

# Marion 2018-19 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:** Jennifer Beck

**Contact Email:** [Jennifer.beck@marion.k12.fl.us](mailto:Jennifer.beck@marion.k12.fl.us)

**Contact Telephone:** 352-236-0589

## 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	53	*	55	*	56	*	59
District Overall FSA-ELA	45	46	47	48	46	49	51

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	46	48	51	52	48	53	53

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	24	22	23	21	25	18	16
White/Hispanic	10	10	12	11	12	9	7
Economically Disadvantaged/Non-Economically Disadvantaged	26	24	27	23	29	20	17
Students with Disabilities/Students without Disabilities	37	35	38	34	38	30	25
English Language Learners/ Non-English Language Learners	32	30	28	26	28	24	21

\* 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.**

Our district goals focus on supporting and accelerating students' proficiencies and learning gains in English language arts. After reviewing our data, there is work to be done in reducing the achievement gap for our student subgroups. Expenditures from the allocations were strategically selected to ensure impact on student achievement via research-based strategies and interventions. Moving into the 2018-2019 school year, we have restructured our school district to provide more support and assistance in reading instruction our schools. Priorities for the 2018-2019 school year include:

1. Implementing and monitoring high-quality standards-based ELA instruction
2. Providing professional learning opportunities to all stakeholder groups on supporting all students through our ELA curricular framework
3. Acquiring and providing supplemental ELA materials to support students within our schools

**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?**

Marion County Public Schools recognizes the collective responsibility for supporting and monitoring student achievement in English language arts. School Counseling and Assessment will create, collect, and review all K-12 district data and progress-monitoring tools. In conjunction with Elementary Education and Secondary Education, directors and curriculum program specialists will meet with the Area Directors to discuss, review, and interpret the data and trends within the district. Furthermore, the Area Directors will work with school-based administrators to discuss and support instructional next steps and goals for students.

**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.**

As part of our district assessment plan, students will be monitored via the following assessment tools:

- iReady Reading Diagnostic (K-8<sup>th</sup> Grade Students)
- iReady Reading Progress Monitoring (Select K-8<sup>th</sup> Grade Students)
- iReady Standards Mastery (K-8<sup>th</sup> Grade Students)
- Developmental Reading Assessment (K-2<sup>nd</sup> Grade Students)
- ELA Quarterly Standards Mastery Assessments (3<sup>rd</sup>-10<sup>th</sup> Grade Students)

Outside of the district assessments, school-based administrators along with reading coaches and teacher leaders will utilize, review, and analyze benchmark assessments as deemed appropriate by students' needs. Evidence of progress will be stored and monitored through Unify.

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

iReady Reading Diagnostic (Fall, Winter, Spring)

iReady Reading Progress (Monthly Monitoring)

iReady Standards Mastery (Monthly Monitoring)

Developmental Reading Assessment (Fall, Spring for all students; Quarterly for students of concern)

ELA Quarterly Standards Mastery Assessments (Quarterly)

The data will be collected as stated above; The data will be discussed and monitored through PLC's, school-based leadership meetings, district MTSS meetings, school-based coaching cycles, monthly literacy specialists' meetings, and principal/AP meetings.

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

The Assessment department will support the iReady diagnostic assessments (administered three times per year for all K-8<sup>th</sup> Grade students) and Quarterly Standards Mastery Assessments (9<sup>th</sup>-12<sup>th</sup> Grade students). All information will be deciminated to appropriate stakeholder groups in data and problem-solving team meetings. School-based administrators will be provided with the data and supported by the district on making instructional decisions in regards to appropriate research-based interventions (i.e. materials, programs, etc.) and the intensity, duration, and frequency at which the interventions should be delivered.

**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 directors of Elementary Education and Secondary Education are responsible for ensuring all academic departments produce curriculum maps, resources, and additional materials aligned to respective grade-level Florida standards. Area directors, curriculum program specialists, literacy specialists, and school-based administrators are responsible for ensuring classroom instruction is aligned to the Florida standards. Our Teaching & Learning department will work to train and support new teachers (teachers with two years or less of experience) to ensure they are implementing high-quality, standards-based instruction.

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

The Power of 5 serve as our identified instructional strategies. The Power of 5 include: common boards, data walls, learning artifacts, collaborative planning, and learning scales.

Common Boards: The common boards will include learning targets, which directly address the standards. This will serve as a visual reference for teachers, students, and

any classroom visitor as to the daily instruction happening within the context of the classroom.

**Learning Artifacts:** Learning artifacts are specific evidence of the students' work relating to the standards.

**Data Walls:** This will serve a physical manifestation of the reading standards mastery within a given classroom(s) for a school site. We want to provide an opportunity for collective responsibility of supporting and intervening (when necessary) based on the data.

**Collaborative Planning:** The district is committed to provide adequate time for all teachers to plan high-quality, standards-based instruction. Collaborative planning sessions will be supported by school-based administrators, literacy specialists, and district personnel as needed. Agendas and purposeful conversations will be evidence of intentional and successful collaborative planning.

**Learning Scales:** Learning scales provide students and teachers a powerful representation of clear criteria for success. Scales act as a progression of the Florida standards and can be adapted for all students. The learning scales will be discussed and unpacked during collaborative planning and serve as documentation for common understanding of the ELA standards.

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

Common boards should be changed frequently as driven by classroom instruction and student needs. This data will be collected via classroom walk-throughs by school-based administrators, literacy specialists, and appropriate district personnel.

Learning Artifacts and scales will be collected monthly via literacy specialists for collaborative sessions as articulated per grade level focus.

Collaborative planning will be evident via master schedules that will be collected in the summer by the area directors. Furthermore, the collaborative planning session agendas will be highlighted during administrative meetings and literacy specialists meetings to showcase best practice within our schools.

**6. In regard to access to informational text for each content area in a variety of mediums, please address the following:**

**A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?**

Curriculum program specialists will include a variety of sources within the curriculum maps (for all content areas). All resources will be made available via hyperlink within the electronic documents or will make reference to physical materials located on the school campus.

