

A photograph of a woman with long dark hair, wearing a light-colored sweater, sitting on the floor and reading a book to a group of children. The children are also sitting on the floor, some looking at the book. The scene is set in a classroom or library. The image has a blue tint.

Blueprint for Maryland's Future: 2024 Comprehensive Literacy Plan

Harford County Public Schools

May 2024

BLUEPRINT
for our students' future 🌱



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BOARD OF EDUCATION OF HARFORD COUNTY STRATEGIC PLAN

MISSION

- Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.

VISION

- We will inspire and prepare each student to achieve success in college and career.

CORE VALUES

- We empower each student to achieve academic excellence.
- We create reciprocal relationships with families and members of the community.
- We attract and retain highly skilled personnel.
- We assure an efficient and effective organization.
- We provide a safe and secure environment.

LONG-TERM GOALS



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Literacy Team

Kristine Scarry
Supervisor of Reading, English and Language Arts

Kristen Bard
Early Childhood Teacher Specialist

Victoria Jones
K-3 Literacy Teacher Specialist

Julia Markowski
Secondary Reading, English and Language Arts Teacher Specialist

Annmarie Steltzer
Assistant Supervisor of Reading, English and Language Arts

Gideon Twigg
K-5 Literacy Teacher Specialist



I. Literacy Vision and Goals

Mission

The mission of the HCPS English/language arts curriculum, kindergarten through grade twelve, is to provide a structured literacy program that is based on the Science of Reading and recognizes the authentic relationships among reading, writing, listening, and speaking in the real world.

Vision

The vision is to create a child-centered, positive learning environment, whereby students strive to master developmental and sequential learning expectations to become self-directed, productive life-long learners.

Values

We believe every child should receive systematic and sequential daily phonological awareness and explicit phonics instruction. Additionally, students deserve opportunities to build oral language, vocabulary, and comprehension skills with a variety of texts. Texts may include decodables and a wide range of genres and text types within grade level text complexity bands with scaffolding as needed at the higher end of the range. Teachers model the processes of reading, writing, listening, and speaking while integrating instruction which supports appropriate expectations for the development of basic skills as well as higher level thinking and learning skills. Teachers, students, and parents work collaboratively to accomplish instructional goals that prepare students for college and career readiness.

We believe in the importance of elevating the standard of literacy instruction and fostering a culture of continuous improvement. Our professional development initiative aims to empower teachers with research-based strategies, innovative pedagogical approaches, and technology integration, ensuring they adeptly address the diverse literacy needs of students.

Through collaborative workshops, personalized coaching, and the utilization of assessment data, our goal is to equip educators with the knowledge and skills to create engaging, differentiated, and culturally responsive literacy experiences. By the end of this professional development cycle, we envision a teaching community that not only demonstrates enhanced proficiency in literacy instruction but also cultivates a passion for lifelong learning and literacy advancement among their students.

It is essential to systematically integrate and implement high-quality instructional materials that are research-based, culturally responsive, and differentiated to meet the diverse needs of all learners. By fostering a learning environment enriched with evidence-based literacy resources, we aim to empower educators and students alike, promoting equitable access to effective literacy instruction. Through the strategic selection, implementation, and ongoing assessment of these materials, our goal is to cultivate a community of proficient readers and critical thinkers, laying the foundation for lifelong learning and academic success.



II. 1.0 Curriculum & Instruction

<p>Goal: HCPS is committed to teacher and student access to high-quality instructional materials to yield improvements in student learning outcomes and provide opportunities for students to engage more deeply and meaningfully with the Maryland College and Career Readiness Literacy Standards.</p>	
Implementation Indicators	Evidence
<p>1.1 Tier 1 curriculum for Word Recognition includes:</p> <ul style="list-style-type: none"> • Explicit, systematic, and cumulative instruction • Evidence-aligned principles • Integrated scaffolds for English learners and dialectal speakers • Emphasis on knowledge-building and skill-based procedures 	<p>The HCPS elementary schedule provides time for daily word recognition instruction. Elementary Language Arts Instructional Blocks</p> <p>Teachers are provided a scope and sequence and pacing recommendations for word recognition skill instruction. The following links provide sample curriculum documents.</p> <p>Scope and sequence for Benchmark Advance curriculum. Sample scope and sequence for Units of Study curriculum</p> <p>The pre-kindergarten curriculum includes the following instruction: 1 day letter recognition, 1day focused on letter sounds, 2 days writing instruction, and 1 day designated for word work and phonics activities throughout the week. Additionally, students are provided daily phonemic awareness (Heggerty) and book & print awareness instruction through daily read aloud.</p> <p>HCPS Prekindergarten Framework Prekindergarten Language Arts</p>
<p>1.2 Tier 1 curriculum for Language Comprehension includes:</p> <ul style="list-style-type: none"> • Explicit, systematic, and cumulative instruction • Evidence-aligned principles • Integrated scaffolds for English learners and dialectal speakers • Emphasis on knowledge-building and skill-based procedures 	<p>The HCPS elementary schedule provides time for daily language comprehension instruction. Teachers have time for targeted read aloud time, shared reading, direct instruction for grade level MCCR standards, differentiated small group instruction, and independent reading time daily.</p> <p>Elementary Language Arts Instructional Blocks Scope and sequence for Benchmark Advance curriculum. Sample Standards Alignment for Units of Study Grade 1 Sample Standards Alignment for Units of Study Grade 3</p> <p>Benchmark Advance provides IELD (Integrated English Language Development) suggestions on daily lessons. The Units of Study curriculum provides scaffolding and differentiated learning opportunities with suggestions for light, moderate and substantial support for EL students. Lesson by lesson instructional strategies for EL students are provided in both reading and writing curriculums. Below is a sample for grade 4.</p> <p>Fourth Grade Supports for English Language Learners for Writing Fourth Grade Supports for English Language Learners for Reading</p>



