

Marion 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

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

District Contact: Jennifer Beck
Contact Email: Jennifer.Beck@marion.k12.fl.us
Contact Telephone: 352-236-0522

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, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	45	46	47	48	45	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
						18	16
White/African American	24	22	23	21	25		
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. When examining our data, we acknowledge we fell short of our targeted goals and, in fact, regressed across the board in proficiency, learning gains, and closing the achievement gap for our subgroups.

To ensure a positive impact on student achievement, expenditures from the allocations must directly correlate and support one of our three core goals for the 2019-20 school year.

Goals for the 2019-20 school year include:

1. Implement and monitor high-quality, standards-based, core, targeted, and intensive ELA

instruction

2. Provide support resources including, but not limited to, on-site coaching, formative assessments, curriculum support tools, and intervention materials
3. Provide professional learning opportunities to all stakeholders focused on quality reading instruction, remedial/intervention components, data-driven instruction, reading development, and core instructional programs

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. Departments at the district level, including School Counseling and Assessment, Elementary/Secondary Education, ESE Curriculum, Staff Development, and Area Directors, will focus on examining and analyzing data, assist in action planning, and communicating with stakeholders. Communication in and amongst stakeholders will be multi-directional and focused on trends. District and schools will support the execution of action plans.

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-5th and select 6th-8th Grade Students)
iReady Reading Progress Monitoring (Select K-5th Grade Students)
Developmental Reading Assessment (K-2nd Grade Students)
ELA Quarterly Standards Mastery Assessments (3rd-10th Grade Students) Florida
Kindergarten Readiness Screener (K Grade Students)

Outside of the district assessments, select district staff, school-based administrators, reading coaches, and teacher leaders will utilize, review, and analyze benchmark assessments as deemed appropriate by students' needs.

Evidence of district-level progress monitoring will be stored and monitored through Performance Matters.

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

iReady Reading Diagnostic (Fall, Winter, Spring)
iReady Reading Progress Monitoring (monthly)
Developmental Reading Assessment (Fall, Winter)
ELA Quarterly Standards Mastery Assessments (Fall, Winter, Spring) Florida
Kindergarten Readiness Screener (Fall)

The data will be collected as stated above; the data will be discussed and monitored through district-based leadership meetings, 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?

Elementary/Secondary Curriculum, School Counseling and Assessment, and the multi-departmental MTSS Leadership Team frequently meet with school administrators, teachers, and additional stakeholders to monitor fidelity, evaluate data, and make adjustments to interventions, if appropriate.

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 Elementary/Secondary Curriculum departments are responsible for producing and providing curriculum maps, resources, and additional materials aligned to respective grade-level Florida standards. Area directors and school-based administrators are responsible for ensuring classroom instruction is aligned to the Florida standards. District program specialists and school-based literacy coaches support in the planning of standards-based lessons, offer classroom modeling, and participate in the coaching cycle in order to assist teachers with alignment and quality standards-based instruction. In addition, teachers with two years or less of experience will receive additional support from the Teaching and Learning department.

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

Standards Focus Boards: The standard focus boards will include learning targets, which directly address the standards, and formative checks for understanding. 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. Administrators will observe teacher use of Standards Focus Boards with students during classroom walk-throughs.

Collaborative Planning: The district provides guidance regarding master schedules that include adequate collaborative planning. Collaborative planning sessions will be supported by school-based administrators, literacy specialists, and district personnel as needed. Agendas from the planning sessions, documents created, and/or observable implementation will be evidence of intentional and successful collaborative planning.

Assessment Tools/Data: The district utilizes multiple tools to assist in measuring and evaluating student progress towards mastery of standards. Through these tools, including iReady, Quarterly Standards Mastery Assessments, and Comprehensive Standards Mastery Assessments, stakeholders may determine the impact of standards aligned

instruction.

Observation / Logs: Area Directors make frequent visits to school sites. The visits include classroom walk-throughs. Upon returning from visits, each Area Director notates a variety of data points within a visitation log including the status of standards-based instruction. Trends can be seen and addressed by the Area Director at monthly area principal meetings.

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

Standards Focus Boards: Samples of Standards Focus Boards are captured by Area Directors and other district staff during frequent site visits.

