answering and generating questions about the text.</p> <p>Include the use of graphic organizers and related visual tools to help students organize information from the text in order to summarize and synthesize information from the text.</p> <p>Intentional instruction that incorporates the use of multi-sensory strategies (i.e. color coding, marking etc.) to teach students how to use the text structure and text features in order to build their understanding of the text.</p> <p><a href="#">FCRR Comprehension activities</a></p> <p><a href="#">Text Project</a></p> <p><a href="#">Seven Strategies to Teach Students Text Comprehension</a></p>

## 6-8 Decision Trees

DT 2-Model 1-Intervention Model-Differentiated Reading Classroom				
Grades 6-8				
Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<b>All Level 1 and Level 2 students FAIR-FS</b>  <hr/> <b>All students enrolled in a reading course: Commonlit Standards-Based Interim Assessments</b>	<b>Assessment Period 1</b> August 2019-September 2019  <b>Assessment Period 2</b> December 2019-January 2020  <b>Assessment Period 3</b> March 2020-May 2020	<b>FSA-ELA Scale Level 3-Level 5</b> <b>Grade 6 321-385</b> <b>Grade 7 326-391</b> <b>Grade 8 333-397</b>	Students will be scheduled in Regular/Advanced Language Arts only OR The students will be scheduled in an Elective Advanced or Advanced Honors Reading Course (course numbers 10080205; 10080200; 10080805) <b>and</b> regular/Honors Language Arts Course.	Grades 6-8 Regular and Advanced Language Arts-SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development;Classroom Novel Sets.  Grades 6-8 Advanced and Advanced Honors Reading-Literacy Design Collaborative; PCG Paths to College and Career; Classroom Novel Sets (47 minute Class period)
	<b>Assessment 1</b> August 2019-September 2019  <b>Assessment 2</b> November 2019  <b>Assessment 3</b> January 2020  <b>Assessment 4</b> March 2020	<b>FSA-ELA Scale Score Level 2</b> <b>Grade 6 304-320</b> <b>Grade 7 309-325</b> <b>Grade 8 318-332</b>	Students will be scheduled in Regular/Advanced Language Arts <b>And</b> Students will be scheduled in Developmental Reading Course(100001055; 100001075;100001095)	Grades 6-8 Regular and Advanced Language Arts-SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development;Classroom Novel Sets  Grades 6-8 PCG-Paths to College and Career; Classroom

				Novel Sets; Six Minute Solutions; REWARDS (47 minute class period)
		<b>Tier 2</b> <b>FSA-ELA Scale Score Level 1 Middle and High Bucket</b> <b>Grade 6 273-303</b> <b>Grade 7 276-308</b> <b>Grade 8 284-317</b>	Students will be scheduled in Regular/Advanced Language Arts <b>And</b> Students will be scheduled in Intensive Developmental Reading course (10000101;10001021+100001022, 100001095)	Grades 6-8 Regular and Advanced Language Arts-SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development;Classroom Novel Sets  Grade 6 National Geographic Inside Level B; PCG Paths to College and Career Classroom; Novels; Six Minute Solutions; REWARDS (47 minute class period)  Grade 7 HMH Read180 (100 Minute Class period) Select sites Grade 7 if no HMH Read180- PCG Paths to College and Career(47 minute class period)  Grade 8 PCG Paths to College and Career (47 minute class period)  Grades 6-8 Brightfish Learning individualized software Program; Six Minute Solutions; REWARDS
		<b>Tier 3</b> <b>FSA ELA Scale Score Level 1 low Bucket</b> <b>Grade 6 257-272</b> <b>Grade 7 259-275</b> <b>Grade 8 267-283</b>	Students will be scheduled in Intensive Intensive Reading Course with an Intensive Language Arts Course (1000010A;1000010B;100010C)	Grade 6-8 Literacy Design Collaborative; PCG Paths to College and Career; Classroom Novel Sets; Brightfish Learning Individualized Software Program; Six Minute Solutions; REWARDS (100 Minute Block Class Period)