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Implementation Indicators	Evidence
1.3 Curriculum addresses the core five components (phonemic awareness, phonics, fluency, vocabulary, comprehension) + writing and is aligned through a horizontal (consistency within grade level) and vertical (consistency across grade levels) approach (i.e. scope and sequences for skills and knowledge-building)	<p>The HCPS elementary schedule and curriculum programs address the core five components. Teachers are provided time for daily instructional minutes aligned to these components.</p> <p>The schools in the district implementing Benchmark Advance use Heggerty in grades Pre-K to 1st for phonemic awareness. Phonics, fluency, vocabulary, comprehension, and writing are integrated and taught utilizing the Benchmark resources.</p> <p>The schools in the district implementing Units of Study use Heggerty in grades Pre-K to 1st for phonemic awareness. Phonics, fluency, vocabulary, comprehension, and writing are integrated and taught utilizing the Units of Study resources, Common Lit resources, and HCPS Word Work curriculum.</p> <p>Sample Heggerty Phonemic Awareness Curriculum Scope and Sequence Benchmark Advance Curriculum Sample Grade 1 Unit Sample of Common Core Curriculum Map for Units of Study Sample Grade 4 Word Work Guide</p>
1.4E Integrated CRSE (culturally responsive and sustaining education) practices and materials (e.g. Includes an equity framework at the start of each content unit)	<p>HCPS systematically integrates and implements high-quality instructional materials, Pre-K to 12, that are research-based, culturally responsive, and differentiated to meet the diverse needs of all learners. By fostering a learning environment enriched with evidence-based literacy resources, we aim to empower educators and students alike, promoting equitable access to effective literacy instruction. Through the strategic selection, implementation, and ongoing assessment of these materials, our goal is to cultivate a community of proficient readers and critical thinkers, laying the foundation for lifelong learning and academic success.</p> <p>HCPS utilizes the following document to audit curriculum. This work is done in conjunction with our Equity Office. Text selection for the curriculum is monitored and evaluated to ensure that the text students are reading and being exposed to provides for diverse representation. We want our students to have both “mirrors” and “windows.” HCPS incorporates literature in the curriculum with authentic representations of various cultures. Diversity and Equity Tool</p>
1.5 Tier 1 Guidance in the Content Areas includes: <ul style="list-style-type: none"> • Explicit, systematic and scaffolded instruction • Evidence-aligned learning principles • Integrated scaffolds for English learners and dialectal speakers 	<p>The HCPS secondary schedule provides time for daily language comprehension instruction. Direct instruction in grades 6-12 aligns to the grade level MCCR standards. HCPS utilizes the Houghton Mifflin Harcourt (HMH) <i>Collections</i> program. Within the program, units are developed to build students' knowledge utilizing both fiction and nonfiction texts. The curriculum provides targeted skill-based lessons aligned to grade level standards. In addition, HMH has within the curriculum, Text X-Ray, which provides an overview of text complexity and supports and scaffolds to guide and differentiate instruction for different proficiency and skill levels. Harford County Public Schools has collaborated with the Office of English Language Learners in order to create additional support documents that scaffold lessons for teachers to utilize with EL learners. Below is one sample of an EL lesson seed created by HCPS curriculum writers to accompany an HMH 8th grade text lesson.</p> <p>HCPS RELA Grade 8 Unit 1: Tell Tale Heart Teacher Notes EL Scaffolded</p>