Collaborative Planning will be evident by master schedules collected in the summer by Area Directors.

Assessment Tools/Data: District data is held within Performance Matters and collected as outlined in the District's Uniform Assessment Calendar.

Observation / Logs: Logs are held by Area Directors

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;

- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all 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 Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

The Directors of Elementary and Secondary Education will work with the Professional Development department to ensure all professional learning opportunities are captured within the Professional Learning Catalog.

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

210,000.00

- 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..**

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

- 7663 – Understanding Students with Dyslexia
- 78073 – Dyslexia: Practices in Assessment and Interpretation
- 78244 – What SLPs Need to Know About Dyslexia: An Overview
- 77875 – Dyslexia Demystified: An Overview; what every administrator needs to know
- 78374 – Dyslexia Awareness for Classroom Teachers
- 77575 – Assessing Dyslexia – Psychological Services

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.**

Literacy Content Area Specialist- School-Based Personnel serving one school site
https://www.marionschools.net/cms/lib/FL01903465/Centricity/Domain/14783/descriptions/Content_Area_Specialist_3.10.pdf

ELA Program Specialist- District-Based Personnel serving multiple school sites
https://www.marionschools.net/cms/lib/FL01903465/Centricity/Domain/14783/descriptions/Program_Specialist_Curriculum_2.11.pdf

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

The district will continue to purchase four curriculum program specialists for reading. Three 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 department 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 and the Director of Elementary Curriculum. Depending on the data and needs identified at the respective schools within the area, the area director and the director of Elementary Curriculum 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 turnaround school administrators, the Elementary Curriculum department, and 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 (area / turnaround)
- b. **Middle:**Click here to enter text.
- c. **High:**Click here to enter text.

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.:**

Phonics for Reading (Curriculum Associates)
Corrective and Reading Mastery (SRA)
Leveled Literacy Intervention (LLI-Heinemann)
Reading Plus (ELS)
Read 180 /System 44
Read to Achieve Escalate
Reading Plus
Fast Forward
REWARDS (Secondary Consumables)
TopScore Writing
iReady (Curriculum Associates)
myON
Document-based Questioning (DBQ)
Chalk Talk
Teengagement

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

785,197.00

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.**

Instructional Materials
Title I

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**Kris Lyon
2. **Email Address:** kristin.lyon@marion.k12.fl.us
3. **Phone Number:** 352-236-0502
4. **Please list the schools which will host a SRC:**

Anthony Elementary, Belleview Elementary, Dunnellon Elementary, Emerald Shores Elementary, Ft. McCoy School, Marion Oaks Elementary, Oakcrest Elementary, Saddlewood Elementary, Ward Highlands Elementary

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** June 10, 2019
 - b. **Which days of the week is SRC offered:**Monday, Tuesday, Wednesday, and Thursday
 - c. **Number of instructional hours per day in reading:** 5.5 hours
 - d. **End Date:** July 18, 2019
 - e. **Total number of instructional hours of reading:** 126.5
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.?**

All applicants were prioritized for hiring based on their summative evaluation, the local contractual obligations concerning employment last summer, and certification/endorsement for reading. Approximately 75% of the applicants will meet the Highly Effective qualification as outlined in statute. Due to the number of students projected to need Summer Reading Camp, the need exceeded the number of highly effective applicants.

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

18 students to 1 teacher with additional paraprofessional support

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

Only 3rd Grade students will be served

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

- * Number of sight word accuracy – weekly assessed
- * Comprehension as measured by checks for understanding within the comprehension program being utilized – weekly
- * Phonics skills as measured by decoding program being utilized approximately every 5 lessons
- * Overall reading concepts as measured by adaptive, computerized instruction
- * Administration of the SAT10 will occur for all retained third graders at the end of camp

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
District expenditures on supplemental materials or interventions	785,197.00
District expenditures on professional development	210,000.00
District expenditures on summer reading camps	300,000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	200,000.00
Flexible Categorical Spending	0
Sum of Expenditures	1,820,197.00
Amount of district research-based reading instruction allocation for 2019-2020	1,820,197.00