DT 2-Model 2-Reading Classroom				
Grades 6-8				
Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<b>All Level 1 and Level 2 Students</b> <b>*FAIR-FS AP1</b>  <hr/> <b>All Students enrolled in a reading course:</b> <b>*Commonlit Standards-Based Interim Assessments</b>	<b>Assessment Period 1</b> August 2019-September 2019  <b>Assessment Period 2</b> December 2019-January 2020  <b>Assessment Period 3</b> March 2020-May 2020	<b>FSA-ELA Scale Level 3-Level 5</b> <b>Grade 6 321-385</b> <b>Grade 7 326-391</b> <b>Grade 8 333-397</b>	Students will be scheduled in Regular/Advanced Language Arts only <b>OR</b> The students will be scheduled in an Elective Advanced or Advanced Honors Reading Course (course numbers 10080205; 10080200; 10080805) <b>and</b> regular/Honors Language Arts Course.	Grades 6-8 Regular and Advanced Language Arts-SpringBoard; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets.  Grades 6-8 Advanced and Advanced Honors Reading-Literacy Design Collaborative; PCG Paths to College and Career; Classroom Novel Sets (47 minute Class Period)
	<b>Assessment 1</b> August 2019-September 2019  <b>Assessment 2</b> November 2019  <b>Assessment 3</b> January 2020  <b>Assessment 4</b> March 2020	<b>FSA-ELA Scale Score Level 2</b> <b>Grade 6 304-320</b> <b>Grade 7 309-325</b> <b>Grade 8 318-332</b>  <b>Tier 2</b> <b>FSA-ELA Scale Score Level 1 Middle and High Bucket</b> <b>Grade 6 273-303</b> <b>Grade 7 276-308</b> <b>Grade 8 284-317</b>  <b>Tier 3</b> <b>FSA ELA Scale Score Level 1 low Bucket</b> <b>Grade 6 257-272</b> <b>Grade 7 259-275</b> <b>Grade 8 267-283</b>	Students will be scheduled in Regular/Advanced Language Arts <b>And</b> Students will be scheduled in Developmental Reading Course(100001055; 100001075; 100001095) <b>And</b> The tier 3 students will be pulled for very small group targeted skills based instruction.	Grades 6-8 Regular and Advanced Language Arts-SpringBoard; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets  Grades 6-8 PCG-Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute Class period)  Grades 6-8(Level 1 Students) Brightfish Learning Individualized Software Program

DT 2-Model 3-Blended				
Grades 6-8				
Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<b>All Level 1 and Level 2 Students</b> <b>*FAIR-FS AP1</b>  <hr/> <b>All Students enrolled in a reading course:</b> <b>*Commonlit Standards-Based Interim Assessments</b>	<b>Assessment Period 1</b> August 2019-September 2019  <b>Assessment Period 2</b> December 2019-January 2020  <b>Assessment Period 3</b> March 2020-May 2020	<b>FSA-ELA Scale Level 3-Level 5</b> <b>Grade 6 321-385</b> <b>Grade 7 326-391</b> <b>Grade 8 333-397</b>	Students will be scheduled in Regular/Advanced Language Arts only OR The students will be scheduled in an Elective Advanced or Advanced Honors Reading Course (course numbers 10080205; 10080200; 10080805) <b>and</b> regular/Honors Language Arts Course.	Grades 6-8 Regular and Honors Language Arts-SpringBoard; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets.  Grades 6-8 Advanced and Advanced Honors Reading-Literacy Design Collaborative; PCG Paths to College and Career; Classroom Novel Sets (47 minute Class Period)
	<b>Assessment 1</b> August 2019-September 2019  <b>Assessment 2</b> November 2019  <b>Assessment 3</b> January 2020  <b>Assessment 4</b> March 2020	<b>FSA-ELA Scale Score Level 2</b> <b>Grade 6 304-320</b> <b>Grade 7 309-325</b> <b>Grade 8 318-332</b>  <b>Tier 2</b> <b>FSA-ELA Scale Score Level 1 Middle and High Bucket</b> <b>Grade 6 273-303</b> <b>Grade 7 276-308</b> <b>Grade 8 284-317</b>  <b>Tier 3</b> <b>FSA ELA Scale Score Level 1 low Bucket</b> <b>Grade 6 257-272</b> <b>Grade 7 259-275</b> <b>Grade 8 267-283</b>	<b>Option 1 (Only available option for tier 3 students)</b> Students will be scheduled in Regular/Honors Language Arts <b>And</b> Students will be scheduled in Developmental Reading Course(100001055; 100001075; 100001095) <b>And</b> The tier 3 students will be pulled for very small group targeted skills based instruction.  <hr/> <b>Option 2 (available for tier 1 and 2 students)</b> Students will be scheduled in Regular/Honors Language Arts <b>And</b> Students will be scheduled in an identified Content Course with a literacy focus	Grades 6-8 Regular and Honors Language Arts-SpringBoard; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets  Grades 6-8 PCG-Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute Class period) Grades 6-8(Level 1 Students) Brightfish Learning Program  <hr/> Grades 6-8 Regular and Honors Language Arts-SpringBoard; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets  Literacy infused content-specific curriculum