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Implementation Indicators	Implementation Indicators
<p>1.6 Tier 1 Guidance for Vocabulary Development includes:</p> <ul style="list-style-type: none"> • Direct word instruction • Word awareness and the use of synonyms and context cues • Morphological knowledge and awareness 	<p>The HCPS Secondary English Program, HMH, incorporates word instruction and vocabulary development with each lesson. Lessons include the study of morphology, Greek and Latin roots, and overall word awareness. This is evident in both reading and in word choice and usage in writing. The HMH <i>lessons specifically highlight critical vocabulary with specific opportunities to practice and apply for each text.</i></p> <p>The following links show the language scope and sequence included in HMH. High School HMH Language Scope and Sequence Middle School HMH Language Scope and Sequence</p>
<p>1.7 Tier 1 Guidance for Language Comprehension includes:</p> <ul style="list-style-type: none"> • Explicit instruction of text structure in informational and narrative texts • Opportunities for “close reading” of complex texts <p>Strategy use (limited) for summarizing, inferring main idea(s), drawing inferences (e.g. cause and effect)</p>	<p>The HCPS Secondary English Program focuses on the three components: fluency, vocabulary, and comprehension. HCPS is committed to including a wide range of text types and genres including both informational and narrative texts. In the HMH curriculum, both literal and higher-level questions and critical comprehension instruction are incorporated for each text selection. Lessons are structured with text dependent questions and close reading practices. The Close Read screencasts embedded in the online text selections, explicitly demonstrate close reading practices and serve as a model “think aloud” for students to emulate in their own close reading. In addition to the student anthology, HMH includes a separate book entitled, <i>The Close Reader</i>. This student book is intended to provide independent practice in the close, analytical reading of additional text selections.</p> <p>This close reading and rereading of text assists with fluency with a focus on both silent and oral reading. Every text has an online reader so students can hear fluent reading of selections.</p>



III. 2.0 Professional Learning

<p>Goal: HCPS is committed to a continuous model of professional learning that blends theory and practice in literacy and leads to meaningful improvement in classroom instruction. Professional development should be personalized to the needs of individual schools and teachers. Planning for systemic professional learning must be intentional and build skills aligned to the Science of Reading.</p>	
Implementation Indicators	Evidence
<p>2.1 IDA-accredited training for teachers and leaders to gain knowledge, skills, and application tools that include both knowledge- and skill-based procedures (e.g. AIM Pathways, IMSE, LETRS)</p>	<p>HCPS provides professional development (PD) to primary general and special educators and reading specialists aligned to the Science of Reading. Partnerships are with Lexia, OG Plus, Wilson, Center for Collaborative Classroom, Heggerty, and Really Great Reading.</p> <ul style="list-style-type: none"> • LETRS 40-person cohort throughout Title 1 schools: January 2024 – December 2024 • LETRS 80-person cohort Pre-K to Third Grade: Teachers and special educators March 2024 -October 2024 • LETRS PD 40-person cohort June 2024 – March 2025 • Really Great Reading system professional development was held for all Pre-K to third grade teachers, special educators, paraeducators and reading specialists. Professional learning sessions were conducted on system-wide content days in November 2023 and March 2024 on foundational skills and word recognition. (Professional development was for emerging and developing learners and based on program agnostic information) • HCPS will host a two-day June 17 – June 18, 2024 Summer Science of Reading Institute partnering with Really Great Reading Company. 168 teachers are registered to attend Science of Reading Institute Brochure • Bowman's OG Plus, Wilson Foundations, Wilson Reading and Corrective Reading training have been implemented since 2020. HCPS has been committed to training educators and expanding the programs across elementary and secondary schools. The following chart highlights district participation from 2020-2024. HCPS OG Plus and Wilson Training • Bowman's OG Plus cohort is scheduled for June 2024 with 30 additional participants. <p>All HCPS Pre-kindergarten teachers engaged in science of reading training including the following:</p> <ul style="list-style-type: none"> • Really Great Reading: MD_HCPS Part 1 - Science of Reading - Emerging Readers PK-1 • Really Great Reading: MD_HCPS Part 2 – Science of Reading- Emerging Reader PK-1 <p>HCPS Pre-kindergarten teachers were offered optional professional development sessions in Phonemic Awareness, Phonics, Vocabulary, and Comprehension by the LEA's Early Childhood Teacher Specialists PreK Professional Learning Agenda- Comprehension PreK Professional Learning Agenda- Phonics</p> <p>During the March Professional Learning Conference, Prekindergarten educators were offered self-directed learning opportunities from Heggerty and Handwriting without Tears in which were designed to help educators understand the research behind building of foundational skills in phonemic awareness and writing. Prekindergarten March Learning Conference Catalog</p>