K-12 Reading Plan Meeting
April 18, 2019

- Welcome/Introduction
- K-12 Reading Plan initial submission-April 30, 2019
 - Purpose-To create a plan aligned to the State Board of Education's Strategic Plan
 - Plans reviewed by *Just Read, Florida!*
 - FDOE will release fund by July 1, 2019
- District-Level Leadership Section
- Review Research-Based Reading Instruction Allocation Section
- Professional Development Section
- Reading/Literacy Coaches Section
- Identification and Intervention of Students with Reading Deficiencies
 - Decision-Tree Elementary/Middle/High
 - Elements the chart must contain
- Summer Reading Camps
- 300 Lowest-Performing Schools
- Budget

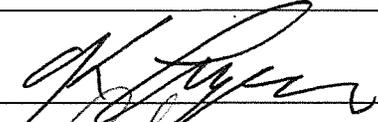
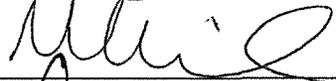
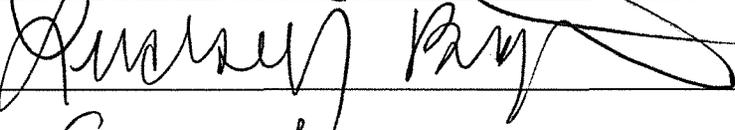
K-12 Reading Plan Meeting

Thursday, April 18, 2019

Name	Position	Signature
Casey Busha	Program Specialist	Casey Busha
Joelene Vining	Coordinator	Joelene Vining
Mark Ingram	Program Specialist	Mark Ingram
Stacie Newmones	Program Specialist	Stacie Newmones
Jami Brasington	Program Specialist	Jami Brasington
Sarah Lukas	Coordinator (MTSS) Coordinator (K-2)	Sarah Lukas
Melissa Forsyth	Principal	Melissa Forsyth
Hana Greene	Skyward/Information Systems High School	Hana Greene
Cassandra Boston	Director	Cassandra Boston
Rebecca Salmeron	Program Specialist	Rebecca Salmeron
Chrissy DiSanza	Principal	Chrissy DiSanza

K-12 Reading Plan Meeting

Thursday, April 18, 2019

Name	Position	Signature
KRIS LYON	COORDINATOR	
Chris Miller	ESE COORDINATOR	
Ben Whitehouse	Area Director	
Melluward	Area Director	
Hindsey Bigelow	Teacher	
Eva Grubbs	Teacher	Eva Grubbs

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

Marion County Public Schools: Elementary Decision Tree

ALL STUDENTS – Tier 1 Instruction and Collect and Monitor Performance Data

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

1st Grade/2nd Grade: Developmental Reading Assessment (DRA2), iReady Reading Diagnostic

3rd Grade/4th Grade/5th Grade: iReady Reading Diagnostic, Quarterly Standards Mastery Assessments (QSMA), FSA-ELA

Determinations of Strengths and Weaknesses / Determine Placement on Continuum:

- Engage in PMP meeting and based upon multiple data sources (listed above) determine strengths and weaknesses for each individual student
- Team decides individual student placement on the Marion County MTSS/Intervention Continuum (see attached)
- If it is determined that the student is placed on a step that precedes “on” level, indicating a deficit area in reading, move to Tier 2 support

For Students Not Responding to Tier 1 Instruction: Tier 2 Support

- **Notify the parents of the reading deficiency, using letters as required in Section 1008.25, and work on individualized, specific, targeted skills based on multiple data sources in order to build foundational skills, phonics/decoding, fluency, and comprehension skills and abilities.**
- Provide differentiated, small group and/or individualized instruction
- Progress Monitor and graph data
- Evaluation of data in review meetings to determine response to intervention

For Students Responding to Tier 1 Instruction:

“On” and “Beyond” Level – Enrichment

- Provide differentiated, small group and/or individualized instruction
- Monitor progress

For Substantially Deficient Students: Tier 3 Instruction

- **Notify parent of substantial reading deficiency, using letters as required in Section 1008.25, and provide multi-sensory, small group and intensive intervention in letter naming, letter sounds, phonological awareness, word study/word recognition, decoding strategies, fluency and/or comprehension strategies as appropriate per student.**
- Progress Monitor and graph data
- Evaluation of data in review meetings to determine response to intervention
- If student not responding – begin referral for evaluation in conjunction with Problem Solving Team including parent.