## 6-8 Decision Trees for ELL Students

Decision Tree 1 (DT2) Grades 6-8 ELLs				
Grades 6-8 ELLs				
Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 4.0-6.0 on:		<b>TIER 1:</b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 or Initial Screener/WIDA MODEL	January - March 2020  Ongoing	Literacy Score 361-600 and an FSA ELA score of Level 3 or higher	ELA instruction with ELL supports and differentiation.	<p><i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i></p> <p><b>ELlevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS</p> <p><b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.</p> <p><b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education</p> <p><b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education</p> <p><b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass</p> <p><b>Vocabulary Ladders Understanding Word Nuances</b> (3<sup>rd</sup>-5<sup>th</sup>) published by Shell Education</p> <p><b>NearPod</b> - digital lessons and strategies for ELLs</p>

## Decision Tree 1 (DT2) Grades 6-8 ELLs

### Grades 6-8 ELLs

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 2.0-3.9 on:		<b>TIER 2:</b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 or Initial Screener/WIDA MODEL	January - March 2020  Ongoing	Literacy Score 305-378 and an FSA ELA score lower than Level 3  If the student has not made two years' worth of growth as evidenced by their Literacy Proficiency Level, then refer to CST to initiate the MTSS process.	Enrollment in an English Language Development course and the use of supplemental resources and materials to support literacy and English language acquisition interventions for differentiation during ELA instruction.	<p><i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i></p> <p><b>ELlevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS</p> <p><b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.</p> <p><b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education</p> <p><b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education</p> <p><b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass</p> <p><b>Vocabulary Ladders Understanding Word Nuances</b> (6<sup>th</sup>) published by Shell Education</p> <p><b>Greek and Latin Roots</b> by Timothy Razinski published by Shell Education</p> <p><b>NearPod</b> - digital lessons and strategies for ELLs</p> <p><b>Imagine Learning</b> – A comprehensive and adaptive online program with lessons designed for ELLs in the areas of language and literacy in over 35 different languages</p>

## Decision Tree 1 (DT2) Grades 6-8 ELLs

### Grades 6-8 ELLs

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 1.0-1.9 on:		<b>TIER 3:</b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 or Initial Screener/WIDA MODEL	January - March 2020 Ongoing	Literacy Score 100-323 and an FSA ELA score lower than Level 3  If the student has not made two years' worth of growth as evidenced by their Literacy Proficiency Level, then refer to CST to initiate the MTSS process.	Enrollment in an English Language Development course and the use of supplemental resources and materials to support literacy and English language acquisition interventions for differentiation during ELA instruction.	<p><i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i></p> <p><b>ELlevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS</p> <p><b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.</p> <p><b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education</p> <p><b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education</p> <p><b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass</p> <p><b>Greek and Latin Roots</b> by Timothy Razinski published by Shell Education</p> <p><b>Vocabulary Ladders Understanding Word Nuances</b> (6<sup>th</sup>) published by Shell Education</p> <p><b>NearPod</b> - digital lessons and strategies for ELLs</p> <p><b>Imagine Learning</b> – A comprehensive and adaptive online program with lessons designed for ELLs in the areas of language and literacy in over 35 different languages</p>