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Implementation Indicators	Evidence
<p>2.2 Training and development through the use of professional learning communities (PLC), instructional coaching, and/or lesson studies (at least 1x per quarter) to ensure sustainability</p>	<p>HCPS is committed to using professional development approaches including job-embedded coaching, demonstration lessons, walkthroughs, and school-based collaborative PLC sessions.</p> <ul style="list-style-type: none"> • The Reading, English and Language Arts Office (RELA) meets monthly for full day meetings/training sessions with school-based reading and literacy specialists at elementary. Quarterly meetings are held with secondary literacy specialists and English department chairs. • Reading specialists and department chairs are expected to transfer the learning from the training with school-based staff. • Elementary schools designate a minimum of one monthly PLC meeting with each grade level team. The RELA Office provides reading specialists with protocols and content that can be utilized with teachers. • Secondary English departments designate a minimum of one monthly meeting in order to provide opportunities for PLC work, data reviews and instructional planning. <p>See the following charts and slides outlining the district professional development plan. HCPS Professional Development Plan HCPS Projected Plan 2024-2025</p>
<p>2.3 Teachers are trained on how to adjust time and intensity of instruction for each component based on data and student need</p>	<p>HCPS provides pacing recommendations for instructional units. This includes the scope and sequence for foundational skills. HCPS provides an Assessment Toolbox.</p> <p>During monthly PLC meetings, reading specialists meet with grade level teams to determine appropriate pacing and adjusting of time and intensity of instruction of priority skills during Unit Unpacking Sessions. Based on assessment results, teachers are expected to adjust time for specific small groups and to recommend specific program placement such as Foundations Double Doses or SIPPS for added intensity. Through progress monitoring, student data is reviewed and individualized learning plans are created and adjusted.</p> <p>For the 24-25 school year, HCPS will be utilizing the iReady Assessment Platform. Targeted reports will be established highlighting specific students for specific skill lessons. iReady provides teachers with specific small group lessons aligned with areas of student need. At the start of the 24-25 school year, teachers will receive training through a “trainer of trainer” approach. All district reading specialists will provide professional learning and targeted data review meetings with grade level teams. iReady Data Analysis Protocol At the secondary level, PLC content leaders meet with grade level teams weekly to look at data, plan lessons, and adjust instruction based on formative feedback to meet the needs of students. All secondary schools will assess students in the 24-25 school year for grades 6-10 using the iReady assessment suite. These diagnostic assessments and standard level reports will be an additional data point for teachers to use in planning targeted instruction.</p>

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Implementation Indicators	Evidence
<p>2.4E Resources are distributed in an equitable manner to support professional learning initiative</p>	<p>HCPS Professional Development Plan highlights the collaboration with the Special Education Office, EL Office and Title 1 Office to support implementing evidence-based PD in literacy skills. As the district enrolls teachers in Lexia LETRS training, one cohort was specifically designated to assign all 40 slots to only Title 1 schools tied to high-needs populations.</p> <p>Funds are specifically designated for Title 1 schools to hire a school-based Literacy Specialist. This position was specifically created to provide professional learning to support and build teacher capacity around literacy. HCPS Literacy Specialist Description</p> <p>Funds are specifically designated for Title 1 schools to hire a teacher specialist for Supplemental Instruction. This position assists grade levels with determining appropriate supplemental programs for individual students. They coordinate plans and implement long-range goals and objectives for students receiving supplemental instruction. HCPS Position Description</p> <p>TSI funds are utilized to support the purchasing of intervention materials for schools with high-needs populations. Specific priority schools have been identified at the district level for the additional funding.</p> <p>The following are specific professional learning opportunities from the 23-24 school year with identified schools for high need populations:</p> <ul style="list-style-type: none"> • September 14, 2023- Title I/Priority School Principal Meeting - Presentation on Promising Reading Practices • November 8, 2023 - Title I/Priority School Teacher Specialist Meeting - SPA Peer Review with support from content offices • December 13, 2023 - Title I/Priority School Teacher Specialist Meeting - RELA Updates and Common Lit updates • February 2, 2024 - Title I/Priority School Principal Meeting - RELA Updates/Science of Reading <p>HCPS has established a Central Office Steering Committee from multiple Offices (Special Education, Student Support Services, EL, RELA and Math Supervisors, Title 1) focusing on specific supports for identified high needs/priority schools. The following link outlines supports provided to each school.</p> <p>HCPS has identified three priority middle schools. In order to support student achievement and to build teacher capacity in our high needs' schools, three Middle School Literacy Specialist positions have been funded. These specialists concentrate on demonstrating and modeling instruction, planning with and supporting teachers, and using data to inform and differentiate instruction.</p>

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Implementation Indicators	Evidence
2.5E Professional learning emphasizes instructional approaches and scaffolds to support historically underserved groups	<p>At monthly reading specialist meetings, professional learning has been provided on the topics below. Reading specialists then share that learning with their staff.</p> <ul style="list-style-type: none"> Strategies for working with multilingual learners including identifying the unique learning needs of this population, using WIDA Can-Do descriptors to adjust instruction, strategies for writing instruction, and strategies to support vocabulary development. A sample professional learning session provided during the 2023-2024 school year. Dyslexia and Dysgraphia in partnership with the Office of Special Education including clarifying understandings of these learning disabilities and their characteristics, strategies for differentiating instruction, and the process for identification. A sample professional learning session provided by the Office of Special Education during the 2023-2024 school year. Tools for Accessibility Office in partnership with the Office of Special Education including relevant state laws and current accessibility tools students can access. <p>During the June 2024 Science of Reading Institute, Really Great Reading will be presenting program agnostic sessions on supporting multilingual learners.</p> <p>In curriculum and material selection, materials are screened to ensure they represent the broad diversity of students in HCPS classrooms. This includes Tier 1 curriculum materials, as well as additional classroom materials such as decodable texts and classroom libraries.</p> <p>In secondary schools, professional development at both the county level and school level has intentionally focused strategies and support for EL learners. This has been a collaboration with the Office of English Language Learners. The Reading, English and Language Arts Office has also partnered with The Office of Equity and Cultural Proficiency to provide all English teachers across the district with professional learning on topics such as: equitable grading, discussions around sensitive issues, bias and stereotypes.</p>