Literacy specialists will provide on-site support and training (as needed) to teachers on how to access the curriculum maps and locate resources within the MCPS portal.

**B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?**

The district will include a supplemental page in the MCPS portal with additional resources and materials. Within the MCPS portal, teachers will receive push notifications about updates and revisions to these documents.

MCPS will also be leveraging ELA Teacher Leaders to help create exemplar lesson plans, high-quality supplemental resources, and suggestions for resources under the guidance of the curriculum program specialists.

**7. In regard to Universal Design for Learning (UDL), please address the following:**

**A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?**

Director of Exceptional Student Education

UDL principles are contained within every professional development session delivered by curriculum program specialists, literacy specialists, and instructional coaches as they work together to enhance teaching and learning practices to ensure equity in learning. Literacy specialists will provide job-embedded coaching and support to teachers on their school campuses. School-based administrators are responsible for ensuring UDL principles are incorporated and implemented through planning and delivered within classroom instruction.

**B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?**

The UDL classroom will offer students with multiple means of representation, multiple means of action and expression, and multiple means of engagement. Teachers will be trained on how to stimulate interest and motivation for learning, how to present information and content in different ways, and how to differentiate the ways for students can express what they know and demonstrate their understanding.

The evidence of UDL principles will be embedded within curriculum maps at the district level as well within personalized planning documents at the school level. School-based administrators are responsible for ensuring appropriate planning and preparation of the Florida standards through teacher-provided evidence (i.e. lesson plans, unit planners, common boards, etc.) and through classroom walk-throughs, both informal and formal.

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

UDL evidence will be collected at the school level quarterly through report card reviews, proficiency checks, and MTSS problem-solving meetings. The information will then be reviewed by the appropriate area directors and curriculum departments to ensure accessibility for all learners.

- 8. As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

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 students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

## **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 district master inservice plan?**

The Director of Elementary Education and the Director of Secondary Education will work with the Professional Development department to ensure all professional learning opportunities are captured within the district master inservice plan.

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

\$139,347.00

- 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..**

**Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?**

The director of Professional Development will enter the coursework into the master inservice plan. The Director of Psychological Service along with the Director of Exceptional Student Education are leading the the creation and training plan for literacy specialists, classroom teachers, and school administrators.

District leaders will take the online professional development module, “Reading Difficulties, Disabilities, and Dsylexia” course offered through the Professional Development Portal in Summer 2018.

In Fall 2018, the directors will leverage training opportunities: elementary/secondary inservice days for teachers, literacy content area meetings for literacy specialists (i.e. reading coaches), and monthly principal/AP meetings for school-based administrators. Follow-up support and coaching will be provided throughout the year through online modules and early release professional development sessions.



**4. Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

No. Title II funding (i.e. materials) and district funds (i.e. stipends).

**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.**

[https://www.marionschools.net/cms/lib/FL01903465/Centricity/Domain/14783/descriptions/Content\\_Area\\_Specialist\\_3\\_10.pdf](https://www.marionschools.net/cms/lib/FL01903465/Centricity/Domain/14783/descriptions/Content_Area_Specialist_3_10.pdf) (Literacy Content Area Specialist- School-Based Personnel serving one school site)

[https://www.marionschools.net/cms/lib/FL01903465/Centricity/Domain/14783/descriptions/Program\\_Specialist\\_-\\_Curriculum\\_2.11.pdf](https://www.marionschools.net/cms/lib/FL01903465/Centricity/Domain/14783/descriptions/Program_Specialist_-_Curriculum_2.11.pdf) (ELA Program Specialist- District-Based Personnel serving multiple school sites)

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

The district is purchasing an additional 4 curriculum program specialists for reading. The ELA curriculum program specialists will be assigned to each area and work strategically with all schools within their designated area. The ELA program specialists will work directly with their respective area directors and curriculum departments to ensure they are supporting and serving their schools' needs. One ELA program specialist will be exclusively dedicated to serving our Bottom 300 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.**

While these ELA program specialists are serving all schools, the framework of support will be developed in conjunction with each area director. Depending on the data and needs identified at the respective schools within the area, the area director will allocate and quantify the supports afforded to schools within the region.

The ELA program specialist assigned to the Bottom 300 schools will strategically work with the Director of Turnaround Schools as well as the area directors to ensure maximum support to our students and teachers within these Bottom 300 schools to maintain equity in the level of district support provided to the schools.

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

- a. Elementary:4 positions total (K-12 positions)
- b. Middle:4 positions total (K-12 positions)
- c. High:4 positions (K-12 positions)

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

MCPS uses a summative evaluation process: MCIES evaluations (both formal and informal) and school or district VAM scores (dependent on the position held- literacy specialists serving one school site will receive school VAM scores; literacy specialists serving multiple schools will receive district VAM scores).

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

\$300,000.00

**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?**

N/A

**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.**

N/A

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

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

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

\$0.00

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.:**

FUNdations (Wilson Language)  
Leveled Literacy Intervention (LLI)  
Read 180 Universal Stage/System 44  
REWARDS (Secondary Consumables)  
WriteScore  
iReady (Curriculum Associates)  
myON

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

\$915,850.00

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.**

FEFP funds were used to purchase K-3 intervention materials.

### **Summer Reading Camps**

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Holly Gerlach (Interim)
2. **Email Address:**[holly.gerlach@marion.k12.fl.us](mailto:holly.gerlach@marion.k12.fl.us)
3. **Phone Number:**352-236-0589
4. **Please list the schools which will host a SRC:**

Oakcrest ES, College Park ES, Anthony ES, Fort McCoy School, Dunnellon ES, Marion Oaks ES, Emerald Shores ES, Belleview ES, Maplewood ES

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

- a. **Start Date:**June 4<sup>th</sup>
- b. **Which days of the week is SRC offered:**Monday-Thursday
- c. **Number of instructional hours per day in reading:**6 hours
- d. **End Date:**July 12<sup>th</sup>
- e. **Total number of instructional hours of reading:**144 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?