## 9-12 Decision Trees

DT 3-Model 1-Intervention Model-Differentiated Reading Classroom				
Grades 9-10				
Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<b>All Level 1 and Level 2 students</b> <b>FAIR-FS AP1 and AP2</b>  <hr/> <b>All students enrolled in a reading course:</b> <b>Commonlit Standards-Based Interim Assessments</b>	<b>Assessment Period 1</b> August 2018-September 2018  <b>Assessment Period 2</b> December 2018-January 2019  <b>Assessment Period 3</b> March 2019-May 2019	<b>9<sup>th</sup> Grade</b> <b>FSA-ELA Scale Score: 337-403</b> <b>Level 3-Level 5</b>	Students will be scheduled in Regular/Honors English only OR The students will be scheduled in an Elective Advanced Reading and/or Semantics and Logic Course (course numbers 10083205; 10043005) <b>and</b> regular/Honors English Course.	Grade 9 Regular and Honors English-SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets.  Grade 9 Advanced Reading and Semantics and Logic-Literacy Design Collaborative; Classroom Novel Sets (47 minute Class period)
	<b>Assessment 1</b> August 2018-September 2018  <b>Assessment 2</b> November 2018  <b>Assessment 3</b> January 2019  <b>Assessment 4</b> March 2019	<b>Grades 9-10</b> <b>FSA-ELA Scale Score</b> <b>Grade 9 322-336</b> <b>Grade 10 328-342</b>	Students will be scheduled in Regular/Honors English <b>And</b> Students will be scheduled in Grade 9 Reading 1 or Grade 10 Reading 2C Course(10083001; 1008310C)	Grades 9-10 Regular and Honors English-SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc Reading Lab- SpringBoard Digital Learning; SpringBoard English Language Development; Classroom Novel Sets  Grade 9-National Geographic Edge Level B; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period)  Grade 10-PCG Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period)

		<b>Tier 2</b> <b>Grade 9</b> <b>FSA-ELA Scale Score</b> <b>290-321</b>	Grade 9 Students will be scheduled in Regular/Honors English <b>And</b> Students will be scheduled in Intensive Reading 2 course (100041002)	Grade 9 Regular and Honors English-SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; ZincReading Lab, SpringBoard Digital Learning; SpringBoard English Language Development; Classroom Novel Sets  Grade 9 HMH Read180 (100 Minute Class period) Select sites Grade 9 if no HMH Read180- National Geographic Edge Level A (47 minute class period)  Grade 9 Brightfish Learning Program; Six Minute Solutions; REWARDS
		<b>Tier 3</b> <b>Grade 9</b> <b>FSA ELA Scale Score</b> <b>274-289</b>	Grade 9 Students will be scheduled in Regular/Honors English <b>And</b> Students will be scheduled in Intensive Reading 1 course (100041001) *Note: This course is only for Tier 3 students	Grade 9 Regular and Honors English-SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets  Grade 9 HMH Read180 (100 Minute Class period) Select sites  Grade 9 Brightfish Learning Program; Six Minute Solutions; REWARDS
		<b>Tier 1</b> <b>Grade 10</b> <b>FSA ELA Scale Score</b> <b>276-293</b> <b>Tier 2</b> <b>Grade 10</b> <b>FSA ELA Scale Score</b> <b>294-327</b> <b>Tier 3</b> <b>Grade 10</b>	Grade 10 Students will be scheduled in Regular/Honors English <b>And</b> Students will be scheduled in Reading 2B (1008310B)	Grade 10 Regular and Honors English-SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc Reading Lab SpringBoard Digital Learning; SpringBoard English Language Development; Classroom Novel Sets  Grade 10 National Geographic Edge Level C

		<b>276-293</b>		Grade 10 Brightfish Learning Program; Six Minute Solutions; REWARDS
		<b>Grade 11 FSA ELA Scale Score 284-349</b>	Grade 11 Level 1 and Level 2 Students will be scheduled in Regular/Honors English <b>And</b> Students will be scheduled in JR FSA/SAT PREP (10083303)	Grade 11 Regular and Honors English- SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc Reading Lab, SpringBoard Digital Learning; SpringBoard English Language Development; Classroom Novel Sets  FSA Bootcamp Resources, Literacy Design Collaborative (Disrict Created), SAT Preparation-Amsco Preparing for the New SAT Evidence-Based Reading and Writing, Khan Academy
		<b>Grade 12 FSA ELA Scale Score 284-349</b>	Grade 12 Level 1 and Level 2 Students will be scheduled in Regular/Honors English <b>And</b> Students will be scheduled in SR FSA/ACT PREP (10004104)	Grade 12 Regular and Honors English- SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc Reading Lab, SpringBoard Digital Learning; SpringBoard English Language Development; Classroom Novel Sets  FSA Bootcamp Resources, Teenagement Modules, ACT Preparation-Amsco Preparing for the ACT Evidence-Based Reading and Writing, Khan Academy