IV. 3.0 Multi-Tiered System of Supports

<p>Goal: HCPS is committed to providing targeted interventions for students who may require additional support, ensuring that every learner receives the personalized instruction necessary to develop strong foundational reading skills. By employing a systematic approach, regularly assessing progress, and adjusting interventions as needed, we aspire to cultivate a community of proficient readers who are well-equipped for academic success and lifelong learning.</p>	
Implementation Indicators	Evidence
3.1 Nationally normed screening assessments administered 3x/year for all students in alignment with the Ready to Read Act in all languages of instruction	<p>HCPS has identified Dibels 8th edition as the screener. Teachers have been trained on how to administer the assessment by participating in the 6-hour training module from Amplify. HCPS Assessment Plan</p> <p>The HCPS North Star Primary Committee has updated the guidance for Universal Screening for the 24-25 school year. See chart. HCPS Early Reading Screener Guidance</p> <p>Prekindergarten teachers administer pre-k skills checklist 3x a year (fall, winter, spring) to all students to monitor progress and inform instructional practices. PreK Skills Checklist and Script Completed skills checklists prekindergarten</p>
3.2 Diagnostic assessments and progress monitoring tools are used to capture and monitor specific skill needs for students who fall below indicators of risk on screening assessments	<p>HCPS has established MTSS Branching rules for Early Reading Screener and Assessment Data. MTSS Branching Rules</p> <p>Schools are required to administer the DIBELS progress monitoring assessments every 30 days based on the subtests identified in Amplify for identified students.</p> <p>Prekindergarten teach monitor progress each day throughout the year to capture current student performance using multiple modes including, data checklists, anecdotal notes, student work samples, and pre-k skills checklist data PreK anecdotal notes Completed skills checklists prekindergarten Student Data Checklists Pre-k</p> <p>During the 2024-2025 school year, HCPS began administering the iReady assessment to all students. The assessment provides both diagnostic and progress monitoring data. Instructional grouping reports allow teachers to identify standards based small group differentiated instruction.</p>



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Implementation Indicators	Evidence
<p>3.3 UDL (universal design for learning) is aligned to the instructional focus and is used to support and/or accelerate student learning</p>	<p><u>Multiple Means of Engagement</u> Tier 1 resources provide a range of readability levels to allow various entry points for students. Small group instruction and individual conferencing is used to vary demands to optimize performance. Students are provided with a choice of topic for writing assignments and independent reading books. Students use learning progressions, rubrics, and other tools to develop self-assessment and reflection skills.</p> <p><u>Multiple Means of Representation</u> Print and digital version of texts are available for student use. Graduated scaffolds such as sentence stems and advance organizers are provided. Visual aids are used to support students such as anchor charts and graphic organizers. Text sets are used to assist students in supplying and building background knowledge and vocabulary.</p> <p><u>Multiple Means of Action and Expression</u> Students are exposed to models to clearly delineate expectations for given assignments. To support self-regulation, students set and track goals throughout units in order. Manipulatives are used during phonemic awareness, phonics instruction, and word recognition including the use of Elkonin boxes, letter tiles, etc. Students have access to accessibility tools such as speech-to-text recognition, read aloud, and other features to support various student needs.</p>
<p>3.4 Data meetings (at least 1x/month) that follow established MTSS protocols to review screening, diagnostic, and progress monitoring data to ensure:</p> <ul style="list-style-type: none"> • Tier 1 risk reduction for 80% of students • Tier 2 secondary instruction for 15% of students • Tier 3 tertiary instruction for 5% of students 	<p>Data meetings are scheduled at each school at least 1X/month and led by the school-based reading specialists.</p> <p>For the 2024-2025 school year, HCPS will implement a consistent data analysis protocol for the PLC meetings. The following Screener Protocol will be utilized for data conversations.</p> <p>Universal Screener Data Protocol AIM Quick Guide</p>
<p>3.5 A data protocol that teachers and support staff readily understand is used consistently. The protocol is used to inform instructional changes and adjustments when data demonstrates that changes are necessary at the student, classroom, or school level.</p>	<p>For the 2024-2025 school year, HCPS will implement a consistent data analysis protocol for the PLC meetings. The following Screener Protocol will be utilized for data conversations. CFIP Data Protocol</p> <p>HCPS will utilize reading specialists and Title 1 supplemental instruction specialists to oversee data review meetings at each school. Decisions regarding instructional changes and program placement are included in the discussion.</p>

