



**ENTER TO LEARN,
GO FORTH TO SERVE**



Student Achievement - K-8 ELA

K – 8th Alignment with the Science of Reading – By the end of the 2022-2023 school year, HPISD will work with literacy experts to revise the literacy framework, curriculum documents and instructional materials, and provide professional learning to maximize alignment to the Science of Reading research and best practices in reading instruction.



Student Achievement - K-8th ELA



Summer 2022 Work *in Collaboration with Outside Consultants*

- Anchor resource selection process
 - Teacher Feedback
 - Parent/Community Feedback
- Framework Revision
 - Summer training for ICs and Administrators
 - Volunteer groups of teachers
- Unit 1 Curriculum Maps Developed
 - Teacher teams consisted of volunteers to write curriculum
- Screening and Progress Monitoring Measures Established
 - BOY, MOY, and EOY screening dates established



Student Achievement - K-8th ELA

Back to School Fall 2022 *in Collaboration with Outside Consultants*

- Professional Learning
 - Framework Training for ALL K-8 ELAR teachers
 - Planning effective instruction utilizing the new curriculum maps
 - How Words Work: Understanding Phonology, Orthography, and Morphology
 - Open Court Training
 - SpringBoard Training
 - Effective Administration of Screening/Progress monitoring measures
 - How to clearly communicate student progress in ELA with parents
 - Parent Resource Guides
 - Screening Data



Student Achievement - K-8th ELA

1st Nine Weeks *in Collaboration with Outside Consultants*

- BOY Screeners
 - mCLASS
 - NWEA MAP
 - Spelling Inventory
- Curriculum Writing
 - Teacher teams representing all campuses and grade levels
 - 2nd nine weeks maps
 - 2nd nine weeks parent curriculum guides
- Data
 - BOY data analyzed and used to plan instruction
- Parent Meeting with ELA Consultants
 - Over 60 Parents in attendance
- Collect Teacher Feedback on 1st nine weeks



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2nd Nine Weeks *in Collaboration with Outside Consultants*

- Curriculum Writing
 - Teacher teams representing all campuses and grade levels
 - 3rd nine weeks curriculum maps
 - 3rd nine weeks parent curriculum guides
- Data
 - Continuous analysis
 - resource implementation
 - curriculum maps
 - student achievement
 - Continuous investigation
 - differentiation activities
 - acceleration activities
 - enrichment activities
- ELA Consultants Visiting Campuses



3rd Nine Weeks

in Collaboration with Outside Consultants

- Curriculum Writing
 - Teacher teams representing all campuses and grade levels
 - 4th nine weeks curriculum maps
 - 4th nine weeks parent curriculum guides
- Data
 - Continuous analysis
 - resource implementation
 - curriculum maps
 - student achievement
 - Continuous investigation
 - differentiation activities
 - acceleration activities
 - enrichment activities
- ELA Consultants Visiting Campuses



Student Achievement - K-8th ELA



Where are we now?

- Curriculum Writing
 - Finalizing Summer Curriculum Work
 - Teachers
 - Outside Consultants
 - Prioritizing Professional Learning Needs
- Data -
 - **Implementing Targeted Instructional Strategies based on MOY Data**
 - NWEA MAP, mCLASS, Spelling Inventories
 - Implementing student specific strategies aligned to individual needs
 - **Continuous analysis**
 - resource implementation
 - curriculum maps
 - student achievement
 - **Continuous investigation**
 - differentiation activities
 - acceleration activities
 - **enrichment activities**
- ELA Consultants Visiting Campuses
- Continued STAAR Training
 - New Item Types
 - Priority Standards



Student Achievement - K-8th ELA

Simultaneous Work:

- RTI Work
 - Framework Finalization
 - Tier 3 Resource Finalization
 - Evaluating Interventions Pre/Post Take Flight
 - Identifying Training Needs
- Screener Evaluation Committee
 - Early Reading
 - Dyslexia Risk
- Writing Plan (Goal 1.2)