DT 3-Model 2 –Reading Classroom				
Grades 9-10				
Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<b>All Level 1 and Level 2 students</b> <b>FAIR-FS AP1 and AP2</b>	<b>Assessment Period 1</b> August 2018-September 2018  <b>Assessment Period 2</b> December 2018-January 2019  <b>Assessment Period 3</b> March 2019-May 2019	<b>9<sup>th</sup> Grade</b> <b>FSA-ELA Scale Score: 337-403</b> <b>Level 3-Level 5</b>	Students will be scheduled in Regular/Honors English only <b>OR</b> The students will be scheduled in an Elective Advanced Reading and/or Semantics and Logic Course (course numbers 10083205; 10043005) <b>and</b> regular/Honors English Course.	Grade 9 Regular and Honors English-SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets.  Grade 9 Advanced Reading and Semantics and Logic-Literacy Design Collaborative; Classroom Novel Sets (47 minute Class period)
	<b>Assessment 1</b> August 2018-September 2018  <b>Assessment 2</b> November 2018  <b>Assessment 3</b> January 2019  <b>Assessment 4</b> March 2019	<b>Tier 1</b> <b>Grade 9</b> <b>FSA ELA Scale Score 274-289</b> <b>Tier 2</b> <b>Grade 9</b> <b>FSA-ELA Scale Score 290-321</b> <b>Tier 3</b> <b>Grade 9</b> <b>FSA ELA Scale Score 274-289</b>  <b>Tier 1</b> <b>Grade 10</b> <b>FSA ELA Scale Score 276-293</b>  <b>Tier 2</b> <b>Grade 10</b>	Students will be scheduled in Regular/Honors English <b>And</b> Students will be scheduled in Grade 9 Reading 1 or Grade 10 Reading 2C Course(10083001; 1008310C) <b>And</b> The tier 3 students will be pulled for very small group targeted skills based instruction.	Grades 9-10 Regular and Honors English-SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets Grade 9-National Geographic Edge Level B; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period)  Grade 10-PCG Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period) Level 1 students- Brightfish Learning Program

		<b>FSA ELA Scale Score 294-327 Level 2 Grades 10 FSA-ELA Scale Score Grade 10 328-342</b>  <b>Tier 3 FSA ELA Grade 10 276-293</b>		
		<b>Grade 11 FSA ELA Scale Score 284-349</b>	Grade 11 Level 1 and Level 2 Students will be scheduled in Regular/Honors English <b>And</b> Students will be scheduled in JR FSA/SAT PREP (10083303)	Grade 11 Regular and Honors English- SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets  FSA Bootcamp Resources, Literacy Design Collaborative (Disrict Created), SAT Preparation-Amsco Preparing for the New SAT Evidence-Based Reading and Writing, Khan Academy
		<b>Grade 12 FSA ELA Scale Score 284-349</b>	Grade 12 Level 1 and Level 2 Students will be scheduled in Regular/Honors English <b>And</b> Students will be scheduled in SR FSA/ACT PREP (10004104)	Grade 12 Regular and Honors English- SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets  FSA Bootcamp Resources, Teenagement Modules, ACT Preparation-Amsco Preparing for the ACT Evidence-Based Reading and Writing, Khan Academy

DT 3-Model 3-Blended				
Grades 9-10				
Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<p><b>All Level 1 and Level 2 Students</b> *FAIR-FS AP1</p> <hr/> <p><b>All Students enrolled in a reading course:</b> *Commonlit Standards-Based Interim Assessments</p>	<p><b>Assessment Period 1</b> August 2018-September 2018</p> <p><b>Assessment Period 2</b> December 2018-January 2019</p> <p><b>Assessment Period 3</b> March 2019-May 2019</p> <hr/> <p><b>Assessment 1</b> August 2018-September 2018</p> <p><b>Assessment 2</b> November 2018</p> <p><b>Assessment 3</b> January 2019</p> <p><b>Assessment 4</b> March 2019</p>	<p><b>9<sup>th</sup> Grade FSA-ELA Scale Score: 337-403 Level 3-Level 5</b></p>	<p>Students will be scheduled in Regular/Honors English only <b>OR</b> The students will be scheduled in an Elective Advanced Reading and/or Semantics and Logic Course (course numbers 10083205; 10043005) <b>and</b> regular/Honors English Course.</p>	<p>Grade 9 Regular and Honors English-SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc Reading Lab, SpringBoard Digital Learning; SpringBoard English Language Development; Classroom Novel Sets.</p> <p>Grade 9 Advanced Reading and Semantics and Logic-Literacy Design Collaborative; Classroom Novel Sets (47 minute Class period)</p>
		<p><b>Tier 1 Grade 9 FSA ELA Scale Score 274-289</b> <b>Tier 2 Grade 9 FSA-ELA Scale</b></p>	<p><b>Option 1 (This is the only option available for tier 3 students)</b> Students will be scheduled in Regular/Honors English <b>And</b> Students will be scheduled in Grade 9 Reading 1 or Grade 10 Reading 2C Course(10083001;</p>	<p>Grades 9-10 Regular and Honors English-SpringBoard; SpringBoard Close Reading Workshops; SpringBorad Writing Workshops; Zinc Reading Lab, SpringBoard Digital Learning; SpringBoard English Language Development; Classroom Novel Sets</p>