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Implementation Indicators	Evidence
<p>3.6 All students have access to Tier I Core instruction (90-120 minutes/day) with differentiated instruction</p>	<p>HCPS is committed to providing dedicated time for all aspects of literacy instruction. See the HCPS Framework for Instructional Minutes.</p> <p>Time is provided each day for teachers to provide targeted small group explicit instruction.</p> <p>HCPS is in the midst of a district wide Middle School Innovation Reform. With the new model, in the 24-25 school year, each school has designated two- 45-minute periods for language arts instruction. Students will receive targeted, explicit instruction in one period for reading and one period for writing instruction.</p> <p>At the high school level, students receive English instruction in a block schedule with 90-minute periods every other day.</p>
<p>3.7 Students receive supplemental Tier II instruction</p> <ul style="list-style-type: none"> • In addition to Tier I Core instruction • Typically involves small groups of no more than 6 students • Time, intensity and focus of intervention is regularly adapted • based on the most recent progress monitoring data (generally 20-30 minutes/day, 4-5 days/week) • Using a high quality, evidence-aligned Tier II program with • predetermined entrance/exit criteria • Aligned to skill need • Aligned with core programming 	<p>HCPS utilizes data to determine the instructional core program and tiers of support for each student. The following flowcharts highlight the curriculum profiles and provide guidance to schools on determining placement in tier II instruction. HCPS Multi-Tiered Systems of Support Flowcharts</p> <p>Progress monitoring using iReady, DIBELS, and specific intervention assessments determines how students are performing and whether students are prepared to exit the program or need to have their current program adjusted or changed.</p> <p>Each day, PreK students receive targeted small-group instruction during a 7-10-minute segment of their literacy lessons, tailored to individual needs. These small groups are led by both the teacher and paraeducator, who provide differentiated assignments designed to address the specific needs of each student. Lesson plan-differentiation and small groups</p> <p>For the 24-25 school year, HCPS has issued an RFP for personalized one on one tutoring for students in primary grades aligned to the Science of Reading. Priority schools have been identified to receive these services.</p> <p>For the 24-25 school year, HCPS has contracted with AMIRA company. 1,750 students will be enrolled in the program to receive personalized reading tutoring with an AI tutor. AMIRA also provides assessments that include a dyslexia screener.</p>
<p>3.8 Students receive intensified Tier III instruction</p> <p>In addition to Tier I Core instruction</p> <ul style="list-style-type: none"> • Typically small involves groups of three students or less • 20-30 minutes/day, 4-5 days/week 	<p>HCPS implements Tier III instructional programs for identified students. For example: OG Plus, Wilson Reading, Corrective Reading.</p> <p>The following flowcharts highlight the Multi-Tiered System of Support. HCPS Multi-Tiered Systems of Support Flowcharts</p>

<ul style="list-style-type: none"> • Time, intensity, and focus of intervention are regularly adapted based on the latest progress monitoring data • Using a high-quality, evidence-aligned Tier III program with predetermined entrance and exit criteria • Aligned to skill need 	
<p>Goal: HCPS is committed to providing targeted interventions for students who may require additional support, ensuring that every learner receives the personalized instruction necessary to develop strong foundational reading skills. By employing a systematic approach, regularly assessing progress, and adjusting interventions as needed, we aspire to cultivate a community of proficient readers who are well-equipped for academic success and lifelong learning.</p>	
Implementation Indicators	Evidence
<p>3.9 Student outcomes are disaggregated by historically underserved groups (including and beyond race) and analyzed for equity gaps for instruction and intervention.</p>	<p>In collaboration with the Office of Accountability, district and school level data is disaggregated so that gaps in instruction can be determined, analyzed and addressed. The following highlights district data from 22-23 to our current mid-year 2024 data. Early Screener Disaggregated Data</p>
<p>3.10 Students receive supplemental Tier II interventions following evidence-based practices:</p> <ul style="list-style-type: none"> • In addition to Tier I Core instruction • Time, intensity, and focus of intervention are regularly adapted based on the latest progress monitoring data • Aligned to need and core programming 	<p>In grades 6-10, students identified based on reading data from county and state assessments will receive Tier II instruction and the core Tier I program.</p> <p>The Reading, English and Language Arts Office has instituted an articulation process to support schools in the identification of students transitioning from grade 5 to 6 and grade 8 –9 who require Tier II intervention. Data protocol sheets and assessment spreadsheets are created by the Office of Accountability to best determine student placement from elementary to middle school and students exiting middle school and beginning high school. The current Tier II programs utilized in our secondary schools include Dream Box <i>Reading Plus</i>, HMH Read 180, and Strategic Reading. The time and intensity are based on each program's guidelines for fidelity and usage. Student data reports are generated in each program's platform to monitor student progress and to determine when students would exit the program by achieving grade level expectations. In collaboration with the Office of Special Education, additional assessments such as the QRI are administered to students to determine Tier II placements and to progress monitor.</p> <p>Each program includes research-based approaches and provides alignment documents to the MCCR standards.</p> <p>See the following link for an example from the Reading Plus program. Reading Plus Comprehension Skills Alignment to Anchor Standards</p>
<p>3.11 Students receive intensified Tier III intervention</p> <ul style="list-style-type: none"> • In addition to Tier I Core instruction • Typically, small involves groups of three students or less • 20-30 minutes/day, 4-5 days/week 	<p>In grades 6-10, students are identified based on performance and data from their Tier II program, their IEP goals, and their data from county and state assessments.</p> <p>The current Tier III programs utilized in our secondary schools include:</p> <ul style="list-style-type: none"> • OG Plus