1:15

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

No

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

SAT-10 Results, iReady Progress Monitoring, Formative Assessments

**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.

**Budget Review**

Estimated proportional share distributed to district charter schools	\$25,000.00
District expenditures on reading coaches	\$300,000.00
District expenditures on intervention teachers	\$0.00
District expenditures on supplemental materials or interventions	\$915,850.00
District expenditures on professional development	\$139,347.00
District expenditures on summer reading camps	\$300,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$140,000.00
Flexible Categorical Spending	\$0.00
Sum of Expenditures	\$1,820,197.00
Amount of district research-based reading instruction allocation for 2018-2019	\$1,820,197.00

APPENDIX A  
**AGENDA**

Marion County Public Schools

---

*Date / time* April 16, 2018 | 1:00PM | *Meeting called by* Holly Gerlach

---

*Members in Attendance*

---

**Holly Gerlach**, Director of Elementary Education | **Ken McAteer**, Director of Secondary Education | **Ben Whitehouse**, High School Coordinator | **John Kerley**, Principal on Assignment | **Jennifer Beck**, Principal on Assignment | **Shana Horne**, Director of Professional Development | **Kyra Schafte**, Director of Teaching & Learning | **Juan Lopez**, Director of Psychological Services and Social Work | **Jon McGowan**, Director of School Counseling and Assessment | **Elizabeth Fields**, Director of Exceptional Student Education | **Caron Reid**, ELL Program Specialist | **Dama Abshier**, Director of Alternative Learning | **Kendra Hamby**, Director of Turnaround Schools

---

<b>Time</b>	<b>Item</b>	<b>Owner</b>
1:00	Welcome	Holly
1:05	Overview of the K-12 Comprehensive Reading Plan	Holly
1:15	Assessment	Jon
1:20	Literacy Content Area Specialists	Shana
1:25	ELL Plan	Caron
1:30	Dyslexia Plan	Juan/Liz
1:45	Budget Expenditures	Holly/Ken
2:00	Dissemination of K-12 Reading Plan Information	Holly
2:15	Progress Monitoring	Holly
	A. Frequency	
	B. Attendees	
	C. Deliverables	
	D. Stakeholder Groups	
	a. District Leadership	
	b. School-Based Administrators	
	c. Literacy Content Area Specialists	
	d. Teachers/Paraprofessionals	
2:25	Questions/Comments	Holly
2:30	Adjournment	Holly

## 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 plan intervention for students scoring in the following performance levels:
  - 1) Scaled score of 497-529
  - 2) Scaled score of 438-496
  - 3) Scaled score of 437 and below; 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;

# Marion County Public Schools: Elementary Decision Tree

## ALL STUDENTS

**Kindergarten:** Developmental Reading Assessment (DRA2), iReady Reading Diagnostic, FLKRS

**1<sup>st</sup> Grade/2<sup>nd</sup> Grade/3<sup>rd</sup> Grade:** Developmental Reading Assessment (DRA2), iReady Reading Diagnostic

**4<sup>th</sup> Grade/5<sup>th</sup> Grade:** iReady Reading Diagnostic, Quarterly Standards Mastery Assessments (QSMA), FSA-ELA

## K-3 Students

<b>Tier 1</b>	DRA score is at grade level OR iReady score is Level 3 AND/OR FLKRS score is 497-529, then student is Tier 1 Enhancement. DRA score is above grade level OR iReady score is Level 4 or 5 AND/OR FLKRS score is 530 or above, then student is Tier 1 Enrichment.
<b>Tier 2</b>	DRA score is one level below quarterly benchmark OR iReady score is Level 2 (Slightly Below) and/or FLKRS score is between 438-496, then student requires Tier 2 Interventions.
<b>Tier 3</b>	DRA score is two or more levels below quarterly benchmark OR iReady score is Level 1 (Significantly Below) and/or FLKRS score is 437 or below, then student requires Tier 3 Interventions.

## 4<sup>th</sup>-5<sup>th</sup> Grade Students

If a 4<sup>th</sup>/5<sup>th</sup> Grade Student scores a Level 1 or 2 on the FSA-ELA OR does not have FSA-ELA assessment data and a reading deficiency is identified:

For Tier 2 and Tier 3 Interventions:

Provide intensive instruction in word study/ word recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies.

- Notify parent/guardian.
- Engage in Problem-Solving Team Meeting.
- Determine intensity of intervention and frequency of progress monitoring (OPM) based on response to intervention.
- Provide differentiated, small group and/or individualized instruction.
- Graph MTSS data.

Options include:

- Core Knowledge Language Arts (CKLA)
- iReady Computerized Portion
- iReady Teacher Toolbox Lessons
- FUNdations
- Write Score
- TOP Score Writing
- Comprehension Toolkit
- Appropriate leveled texts
- myON

For Tier 2 Interventions: **Notify the parents of the reading deficiency, using letters as required in Section 1008.25, and work on text reading efficiency** (comprehension and fluency).

- Provide additional support in guided reading groups, targeting individual needs
- Assess fluency (ORF) using passages in Toolkit or Easy CBM passages
- If not fluent (accuracy or rate) practice with repeated readings, cued phrases, etc.
- If reading is fluent, then teach using a comprehension focus.

For Tier 3 Interventions: **Notify the parents of the substantial reading deficiency, using letters as required in Section 1008.25, and provide intensive instruction** in letter naming, letter sounds, phonological awareness, word study/ word recognition, decoding strategies, fluency and/or comprehension strategies as appropriate per student. Provide differentiated small-group and individualized instruction.

- Engage in Problem-Solving Team Meeting.
- Determine intensity of intervention and frequency of progress monitoring (OPM) based on response to intervention.
- Provide differentiated, small group and/or individualized instruction.
- Graph MTSS data.