		<b>Score 290-321 Tier 3 Grade 9 FSA ELA Scale Score 274-289 Tier 1 Grade 10 FSA ELA Scale Score 276-293 Tier 2 Grade 10 FSA ELA Scale Score 294-327 Level 2 Tier 3 FSA ELA Grade 10 276-293</b>	<p>1008310C) <b>And</b> The tier 3 students will be pulled for very small group targeted skills based instruction.</p> <p><b>Option 2 (This option is available for tier 1 and 2 students)</b> Students will be scheduled in Regular/Honors English <b>And</b> Students will be scheduled in an identified Content Course with a literacy focus</p>	<p>Grade 9-National Geographic Edge Level B; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period)</p> <p>Grade 10-PCG Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period)</p> <p>Level 1 students- Brightfish Learning Program</p> <hr/> <p>Grades 9-10 Regular and Honors English-SpringBoard; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc Reading Lab, SpringBoard Digital Learning; SpringBoard English Language Development; Classroom Novel Sets</p> <p>Literacy infused content-specific curriculum</p>
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## Decision Tree 1 (DT3) Grades 9-12 ELLs

### Grades 9-12 ELLs

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 4.0-6.0 on:		<b>TIER 1:</b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 or Initial Screener/WIDA MODEL	January - March 2020  Ongoing	Literacy Score 385-600 and an FSA ELA score of Level 3 or higher	ELA Content instruction with ELL supports and differentiation.	<p><i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i></p> <p><b>ELlevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS</p> <p><b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.</p> <p><b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education</p> <p><b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education</p> <p><b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass</p> <p><b>NearPod</b> - digital lessons and strategies for ELLs</p>

## Decision Tree 1 (DT3) Grades 9-12 ELLs

### Grades 9-12 ELLs

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 2.0-3.9 on:		<b><u>TIER 2:</u></b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 or Initial Screener/WIDA MODEL	January - March 2020  Ongoing	Literacy Score 332-397 and an FSA ELA score lower than level 3  If the student has not made two years' worth of growth as evidenced by their Literacy Proficiency Level, then refer to CST to initiate the MTSS process.	Enrollment in an English Language Development course and the use of supplemental resources and materials to support literacy and English language acquisition interventions for differentiation during ELA instruction.	<p><i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i></p> <p><b>ELLlevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS</p> <p><b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.</p> <p><b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education</p> <p><b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education</p> <p><b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass</p> <p><b>Greek and Latin Roots</b> by Timothy Razsinski published by Shell Education</p> <p><b>NearPod</b> - digital lessons and strategies for ELLs</p> <p><b>Imagine Learning</b> – A comprehensive and adaptive online program with lessons designed for ELLs in the areas of language and literacy in over 35 different languages</p>