<ul style="list-style-type: none"> • Time, intensity, and focus of intervention are regularly adapted based on the latest progress monitoring data • Aligned to skill need 	<ul style="list-style-type: none"> • Corrective Reading • System 44 • Wilson Reading <p>Time and intensity are dictated by each program and students receive instruction aligned to program fidelity. Lessons are aligned to skill need based on the scope and sequence of phonics and foundational skills and incorporate research-based approaches.</p>
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V. 4.0 Instructional Leadership

<p>Goal: HCPS is committed to building the capacity of our instructional leaders in the Science of Reading, literacy development, and College and Career Ready Standards. The goal is to provide instructional leadership with professional learning opportunities, targeted partnerships with Central Office personnel and a continuous model for assessment and data analysis. Work with instructional leadership through the School Improvement Process is meant to support each school as they increase student achievement in literacy.</p>	
Implementation Indicators	Evidence
4.1 Short-term, mid-term, and long-term implementation goals are documented, with progress routinely shared at least monthly with teachers and administrators	<p>The HCPS Office of Organizational Development leads all schools in the development, review and execution of SPA plans. Each school must have a specific focus on literacy. Plans are reviewed with progress monitoring requirements throughout the school year.</p> <p>HCPS SPA Plan 23-24</p>
4.2 Professional development calendar supports full and strategic implementation of current district initiative for all educators and leaders (50-75% of trainings support one key initiative)	<p>The following professional development plan outlines how HCPS will implement, and support district initiatives aligned to the Science of Reading. HCPS Projected Plan 2024-2025</p> <p>HCPS Executive Leadership are currently in a phase of sustainability planning for professional learning. Leadership development and the county plan for monthly Administrative Leadership meetings will focus on literacy, behavior and social emotional learning, and targeted small group instruction. A district calendar will be finalized in the summer of 2024 and shared with all district leaders. This plan will identify specific dates, target audience groups and topics aligned to the district literacy initiatives.</p>
4.3 Assessment calendar details testing window, and data meetings, and is released prior to the start of the school year	<p>The Office of Accountability creates and publishes the HCPS assessment calendar with specific windows. Data meetings are held at the school level by the school ILT with the reading specialists and secondary English department chairs in attendance for specific school-based needs.</p> <p>The following link is the current assessment calendar. The 24-25 is currently being developed. HCPS Assessment Calendar 2023-2024</p>
4.4 Dedicated time to monitor school and district performance to identify trends among disaggregated student populations (at least 3x/year)	<p>In collaboration with the Office of Accountability, data is collected and submitted during the BOY, MOY and EOY assessment windows. Data dialogues are conducted to share results and to plan for instruction and professional development needs.</p> <p>HCPS Assessment Calendar 2023-2024</p> <p>Trends are identified and disaggregated data is reviewed.</p> <p>HCPS Early Reading Screener Data</p> <p>HCPS has established a leadership team under the direction of the Title 1 Supervisor. This team convenes monthly to focus on data and school improvement with a focus on our TSI and CSI schools.</p>