Options include:

- Core Knowledge Language Arts (CKLA)
- Seeing Stars
- Visualizing & Verbalizing
- iReady Teacher Toolbox Lessons
- FUNdations
- Appropriate leveled texts
- myON
- FCRR Student Center Activities

**Note:** For students not responding to intervention, MTSS teams will analyze data and create more targeted plans. These plans could include: additional time, smaller group size, and/or an alternate intervention. In addition, science and social studies instruction may be altered temporarily, in order to provide the student the targeted reading instruction that he/she needs. The MTSS team will also analyze these students' data more frequently

The Developmental Reading Assessment (DRA) is an individually administered assessment of a child's reading capabilities. It is a tool to be used by instructors to identify an individual student's reading level, accuracy, fluency, and comprehension.

Tasks measured by the DRA test are divided into several skill sets. Rhyming, alliteration, segmentation, and phonemic awareness are tested in the **phonemic awareness** section. Letter naming, word-list reading, spelling, decoding, analogies, structural analysis, and syllabication are tested in the **alphabetic principle/phonics** portions. Oral reading fluency or words per minute for contextual reading are tested under **fluency**. Vocabulary, comprehension, and reading engagement skills are also measured in the test.

After the test is evaluated and scored, children are assigned a numeric (or alphanumeric for very early readers) DRA level A1 through 80. Children with stronger reading abilities yield higher numbers.

**Inquiry #2**

In grades Kindergarten through 2nd the Marion County teachers will administer the individual DRA to each student three times a year. This assessment will occur at the beginning of the year, middle of the year, and end of the year. Students needing progress monitoring will receive select portions of the assessment.

Individual assessments will provide the teachers with the most accurate information to determine strengths and weaknesses of each student and provide the teacher will valuable data for placement and instruction. It is the strong opinion that no other type of assessment could provide this type of information. In order to facilitate the frequent administration of these individual interviews teachers will receive assistance through scheduling, paraprofessionals, and Content Area Specialists.

**Inquiry #3**

Both the DRA and iReady Diagnostic provide a "level" after administration. Please see the charts and information below:

DRA by Grade Level Comparison Chart											
Grd Level	Kdg	Kdg / 1st		1st				1st / 2nd		2nd	
DRA Level	A – 1	2 – 3	4	6	8	10	12	14	16	18	20
Grd Level	2nd / 3rd		3rd	3rd / 4th		4th	4th / 5th	5th	5th / 6th		
DRA Level	24	28	30	34	38	40		50			

iReady Proficiency Levels				
Level 1	Level 2	Level 3	Level 4	Level 5
significantly below	slightly below	proficient	slightly above	significantly above
iReady also provides individual scale scores and FSA predictability within more detailed reports at the individual, class, school, and district levels. These scale scores can also be used to identify instructional grade level, placement level, and growth monitoring scores.				

In addition, both the DRA and iReady products provide detailed information for each individual student on the "areas of reading" which allows teachers to see weaknesses and strengths, see growth, and prioritize for instruction, thereby supporting reading success for every student.

In Marion County, teachers will use multiple data points to determine if a student is in need of reading intervention.

Marion County Data Points for Intervention Placement							
	FLKRS	DRA	iReady	Local Assessments*	Reading Plus	FSA	Teacher Observation
Kindergarten	X	X	X				X
1st – 2nd Grades		X	X				X
3rd – 5th Grades			X	X		X	X
6th – 8th Grades			X	X		X	X
9th – 12th Grades			X	X	X	X	X
* Local Assessments are written using the FSA and EOC Item Specifications for the specific grade levels and are administered at the end of the 1st, 2nd, and 3rd quarters. These assessments are referred to as the "Quarterly" Assessments. Each Quarterly Assessment focuses on the specific Standards that were scheduled for instruction during the previous quarter as outlined on the District Curriculum Maps.							



## Marion County Public School Middle School Intensive Reading Placement

**Student scores a level 3 or above on the FSA-ELA:** Student will receive instruction in an ELA class. Additional support will be offered via content-area literacy to include document based questions in Social Studies, close read lessons in ELA, and 5 E's lessons in Science.

**Student scores a Level 1 or 2 on the FSA-ELA OR does not have FSA-ELA assessment data and a reading deficiency is identified:** See decision tree below



**Students need a separate reading course if they do not meet the requirements for CAR-PD**

(See *Program/Course Descriptions, Learner Characteristics, and Data Points* on pages 2-4 for placement criteria)



**Students are eligible to receive their reading intervention through CAR-PD placement if they only need support in vocabulary and comprehension as evidenced by:**

Score of 140 WCPM with 95% accuracy on grade level oral reading probe AND score 23 correct answers with 95% accuracy on Maze

Students need a **100-minute intervention** if they display a deficiency in text-reading efficiency and still need help in fluency, phonics, and/or phonological awareness, in addition to vocabulary and comprehension. The 100-minute scheduling requirement can be met with a 100-minute intervention block **OR** 50 minutes of an appropriate intervention (listed below) AND a CAR-PD course.

**Options include:**

Fast ForWord

System 44

Read 180 Universal

Students are eligible for a **50-minute intervention** if they display text-reading efficiency and only need intervention in the areas of vocabulary and comprehension.

**Options include:**

Read to Achieve

Escalate

All students will be monitored 3x per year using the i-ready diagnostic. Intervention support will be adjusted as need is indicated by these assessments, as well as in-program data sources.