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Highland Park ISD

Response to Intervention (RtI) Framework



March 2023



Essential Components of Rtl

Highland Park ISD believes implementation of Rtl includes a combination of high-quality instruction, assessment, and evidence-based interventions. Embedded within these components are five essential elements, including:

- A school-wide, multi-level instructional and behavioral system for promoting student success for all students: The Rtl process incorporates a tiered model of instructional delivery. The tiers represent increasing levels of support to meet all students' needs.
- Screening: Universal screeners are assessments administered to all students to determine as early as possible which students are at risk of not meeting academic standards.
- Progress monitoring: Progress monitoring is a research-based practice that uses curriculum-based measures (CBAs) to produce growth-oriented data that demonstrates student progress over time. School staff use general outcome measures administered repeatedly (every 1-2 weeks) to determine the effectiveness of instruction and/or interventions.
- Evidence-based instructional programs and practices: Across all three instructional tiers, teachers utilize programs and strategies that are matched to student need AND that have been demonstrated through scientific research and practice to produce high learning rates for most students.
- Data-based decision making: Instructional decision making based on ongoing data analysis are at the core of Rtl implementation and occur at all levels of instruction. Teams use screening and progress-monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (in accordance with state law).

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Tiers of Intervention

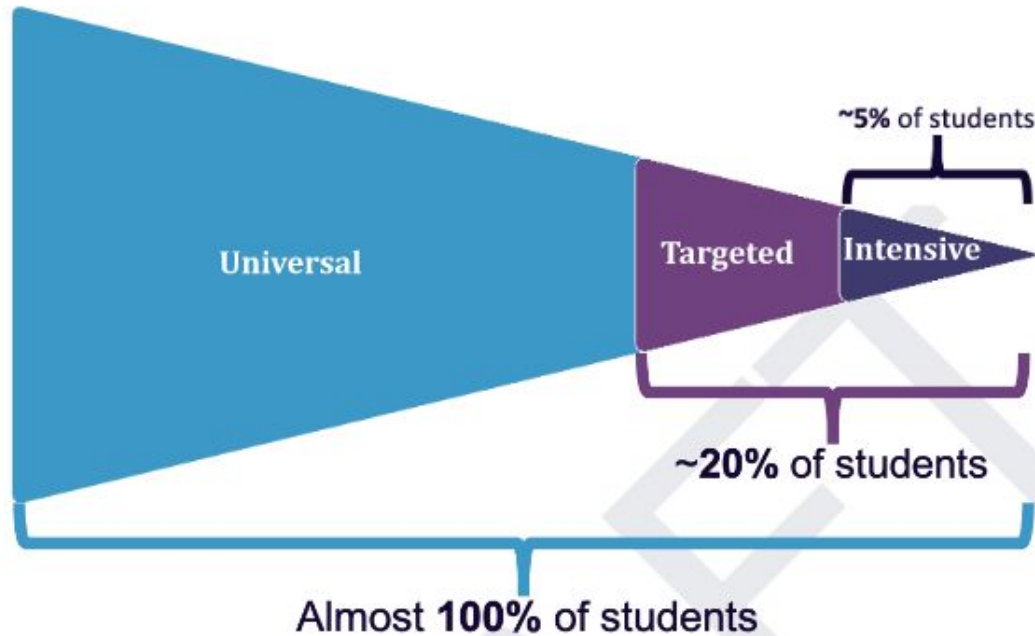


Figure 2: Meadows Center for Preventing Educational Risk. (2021). Introduction: Multi-tiered system of supports (MTSS). Austin: Author. <https://tier.tea.texas.gov/>

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What to expect for 2023-2024

- Continuous Professional Learning
- Ongoing Evaluation of Framework
 - Literacy
 - RTI
- Phonics Resource
- Parent Education Opportunities
- Continued Work with Outside Consultants
- Continued Success for **ALL** Students