For Students Not Responding to Tier 2 Instruction: Problem Solving Team

- Adjust current intervention; ICEL (i.e. time, intensity, program, delivery, group size) and continue Tier 2 Support
- **OR**, move to Tier 3 Support

For Students Responding to Tier 2 Instruction: Reassess Needs

- Engage in PMP meeting(s); team determines next steps for different intervention or move to “On” or “Beyond” enrichment

Note: In select cases, an administrator will initiate a Problem Solving Team (PST) meeting for immediate intensive intervention placement if all data points indicate a student is performing two or more years below grade level.

Performance Data Indicators

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

Developmental Reading Assessment (DRA)	<ul style="list-style-type: none"> Assessed Grade(s): Kindergarten through 2nd Format: Individually administered by teacher 1:1 Measures: Accuracy, fluency, and comprehension Timing: Beginning of Year - BOY (Aug/Sept) and Middle of Year - MOY (Jan/Feb) Scoring: <ul style="list-style-type: none"> One level below ideal for the time of administration – may need intervention Two or more levels below ideal for the time of administration – most likely will need intervention 	<table border="1" style="margin: auto;"> <thead> <tr> <th colspan="7">DRA by Grade Level Comparison Chart</th> </tr> <tr> <th rowspan="2">Level</th> <th colspan="3">Kdg</th> <th colspan="3">1st</th> </tr> <tr> <td>A – 1 BOY</td> <td>2 – 3 MOY</td> <td>4 EOY</td> <td>6 8 BOY</td> <td>10 12 MOY</td> <td>14 16 EOY</td> </tr> </thead> <tbody> <tr> <th>Level</th> <td colspan="3">2nd</td> <td colspan="3"></td> </tr> <tr> <td></td> <td>18 BOY</td> <td>20 24 MOY</td> <td>28 EOY</td> <td colspan="3"></td> </tr> </tbody> </table>	DRA by Grade Level Comparison Chart							Level	Kdg			1st			A – 1 BOY	2 – 3 MOY	4 EOY	6 8 BOY	10 12 MOY	14 16 EOY	Level	2nd							18 BOY	20 24 MOY	28 EOY			
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Florida Kindergarten Readiness Screener (FLKRS)	<ul style="list-style-type: none"> Assessed Grade(s): Kindergarten Format: Teacher inventory Measures: Readiness Timing: Beginning of Year – BOY (Aug/Sept) Scoring: 497-529 – may need intervention 438-496 – most likely will need intervention 437 or below – will need intervention 																																			
iReady	<ul style="list-style-type: none"> Assessed Grade(s): Kindergarten through 5th for AP1 and AP2 / AP3 – K-3, select 4th and 5th Format: Adaptive computer Measures: Reading domains Timing: Beginning of Year (AP1) – August / Middle of Year (AP2) – January / End of Year (AP3) – April-May Scoring: See MCPS K-2 Grade Proficiencies or MCPS 3-5 Grade Proficiencies charts (attached) 																																			
District Assessments: Quarterly Standards Master Assessment (QSMA)	<ul style="list-style-type: none"> Assessed Grade(s): 3rd through 5th Format: Paper-pencil individual assessment Measures: Reading standards Timing: End of 1st (October), 2nd (December), and 3rd (March) Quarters Scoring: Performance on QSMA's cannot solely place students in intervention, however, this data is considered in conjunction with other data points for placement in targeted interventions 																																			
Florida Standards Assessment – ELA (FSA)	<ul style="list-style-type: none"> Assessed Grade(s): 3rd through 5th Format: Paper-pencil individual assessment Measures: Reading standards / reports domains Timing: End of Year – May Scoring: Level 2 – will need intervention Level 1 – will need intervention 																																			

2019-20 MCPS K-2 Grade Proficiency Chart

When considering scores from i-Ready use the following "views": AP1 - "Beginning of the Year" view / AP2 & AP3 - "End of Year" view.

Marginal - Further Discussion & Data Reviews must include multiple data sources beyond iReady diagnostic reports.