	<p><u>Title 1 Literacy Supports to Schools</u></p> <p>SPA teams have interval meetings at each school. These data meetings are conducted to review data and plan instructional next steps at the school level.</p>
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Implementation Indicators	Evidence
4.5 Curriculum-agnostic walk-through tools with clear and concise instructional expectations aligned to IDA's Knowledge & Practice Standards	<p>HCPS RELA Office and Office of Accountability have been committed to conducting literacy walkthroughs at all 34 elementary schools at least two times a year. The following link shares the spring 24 schedule Walkthrough 2024 Schedule</p> <p>We have utilized tools from the curriculum to observe instruction and program implementation. The following link shows a sample of the Benchmark Advance Company walkthrough form. Benchmark Walkthrough Form</p> <p>At the middle school level, instructional writing walkthroughs are conducted in order to ensure best practices are evident and to provide feedback to English departments and ILT leadership. The following form has been used to collect school-wide data.</p> <p>During the summer of 2024, the Office of Reading, English, Language Arts revised the classroom walkthrough forms to reflect instructional expectations aligned to the IDA's knowledge and practice standards. Additionally, look-for documents shared with schools will also be revised to reflect these standards. IDA Knowledge and Practice Standards</p> <p>The following Structured Literacy Walkthrough form will be utilized during school visits. Each elementary school will have instructional walkthroughs conducted at least once a school year with members representing the RELA Office, Special Education Office, Office of Accountability and Executive Leadership.</p>
4.6 Instructional leaders hold themselves responsible for identifying, monitoring, and remedying barriers, and amplifying facilitators for key initiatives (e.g. town halls, focus groups, and interviews)	<p>Executive Leadership holds district leaders responsible for the implementation and monitoring of all SPA plans. Level-alike meetings are conducted for professional leaders. Principals utilize a district dashboard that provides Early Warning Indicator data. The district has an MTSS catalog to identify specific instructional targets and intervention plans. As further leadership and monitoring, the central Instructional Leadership Team (ILT), including the Superintendent of schools ensures barriers and initiatives related to literacy and all instruction are prioritized. SPA Data Plans</p>

VI. 5.0 Community Culture & Engagement

Goal: HCPS is committed to engaging every parent/caregiver, creating meaningful partnerships with every parent/caregiver to help all our students succeed both academically and socially. Parent and Community Engagement Liaisons (PACE) staff, and Community School Specialists, assist school-based administrators and teachers by assessing parents' needs, creating meaningful and relevant experiences for parents to support students' learning, including literacy skills.	
Implementation Indicators	Evidence

5.1 Identifiable systems are in place at the individual, grade, building, and district levels to monitor fidelity and ensure the sustainability of the key initiative	Several structures exist to monitor fidelity and ensure sustainability of key initiatives. Monthly school-based collaborative planning meetings involving teachers and the school-based reading/literacy specialist to review data and plan instruction. Additionally, each school has a School Performance and Achievement (SPA) team. One of their responsibilities is to monitor school data to set goals aligned with literacy. This goal is monitored and refined throughout the year.
Goal: HCPS is committed to engaging every parent/caregiver, creating meaningful partnerships with every parent/caregiver to help all our students succeed both academically and socially. Parent and Community Engagement Liaisons (PACE) staff, and Community School Specialists, assist school-based administrators and teachers by assessing parents' needs, creating meaningful and relevant experiences for parents to support students' learning, including literacy skills.	
Implementation Indicators	Evidence
5.2 Frequently engage community partners, staff, caregivers, and students (when appropriate) to facilitate collaboration and build trust and relevant literacy knowledge about both the strengths and needs of families (at least 1x/ monthly)	<p>HCPS utilizes a variety of means to engage stakeholders. Each school holds Learn with Me events throughout the year where families come to their child's classroom to engage in a learning activity with their child. A minimum of one of these events is centered on literacy. Schools hold reading/literacy nights annually to engage parents and schools create summer literacy activities to engage families. The following is a sample from an elementary school. Family Engagement</p> <p>Teachers send home information on how parents can support literacy learning. In accordance with the Ready to Read Act, parents receive communication in writing related to their child's performance on screening assessments as well as progress monitoring reports. A sample district letter can be found at the following link: Parent Guardian DIBELS Letter 22 23</p> <p>Community schools/Title I and Parent Community Engagement Liaisons build partners and collaborate with parents/caregivers based on the needs of families. HCPS supports three Judy Centers across that county that coordinate family and other literacy activities throughout the year.</p> <p>The link provides an overview of the 24-25 Parent Engagement</p> <p>The HCPS Office of Communication coordinates and presents "Littles University" events. Families receive an age-appropriate book sent to their home address. This book is then the center of a virtual event where the book is read, and activities are shared. The following link highlights current and past video sessions HCPS Littles University for Parents</p> <p>At our three priority middle schools, school-based literacy specialists focus on engaging parents and building partnerships. Parent book clubs have been established along with evening literacy workshops and celebrations. The following link highlights the feedback and reaction to one such event at Edgewood Middle School.</p> <p>It is important in HCPS that parents are our learning partners. The district HCPS website provides parents with full access to all curriculum documents. The site also provides resources for parents related to dyslexia, our current intervention programs, and reading assessments. The site can be accessed at the following links: Reading, English and Language Arts Curriculum for Parents Reading, English and Language Arts Elementary Curriculum and Resources for Parents</p>

<p>5.3 Climate and culture data is captured annually within and outside the school community, reviewed collectively, and integrated to support initiatives</p>	<p>HCPS conducts multiple surveys of students and families throughout the year. Annually, students and teachers complete a school climate survey. Per Title I requirements, surveys are completed after all family engagement events.</p>
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Questions? Email AskHCPS@hcps.org