## Decision Tree 1 (DT3) Grades 9-12 ELLs

### Grades 9-12 ELLs

Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
For all ELLs scoring within a Language Proficiency Range of 1.0-1.9 on:		<b><u>TIER 3:</u></b> Interventions are determined by the literacy scale score within the language proficiency assessment subtests		
ACCESS for ELLs 2.0 or Initial Screener/WIDA MODEL	January - March 2020  Ongoing	Literacy Score 100-350 and an FSA ELA score lower than level 3  If the student has not made two years' worth of growth as evidenced by their Literacy Proficiency Level, then refer to CST to initiate the MTSS process.	Enrollment in an English Language Development course and the use of supplemental resources and materials to support literacy and English language acquisition interventions for differentiation during core content instruction, not in lieu of content instruction.	<p><i>*These are supplemental instructional materials and resources provided by the Office of Programs for English Language Learners to support core content instruction.</i></p> <p><b>ELLlevation InClass</b> – On-line instructional ELL strategies portal available to all teachers in HCPS</p> <p><b>MyOn</b> – On-line reading program providing anytime, anywhere access to an expanding online collection of digital books with multimedia supports, including an embedded dictionary, text highlighting, and audio.</p> <p><b>Strategies for Interactive Notetaking</b> written by Judith Goodman and published by Shell Education</p> <p><b>Differentiation Strategies for: Language Arts, Social Studies, Mathematics, and Science K-12</b> by Shell Education</p> <p><b>The ELL Teacher's Toolbox</b> by Larry Ferlazzo published by Jossey-Bass</p> <p><b>Greek and Latin Roots</b> by Timothy Razinski published by Shell Education</p> <p><b>NearPod</b> - digital lessons and strategies for ELLs</p> <p><b>Imagine Learning</b> – A comprehensive and adaptive online program with lessons designed for ELLs in the areas of language and literacy in over 35 different languages</p>

## APPENDIX C

### 2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

#### **Section 1: Contact Information**

1. **District name:** Hillsborough County Public Schools
2. **Contact name for schools covered on this plan:** Lynn Dougherty-Underwood
3. **Contact phone number:** 813 272-4924
4. **Contact email:** [lynn.dougherty-underwood@sdhc.k12.fl.us](mailto:lynn.dougherty-underwood@sdhc.k12.fl.us)
5. **Schools covered by this plan:** Bing, Broward, Bryan, B.T. Washington, Burney, Clair-Mel, Cleveland, Dover, Edison, Folsom, Forest Hills, Foster, Gibsonton, Graham, Ippolito, Jackson, James, Just, Kenly, Kimbell, Lamb, Lockhart, Mango, McDonald, Miles, Mort, Oak Park, Palm River, Pizzo, Potter, Reddick, Robles, Ruskin, Shaw, Sheehy, Tampa Heights, Temple Terrace, Thompson, Thonotosassa, Wimauma, Witter, The Collaboratory Preparatory Academy, Village of Excellence Academy

#### **Section 2: Length of School Day**

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

1. **School start time:** 7:40 a.m.
2. **School dismissal time:** 12:55 a.m. on early release Monday; 1:55 p.m. Tuesday-Friday
3. **Total number of instructional minutes per day:** 235 minutes on early release Monday; 296 Tuesday-Friday
4. **Minutes per day of reading instruction (must be at least 150):** 150 minutes on early release Monday; 178 minutes Tuesday-Friday

#### **Section 3: Instructional Design**

1. **Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

Each school site identifies students earning a Level 4 or 5 on the statewide-standardized English Language Arts assessment. Student are served by differentiating instruction through flexible grouping using computer-assisted, adaptive literacy software and integrated research projects.



- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

Each school has an assigned human resource partner who assists the schools in recruiting and hiring effective teachers based on their state VAM score and their teacher evaluation rating. The teachers and reading coaches who serve at the 35 sites that are designated as Hillsborough County Public Schools' Accountability Schools are a part of the Differentiated Accountability process and, therefore, are tiered by level of effectiveness to ensure that appropriate support is provided. Increased recruitment initiatives were put into place for the 2019-2020 school year to encourage highly effective teachers to apply for teaching and reading coach positions at our Achievement Schools with a focus on our L300 sites. The district began the 2018-2019 school year with 180 teaching vacancies in the Achievement Schools and are beginning the 2019-2020 school year with approximately 90 teaching vacancies.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

A blended approach to computer-adapted and face-to-face systematic, multi-sensory instruction is designed to personalize instruction and allow for teacher-directed, differentiated instruction to meet and accelerate student-learning gains. i-Ready computer-assisted instruction is scheduled 60 minutes per week for students. Student time on the instructional program provides personalized instruction to support student growth which is assessed three times during the school year. A personalized instructional pathway is designed after the initial and mid-year assessments. *Ready Reading (Reading LAFS)*, science and social studies text passages, and writing sequential sets are used in differentiating teacher-directed and scaffolded instruction based on student need.