Subject	Proficiency Level	Kindergarten	1st Grade	2nd Grade
ELA	Proficient	AP1 - Not applicable	AP1 - 434 and above	AP1 - 489 and above
		AP2 - 362 and above	AP2 - 434 and above	AP2 - 489 and above
		AP3 - 396 and above	AP3 - 458 and above	AP3 - 513 and above
	Marginal - Further Discussion & Data Reviews Required	AP1 - Not applicable	AP1 - 347-433	AP1 - 419-488
		AP2 - 100-361	AP2 - 347-433	AP2 - 419-488
		AP3 - 100-395	AP3 - 347-458	AP3 - 419-512
	Non-Proficient	AP1 - Not applicable	AP1 - 100-346	AP1 - 100 - 418
		AP2 - Emerging K phonological awareness	AP2 - 100-346	AP2 - 100 - 418
		AP3 - Emerging K phonological awareness	AP3 - 100-346	AP3 - 100 - 418
MATH	Proficient	AP1 - Not applicable	AP1 - 402 and above	AP1 - 428 and above
		AP2 - 362 and above	AP2 - 402 and above	AP2 - 428 and above
		AP3 - 373 and above	AP3 - 413 and above	AP3 - 441 and above
	Marginal - Further Discussion & Data Reviews Required	AP1 - Not applicable	AP1 - 347-401	AP1 - 387-428
		AP2 - 100-361	AP2 - 347-401	AP2 - 387-428
		AP3 - 100-373	AP3 - 347-412	AP3 - 387-440
	Non-Proficient	AP1 - Not applicable	AP1 - 100-346	AP1 - 100 - 386
		AP2 - Emerging K numbers / operations	AP2 - 100-346	AP2 - 100 - 386
		AP3 - Emerging K numbers / operations	AP3 - 100-346	AP3 - 100 - 386
SCIENCE / SOCIAL STUDIES	Proficient	Final passing grade of "N" or above in on-grade level course	Final passing grade of "N" or above in on-grade level course	Final passing grade of "N" or above in on-grade level course
	Non-Proficient	Final grade of "U" in on-grade level course	Final grade of "U" in on-grade level course	Final grade of "U" in on-grade level course

2019-20 MCPS 3-5 Grade Proficiency Chart

When considering scores from i-Ready use the following "views": AP1 - "Beginning of the Year" view / AP2 & AP3 - "End of Year" view.

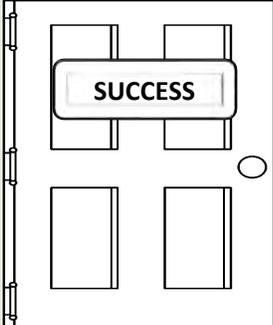
Marginal - Further Discussion & Data Reviews must include multiple data sources beyond iReady diagnostic reports.

Subject	Proficiency Level	3rd Grade	4th Grade	5th Grade
ELA	Proficient	AP1 - 511 and above	Level 3 or above on FSA ELA	Level 3 or above on FSA ELA
		AP2 - 511 and above		
		End Year: Level 3 and above on FSA ELA		
MATH	Marginal - Further Discussion & Data Reviews Required	AP1 - 474-510		
		AP2 - 474-510		
		AP1 - 100-473		
ELA	Non-Proficient	AP2 - 100-473	Level 1 or 2 on FSA ELA	Level 1 or 2 on FSA ELA
		End of Year: Level 1 or 2 on FSA-ELA		
		AP1 - 449 and above		
AP2 - 449 and above				
End of Year: Level 3 or above on FSA-Math				
MATH	Marginal - Further Discussion & Data Reviews Required	AP1 - 413-448		
		AP3 - 413-448		
		AP1 - 100-412		
AP2 - 100-412				
End of Year: Level 1 or 2 on FSA-Math				
SCIENCE / SOCIAL STUDIES	Proficient	Final passing grade of "C" or above in on-grade level course	Final passing grade of "C" or above in on-grade level course	Final passing grade of "C" or above in on-grade level course
	Non-Proficient	Final grade of "D" or "F" in on-grade level course	Final grade of "D" or "F" in on-grade level course	Final grade of "D" or "F" in on-grade level course