## Program/Course Descriptions, Learner Characteristics, and Data Points

Program/Course Name	Description	Learner Characteristics	Data Points
Fast ForWord	Fast ForWord is a web-based program that builds foundational language and cognitive skills by first addressing memory, attention and processing speed.	<ul style="list-style-type: none"> <li>• Displays processing difficulties</li> <li>• Difficulty discriminating between similar sounding phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• I-Ready benchmark data indicates a K-1 placement on phonics and/or a need for phonological awareness instruction</li> <li>• Pre-decoder level on the Phonics Inventory</li> </ul>
System 44	System 44 is a foundational reading program intended for students in grades 3-12. The adaptive technology component of this blended-learning model takes students through differentiated skill instruction and practice in the alphabetic code, word strategies, sight words, and writing. Teacher-led instruction focuses on reading, writing, speaking and critical thinking skills.	<p>The student displays deficiencies in one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Letter names</li> <li>• Letter-sound correspondence</li> <li>• Foundational phonics</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics Inventory placement of pre-decoder, beginning decoder or developing decoder</li> <li>• Reading Inventory score below 600</li> <li>• I-ready benchmark data indicates a 1-2 placement for phonics</li> </ul>
Read 180 Universal	Read 180 Universal develops fluency, academic vocabulary, and text comprehension in students. Students participate in both whole group instruction and center rotations. Rotations include time spent in teacher-led small group, independent reading, and instructional software (personalized based on student level and performance).	<ul style="list-style-type: none"> <li>• Does not display decoding deficiencies</li> <li>• Oral reading fluency skills are below grade-level, impeding vocabulary attainment and comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Inventory score of at least 600 (or if Reading Inventory score is below 600 and the student scores an advanced decoder placement on the Phonics Inventory, Read 180 Universal is appropriate)</li> <li>• Oral Reading score on grade-level probe is below 130 WCPM, but with at least 95% accuracy</li> <li>• I-ready benchmark data shows that the student has tested out of phonological awareness; the student tests out of phonics or has a level 3 placement</li> </ul>

Read to Achieve (6 <sup>th</sup> -8 <sup>th</sup> grade, can be mixed)	Students work daily with content examples that reflect the structure and layout of science and social studies texts, developing comprehension strategies that can be applied in content area classes. A gradual release model is used to scaffold student learning over the course of the program. In the final units students begin applying strategies to their actual content area text books.	<ul style="list-style-type: none"> <li>• Does not display any decoding deficiencies</li> <li>• Oral reading skills are on grade-level, or just below</li> <li>• Low vocabulary and/or comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Reading score is between 120 and 130 WCPM, with at least 95% accuracy</li> <li>• I-ready benchmark data shows that the student has tested out of phonological awareness and phonics</li> </ul>
Escalate* (6 <sup>th</sup> -8 <sup>th</sup> grade, pure classes)	Escalate English focuses on increasing academic language proficiency via access to both digital and print content.	<ul style="list-style-type: none"> <li>• Does not display any decoding deficiencies</li> <li>• Strong oral reading fluency skills</li> <li>• Low vocabulary and/or comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Reading score on grade-level probe is at least 130 WCPM with 95% accuracy</li> <li>• Maze score is below 23 correct responses and/or accuracy is below 95%</li> <li>• I-ready benchmark data shows that the student has tested out of phonological awareness and phonics</li> </ul>
CAR-PD	Students receive reading support through a content area class with a CAR-PD certified teacher. This teacher has received specialized training in how to support students in developing essential reading and writing skills.	<ul style="list-style-type: none"> <li>• Does not display any decoding deficiencies</li> <li>• Strong oral reading fluency skills</li> <li>• Slight vocabulary and/or comprehension deficits</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Reading score on grade-level probe is at least 140 WCPM with 95% accuracy</li> <li>• Maze score is 23 or more correct answers with at least 95% accuracy</li> <li>• I-ready benchmark data shows that the student has tested out of phonological awareness and phonics</li> </ul>

\*These classes also engage students in close reading opportunities via Document Based Questions (DBQ) and Comprehension Instructional Sequence (CIS) lessons four times per year.

## Marion County Public Schools Grade 9 Intensive Reading Placement

**Student scores a level 3 or above on the FSA-ELA:** Student will receive instruction in an ELA class. Additional support will be offered via content-area literacy to include document based questions in Social Studies, close read lessons in ELA, and 5 E's lessons in Science.  
**Student scores a Level 1 or 2 on the FSA-ELA OR does not have FSA-ELA assessment data and a reading deficiency is identified:** See decision tree below



**Students need a separate reading course if they do not meet the requirements for CAR-PD**

(See *Program Descriptions, Learner Characteristics, and Data Points* on pages 4-5 for placement criteria)

Students need a **100-minute intervention** if they display a deficiency in text-reading efficiency and still need help in fluency, phonics, and/or phonological awareness, in addition to vocabulary and comprehension. The 100-minute scheduling requirement can be met with a 100-minute intervention block **OR** 50 minutes of an appropriate intervention (listed below) **AND** a CAR-PD course.

**Options include:**

Fast ForWord

REWARDS

Read 180 Universal

Students are eligible for a **50-minute intervention** if they display text-reading efficiency and only need intervention in the areas of vocabulary and comprehension.

**Students are eligible to receive their reading intervention through CAR-PD placement if they only need support in vocabulary and comprehension as evidenced by:**

Score of 150 WCPM with 95% accuracy on grade level oral reading probe **AND** score 25 correct answers with 95% accuracy on Maze

All students will be monitored 3x per year using the Marion County Quarterly Standards Mastery Assessment (QSMA) and/or the Insight Assessment.

## Marion County Public Schools Grades 10-11 Intensive Reading Placement

**Student scores a level 3 or above on the FSA-ELA or if in 11<sup>th</sup> grade has achieved a concordant score:** Student will receive instruction in an ELA class. Additional support will be offered via content-area literacy to include document based questions in Social Studies, close read lessons in ELA, and 5 E's lessons in Science.

**Student scores a Level 1 or 2 on the FSA-ELA OR does not have FSA-ELA assessment data and a reading deficiency is identified:** See decision tree below

Students will receive support through a separate intervention course if they score a Level 1 on the FSA-ELA or a preponderance of evidence supports placement in an additional reading course.

Students are eligible to receive their intervention through CAR-PD placement if they score a Level 2 on the FSA-ELA

Students are eligible for a **100-minute** intervention block if data indicates a lack of text reading efficiency and needed support in the areas of fluency, phonics and/or phonological awareness. The 100-minute scheduling requirement can be met with a 100-minute intervention block **OR** 50 minutes of an appropriate intervention **AND** a CAR-PD course.