In the 2019-2020 school year, two additional instructional resources have been added to Achievement School/Lowest 300 sites. Sites are receiving professional development and support in the use of *Countdown* and *Blast* supplemental materials from the Really Great Reading publishers. The materials provide additional supplemental daily lessons for Kindergarten and Grade 1 phonemic awareness and phonics instruction. Fourteen selected Achievement School/Lowest 300 sites are implementing *Expeditionary Learning*. Within the *EL* K-2 curriculum, supplemental labs are provided that focus on foundational skills and content-based literacy. In *EL* Grades 3-5 curriculum, the ALL Block provides additional content/research focused lessons that are complementary to core module lessons. The additional K-2 labs and ALL block lessons help to accelerate the achievement of all students.

Instructional materials reviews have been conducted on both the *Expeditionary Learning* and *Countdown* and *Blast* resources. The EdReports review site states that the *EL* instructional materials for K-5 overall highly meet the expectations of alignment in the following areas:

- The materials include high quality, rigorous texts for students to engage with questions and tasks.
- The materials support development of foundational skills and provide support for teachers to attend to students' literacy growth.
- The materials also support building knowledge and growing academic vocabulary as student demonstrate their integrated skills.

The *Countdown* and *Blast* development is based on the research highlights of the importance of phonological/phonemic awareness and phonics instruction in foundational reading skill instruction. This systematic and explicit foundational skill instruction is cumulative in its positive effects on student reading achievement and should be provided consistently and with fidelity to ensure the development of solid foundational reading skills. Current reading research also shows that the provision of instruction in these foundational skills can either prevent or ameliorate the consequences of a reading disability. The rationale for selecting these programs consists of several factors:

- They intentionally addresses the two key areas of foundational skills (phonological/phonemic awareness and phonics).
- They utilize aspects of instruction considered to be effective for instruction and intervention (explicit, systematic, sequential, and multisensory).
- They are featured on the "Reading Difficulties, Disabilities and Dyslexia" course located on the BEESS Portal which supports current research about reading and Florida legislation.
- Instruction can be done in about 15 minutes a day and is supportive for teachers either new to the field or who need additional support in the pedagogy of foundational reading skills.

Evaluations of the 2018-19 *i-Ready* and *Ready LAFS* implementation were conducted to measure fidelity of implementation and student growth. *i-Ready* spring diagnostic assessment was highly correlated to the Florida Standards Assessment in ELA at grades 3-5. In 3rd grade, *i-Ready* reading was correlated at a 0.86 to FSA ELA, in 4th grade, *i-Ready* reading was correlated at a .0.85 to FSA ELA, and in 5th grade, *i-Ready* reading was correlated at a 0.86 to FSA ELA. The Lowest 300 school sites showed an increase from 19.1% to 22.3% in on-Level *i-Ready* scores for grades 1-5."

4. **The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

Based on our approved K-12 Comprehensive Reading plan Decision Trees from K-2 and 3-5, screening, diagnostic, and progress monitoring assessments are used to inform and guide differentiation of our instruction. *i-Ready* data, FAIR-FS, reading and

writing interim data along with census data such as FSA and ACCESS data that are aligned to standards are used to guide flexible grouping and guide lesson planning based on real-time data. A new PreK-3 data dashboard is being developed for use during the 2019 to assist district, schools, and teachers in progress monitoring student growth.

5. **The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

Areas of greatest need are identified and prioritized by using the approved K-12 Comprehensive Reading Plan, Decision Trees for K-2 and 3-5. Use of instructional tools and supports such as *Intervention Toolkit*, *Journey's Language and Literacy Guide*, the *i-Ready Toolbox*, the *Ready Reading (Ready LAFS)*, *Expeditionary Learning*, and the *Countdown* and *Blast* materials coupled with appropriate instructional scaffolding and metacognitive strategies ensure that all areas of the reading process are appropriately addressed through explicit and systematic instruction.

6. **The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Science and social studies texts and tasks are integrated throughout the ELA core block and the 60 minutes of additional instruction. The K-5 district-produced Instructional Guides provide a myriad of recommended resources and strategies drawn from provided resource materials and tools that allows for differentiated planning and support of the integration of literacy into content-focused instruction. Purposeful, interactive read alouds aligned with cross-curricular grade level standards are used to support ELA core and intervention instruction. Literacy Design Collaborative modules are designed as a cross-curricular integration of ELA, social studies and science texts and tasks.