MCPS - MTSS Intervention Continuum

Language / Reading

2019-2020 SY

<p><u>Foundational Skills</u> Includes: Oral Language, Phonological Awareness, Concepts of Print</p>	<p><u>Phonics / Decoding</u> Includes: High-Frequency Words</p>	<p><u>Fluency</u></p>	<p><u>Vocabulary / Comprehension</u></p>	
(Kdg - 2nd)	(1st - 5th)	(2nd - 5th)	(2nd - 5th)	<u>On Level & Beyond</u>
<u>Criteria Data Source:</u>				
<ul style="list-style-type: none"> • <u>iReady</u> - Instructional Grouping and Individual Diagnostic Reports • <u>DRA</u> - Reading behaviors observed during the Oral Reading section 	<ul style="list-style-type: none"> • <u>iReady</u> - Instructional Grouping and Individual Diagnostic Reports • <u>DRA</u> - Reading behaviors observed during the Oral Reading section 	<ul style="list-style-type: none"> • <u>DRA</u> - Oral Reading - if two levels below ideal for time of administration • <u>Fluency Checks</u> (see report card guidelines) Non-Proficient on Grade Level wpm / lpm 	<ul style="list-style-type: none"> • <u>iReady</u> - Instructional Grouping and Individual Diagnostic Reports • <u>DRA</u> - Comprehension - if one or two levels below ideal for time of administration • <u>FSA</u> - (3rd retainees, 4th & 5th) Level 1 or 2 from previous year / focus on reporting category results (points earned/points possible) • <u>QSMA</u> - (3rd-5th) in conjunction with other data points 	<ul style="list-style-type: none"> • Core Coursework • Standards-based Research Projects using Focus Cluster • Author Studies • Advanced standards studies • Media production • Achieve 3000 (Kid Biz / Smarty Ants)
<u>District Supported Interventions within the MTSS Block(s)</u>				
Unless approved by the district, no other programs should be used during the official MTSS time blocks				
<ul style="list-style-type: none"> • CKLA-ARG (Assessment and Remediation Guide - K-2) • Reading Mastery: Language Strand (Kdg / 1st) 	<ul style="list-style-type: none"> • CKLA-ARG (Assessment and Remediation Guide K-2) • Early Intervention in Reading (1st-2nd) • Phonics for Reading (3rd-5th) • Corrective B1 (3rd-5th) • Corrective B2 (4th-5th) 	<ul style="list-style-type: none"> • Reading Plus (3-5) • Reading Mastery Lvl 1 (2nd-3rd) • Corrective B1 (3rd-5th) • Corrective B2 (4th-5th) • Reading Naturally 	<ul style="list-style-type: none"> • Leveled Literacy Intervention (2-5) • ELA Ready Books, iReady Tools for Instruction, and Toolbox utilizing specific standards aligned resources • Reading Mastery Lvl 1 (2nd-3rd) 	<p style="text-align: center;">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.</p>
<u>Progress Monitoring</u>				
Program Specific / iReady Progress Monitoring / iReady AP Diagnostitc				
<u>Exit / Next Steps</u>				
Next deficiency on the continuum or exit to on-grade level				
Teacher Led Instruction			Teacher or Para Led Instruction	