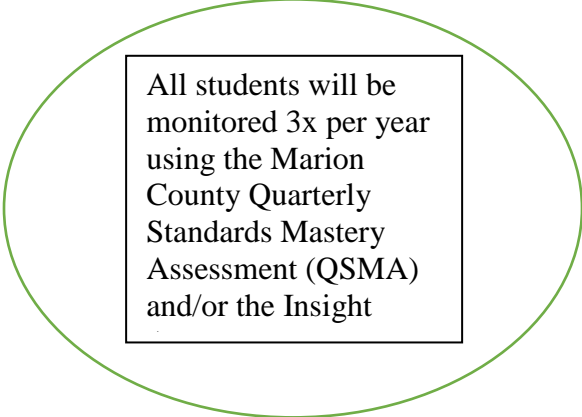
Students are eligible for a **50-minute** intervention if they display text-reading efficiency and only need intervention in the areas of vocabulary and comprehension.

All students will be monitored 3x per year using the Marion County Quarterly Standards Mastery Assessment (QSMA) and/or the Insight Assessment.

## Marion County Public Schools Grade 12 Intensive Reading Placement

**Student scores a level 3 or above on the FSA-ELA or has achieved a concordant score:** Student will receive instruction in an ELA class. Additional support will be offered via content-area literacy to include document based questions in Social Studies, close read lessons in ELA, and 5 E's lessons in Science.

**Student scores a Level 1 or 2 on the FSA-ELA OR does not have FSA-ELA assessment data and a reading deficiency is identified:** The student will receive intervention through placement in an additional reading intervention course.



All students will be monitored 3x per year using the Marion County Quarterly Standards Mastery Assessment (QSMA) and/or the Insight

## Course Descriptions, Learner Characteristics, and Data Points

Program/Course Name	Description	Learner Characteristics	Data Points
Fast ForWord	Fast ForWord is a web-based program that builds foundational language and cognitive skills by first addressing memory, attention and processing speed.	<ul style="list-style-type: none"> <li>• Displays processing difficulties</li> <li>• Difficulty discriminating between similar sounding phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-decoder or Beginning Reader level on the Phonics Inventory</li> </ul>
Read 180 Universal	Read 180 Universal develops fluency, academic vocabulary, and text comprehension in students. Students participate in both whole group instruction and center rotations. Rotations include time spent in teacher-led small group, independent reading, and instructional software (personalized based on student level and performance).	<ul style="list-style-type: none"> <li>• Does not display decoding deficiencies</li> <li>• Oral reading fluency skills are below grade-level, impeding vocabulary attainment and comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Inventory score of at least 600 (or if Reading Inventory score is below 600 and the student scores an advanced decoder placement on the Phonics Inventory, Read 180 Universal is appropriate)</li> <li>• Oral Reading score on grade-level probe is below 140 WCPM, but with at least 95% accuracy</li> </ul>
<b>REWARDS</b>	REWARDS Secondary introduces students to a multisyllabic word reading strategy that helps them break words into manageable, decodable chunks, read long words in content-area textbook, read accurately and quickly, and increase oral and silent reading fluency. REWARDS is intended for students reading at a 3.0 grade level or above who have mastered basic decoding skills but still struggle with multisyllabic word reading.	<ul style="list-style-type: none"> <li>• Has mastered foundational decoding skills and the reading of single-syllable words</li> <li>• Struggles with decoding multisyllabic words</li> <li>• Below grade-level oral and silent reading fluency</li> <li>• Vocabulary attainment and comprehension are impeded by inability to break apart multi-syllabic words</li> </ul>	<ul style="list-style-type: none"> <li>• Student decodes a grade-level passage with less than 95% accuracy</li> <li>• Advanced Decoder level on the Phonics Inventory</li> <li>• San Diego Quick Assessment shows placement between levels 3.0 and 5.0</li> </ul>
50-Minute Intensive Reading	Students are taken through a series of deep reading lessons that follow content area topics while exploring an overarching research question for the year. This develops	<ul style="list-style-type: none"> <li>• Does not display any decoding deficiencies</li> <li>• Strong oral reading fluency skills</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Reading score on grade-level probe is at least 140 WCPM with 95% accuracy</li> </ul>

	students' vocabularies and comprehension skills while they work towards developing a written response to the research question. Materials include Document Based Questions (DBQ), Comprehension Instructional Sequence (CIS), Impact, Sourcebook, and Reading Plus.	<ul style="list-style-type: none"> <li>• Low vocabulary and/or comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Maze score is below 25 correct responses and/or accuracy is below 95%</li> </ul>
CAR-PD	Students receive reading support through a content area class with a CAR-PD certified teacher. This teacher has received specialized training in how to support students in developing essential reading and writing skills.	<ul style="list-style-type: none"> <li>• Does not display any decoding deficiencies</li> <li>• Strong oral reading fluency skills</li> <li>• Slight vocabulary and/or comprehension deficits</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Reading score on grade-level probe is at least 150 WCPM with 95% accuracy</li> <li>• Maze score is 25 or more correct answers with at least 95% accuracy</li> </ul>



## APPENDIX C

### **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 2018-2019 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:** Marion County
- 2. Contact name for schools covered on this plan:** Jennifer Beck, Director of Elementary Education
- 3. Contact phone number:** 352-236-0522
- 4. Contact email:** [Jennifer.Beck@marion.k12.fl.us](mailto:Jennifer.Beck@marion.k12.fl.us)
- 5. Schools covered by this plan:** Anthony Elementary, Belleview Santos Elementary, College Park, Emerald Shores, Fessenden Elementary, Reddick-Collier Elementary, East Marion Elementary, Evergreen Elementary, Greenway Elementary, Oakcrest Elementary, Wyomina Park Elementary

#### **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 (Oakcrest-7:35)
- 2. School dismissal time:** 2:50 (Oakcrest-2:45)
- 3. Total number of instructional minutes per day:** 370 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 180 minutes

#### **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.**

In Marion County, we believe all students should receive support, regardless of their level. All schools have one dedicated MTSS block. During this block, students that have been identified as Level 4 or 5 will participate in standards-based enrichment activities and projects (i.e. author studies, presentations, multi-disciplinary research projects). L300 schools have a “double-block” (second MTSS block) in which all students receive additional intervention or enrichment support based on data-indicated, needs.

## APPENDIX C

- 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.**

Only teachers earning a state VAM score of “effective” or higher are employed at the “turnaround” schools. Teachers that have not yet demonstrated effectiveness in reading instruction are frequently and closely supervised, monitored, and supported by school-based administrators, literacy coaches, area program specialists, district program specialists, area directors and the director of Elementary Education. Teachers will be monitored and supported with school-based support on a weekly basis. Administrators will meet with directors on a weekly basis to discuss data, observations, and needs.

- 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.**

Last year the district did not make adequate growth in the area of reading. Due to these results from last year and the initial iReady diagnostic data from this year (see the 2018 Marion County District iReady AP1 - ELA Results attachment), the Elementary Education Department in conjunction with School Counseling, Exceptional Student Education and Psychological Services redesigned the MTSS framework for the entire district. The departments created a continuum of reading instruction from Phonological Awareness skills to Reading Comprehension and On/Beyond Level. Based on various data points, including diagnostic data, all students within the district will be placed on these stairs to address specific needs (see attached document).

For each area of reading on the continuum a select set of programs have been listed to provide students at each level. All programs listed (e.g., Reading Mastery, Corrective Reading, FUNdations, iReady Toolbox) are research-based.

- 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.**

At the beginning of the school year all elementary students took the iReady AP1 diagnostic assessment. Using the data from this assessment and combining it with other data sources (FLKRS, DRA in K-2, FSA data, classroom performance) teachers and administrators held PMP meetings where each student was discussed and placed on the Marion County Intervention Continuum based on their exhibited strengths and weaknesses. Through this placement, each student will receive intervention or enrichment based on solid data sources at their appropriate, differentiated level. As

## APPENDIX C

students work through the carefully selected programs aligned to their placement, teachers and interventionists will complete tracking and monitoring forms, data records, attendance records, and engagement/participation charts within their Interventionists Data Notebooks. Furthermore, administrators will complete observation forms or fidelity checks on weekly walk-throughs and observations which will be kept in the Administrator Data Notebooks. As part of the Marion County Continuum when students demonstrate mastery on progress monitoring checks within the programs and demonstrate mastery of skills through monthly iReady Progress Monitoring checks, students will be re-evaluated to be placed into another step on the continuum for deficits or on/beyond grade level enrichment. All student data will be discussed in official PMP meetings two more times in the school year for monitoring and movement based on data. This movement may be to a different step in the continuum or into a different program based on their progress and needs. District directors will monitor and review the Administrator Data Notebooks during their weekly site visits and will review Interventionists Notebooks when they observe during walk-throughs.

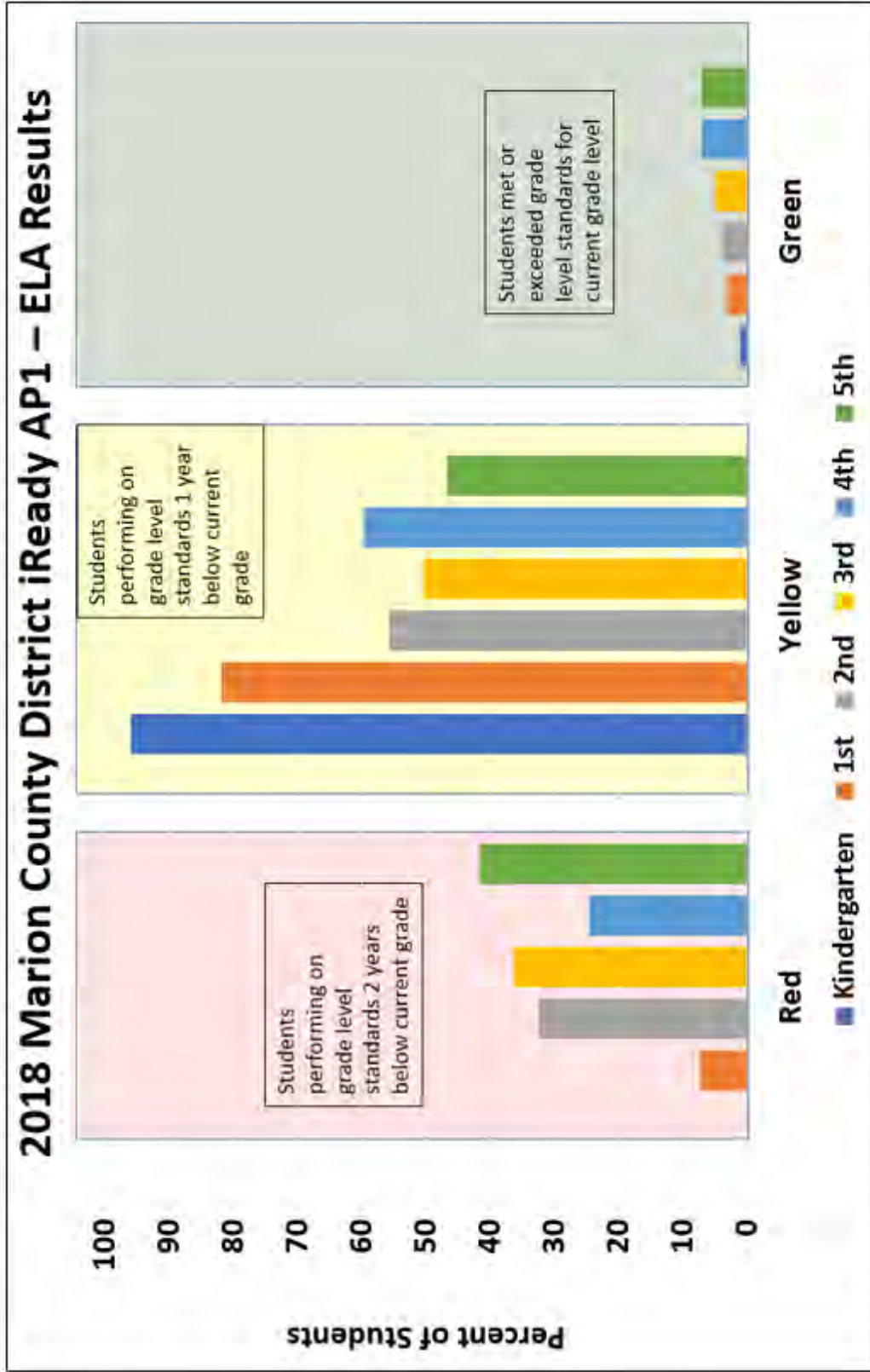
- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe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

The programs and resources listed on the Marion County Intervention Continuum for specific deficits include only selected, district-supported programs that are research-based, explicit, and include focus on systematic reading strategies. (See attached)

- 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.**

At the appropriate levels, based on the strengths and weaknesses of students, proven reading strategies and processes (i.e., S.P.A.D.E., text coding/marketing, the FINDS research model, close reading) will be modeled, practiced, and applied to a variety of informational and literary text that incorporates social studies, science, and mathematics. Additionally, through the multi-disciplinary research and writing projects will integrate writing, speaking, listening, and presentation standards.

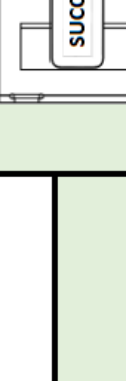
APPENDIX C



This graphic shows the percent of students, at each grade level, scoring two years below current grade level (red), 1 year below current grade level (yellow), or met/exceed current grade level (green).

APPENDIX C

MCPS - MTSS Intervention Continuum  
Language / Reading

<p><b>Foundational Skills</b> Includes: Oral Language, Phonological Awareness, Concepts of Print</p> <p>(Kdg - 2nd)</p>	<p><b>Phonics / Decoding</b> Includes: High-Frequency Words</p> <p>(1st - 5th)</p>	<p><b>Fluency</b></p> <p>(2nd - 5th)</p>	<p><b>Vocabulary / Comprehension</b></p> <p>(2nd - 5th)</p>	 <p><b>On Level</b></p>
<p><b>Criteria Data Source:</b></p> <ul style="list-style-type: none"> <li>• iReady - Instructional Grouping and Individual Diagnostic Reports</li> <li>• DRA - Reading behaviors observed during the Oral Reading section</li> </ul>	<p><b>Criteria Data Source:</b></p> <ul style="list-style-type: none"> <li>• iReady - Instructional Grouping and Individual Diagnostic Reports</li> <li>• DRA - Reading behaviors observed during the Oral Reading section</li> </ul>	<p><b>Criteria Data Source:</b></p> <ul style="list-style-type: none"> <li>• DRA - Oral Reading - if more than two instructional levels below ideal progress</li> <li>• 3-5: Non Proficient on Grade Level Fluency Check (see report card guidelines)</li> </ul>	<p><b>Criteria Data Source:</b></p> <ul style="list-style-type: none"> <li>• DRA - Comprehension - if more than two instructional levels below ideal progress</li> <li>• iReady - Instructional Grouping and Individual Diagnostic Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Core Coursework</li> <li>• Standards-based Research Projects using Focus Cluster</li> </ul>
<p><b>District Supported Interventions:</b></p> <ul style="list-style-type: none"> <li>• FUNdations</li> <li>• Reading Mastery: Language Strand (Kdg / 1st)</li> </ul>	<p><b>District Supported Interventions:</b></p> <ul style="list-style-type: none"> <li>• FUNdations (Kdg - 3rd)</li> <li>• Phonics for Reading (3rd-5th)</li> <li>• Corrective B1 (3rd - 5th)</li> <li>• Corrective B2 (4th &amp; 5th)</li> </ul>	<p><b>District Supported Interventions:</b></p> <ul style="list-style-type: none"> <li>• FUNdations</li> <li>• Reading Mastery Lvl 1 (2nd/3rd)</li> <li>• Corrective B1 (3rd - 5th)</li> <li>• Corrective B2 (4th &amp; 5th)</li> <li>• Read Naturally</li> </ul>	<p><b>District Supported Interventions:</b></p> <ul style="list-style-type: none"> <li>• iReady Toolbox using specific standard resources</li> <li>• ELA Ready Books using specific standard resources</li> <li>• Reading Mastery Lvl 1 (2nd/3rd)</li> </ul>	<p><b>Beyond</b></p> <ul style="list-style-type: none"> <li>• Core Coursework with advanced content</li> <li>• Standards-based Research Projects using Focus Cluster</li> </ul>
<p><b>Progress Monitoring</b></p> <p>Program Specific / iReady PM</p>	<p><b>Progress Monitoring</b></p> <p>Program Specific / iReady PM</p>	<p><b>Progress Monitoring</b></p> <p>Program Specific / iReady PM</p>	<p><b>Progress Monitoring</b></p> <p>Program Specific / iReady PM</p>	<p><b>Progress Monitoring</b></p> <p>Program Specific / iReady PM</p>
<p><b>Exit / Next Steps</b></p> <p>Next deficiency on the continuum or exit to on-grade level</p>	<p><b>Exit / Next Steps</b></p> <p>Next deficiency on the continuum or exit to on-grade level</p>	<p><b>Exit / Next Steps</b></p> <p>Next deficiency on the continuum or exit to on-grade level</p>	<p><b>Exit / Next Steps</b></p> <p>Next deficiency on the continuum or exit to on-grade level</p>	<p><b>Exit / Next Steps</b></p> <p>Next deficiency on the continuum or exit to on-grade level</p>
<p><b>Teacher Led Instruction</b></p>		<p><b>Teacher or Para Led Instruction</b></p>		<p><b>Teacher or Para Led Instruction</b></p>

Note: The MCPS Elementary Curriculum Department recognizes the individual needs of all students. On a case-by-case basis, school administrators should contact the Elementary Department for specific variations to the outlined plan for individual students.