Elementary Reading Intervention Program Descriptions and Learner Characteristics

Program Name (Intervention Grade Level)	Applicable Stair Step(s)	Multi- Sensory Code	Program Description	Learner Characteristics	Data Points within the Program for Monitoring Progress
CKLA- Assessment and Remediation Guide (ARG) (Grades K-2)	<ul style="list-style-type: none"> • Foundational Skills • Phonics / Decoding 	●	The Assessment and Remediation Guide provides direct instruction intended to reteach and reinforce foundational standards not mastered by students after Tier 1 instruction. The ARG follows a developmental progression of skills for student in kindergarten through second grade. The fidelity of Core Knowledge Skills strand for Kindergarten, First, and/or Second Grade will be required for effective usage of this intervention based on the grade level it is utilized for.	<p>The student may display deficiencies in one or more of the following areas:</p> <ul style="list-style-type: none"> • Incomplete mastery of foundational skills taught at Tier 1 • Struggles to apply phonics code knowledge taught at Tier 1 • Challenged by particular sound-spelling correspondences • (For 3rd Grade ARG) Students who are struggling with chunking multisyllabic words into smaller parts for when decoding longer words 	<ul style="list-style-type: none"> • Progress Monitoring Assessments (end of each section)
Corrective Reading B1 and B2 (Grade 3-5)	<ul style="list-style-type: none"> • Phonics / Decoding • Fluency 	◐	SRA's Corrective Reading strand is designed to address decoding deficits in grades 3 and higher through direct instruction. Different levels help students address a variety of issues, including identifying words, understanding how the arrangement of letters in a word relates to its pronunciation and development of adequate reading rate.	<p>The student may display deficiencies in one or more of the following areas:</p> <ul style="list-style-type: none"> • Frequent word-identification errors, especially when reading connected sentences • Mistakes include word omissions, word additions, and confusion of high frequency words • Often guesses at words, basing the guess on the word beginning or ending • Lacks understanding of the relationship between the arrangement of letters in a word and the pronunciation of the word • Reading rate is often inadequate 	<ul style="list-style-type: none"> • Fluency Checkouts • Mastery Tests
Early Intervention in Reading (EIR) (Grades 1-5)	<ul style="list-style-type: none"> • Phonics / Decoding 	◐	Early Interventions in Reading provides foundational skill instruction through activities aligned along five content strands: phonemic awareness, letter-sound correspondence, word recognition and spelling, fluency, and comprehension strategies.	<p>The student may display deficiencies in one or more of the following areas:</p> <ul style="list-style-type: none"> • Letter sound awareness and word blending • Applying foundational skills to connected text • Challenged by particular sound-spelling correspondences • Beginning readers in this program have some beginning oral language skills and phonemic awareness 	<ul style="list-style-type: none"> • Mastery Assessments

Multi-Sensory Code: ● - full multi-sensory approach ◐ - contains multi-sensory elements ○ - minimal multi-sensory approach

Program Name (Intervention Grade Level)	Applicable Stair Step(s)	Multi- Sensory Code	Program Description	Learner Characteristics	Data Points within the Program for Monitoring Progress
iReady Tools for Instruction and Toolbox – Specific Standard-based Lessons (Grades 2-5)	<ul style="list-style-type: none"> Vocabulary / Comprehension 	●	The Teacher Toolbox and Toolbox for Instruction are designed to be utilized during small group or on-to-one instruction and paired with i-Ready on-line instruction. It is a full range of K-8 instructional resources to further support skill development and meet student’s need for differentiated instruction.	The student may display deficiencies in one or more of the following areas: <ul style="list-style-type: none"> Vocabulary Comprehension: Literature Comprehension: Informational Text 	<ul style="list-style-type: none"> i-Ready Growth Monitoring
Leveled Literacy Intervention (Grades 3-5)	<ul style="list-style-type: none"> Vocabulary / Comprehension 	○	Leveled Literacy Intervention (LLI) is a small-group, supplementary intervention program designed to bring struggling readers and writers to grade-level competency.	The student may display deficiencies in one or more of the following areas: <ul style="list-style-type: none"> Vocabulary Comprehension: Literature Comprehension: Informational Text 	<ul style="list-style-type: none"> i-Ready Growth Monitoring In-program monitoring assessments
Phonics for Reading (Grades 3-5)	<ul style="list-style-type: none"> Phonics / Decoding 	○	Phonics for Reading is intended for use in grades 3-5 for students who struggle with reading comprehension from weak phonemic awareness and decoding skills. The systematic, explicit instruction builds confidence and motivation among students who have identified deficiencies to build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension.	The student may display deficiencies in one or more of the following areas: <ul style="list-style-type: none"> Frequent word-identification errors, especially when reading connected sentences Mistakes include word omissions, word additions, and confusion of high frequency words Often guesses at words, basing the guess on the word beginning or ending Lacks understanding of the relationship between the arrangement of letters in a word and the pronunciation of the word Reading rate is often inadequate 	<ul style="list-style-type: none"> Checking Up Progress Monitoring (Accuracy Check) Fluency Assessments (Level 2 and 3)
Read Naturally (Grades 2-5)	<ul style="list-style-type: none"> Fluency 	●	Read Naturally accelerates reading achievement by using research-based fluency strategies. Students become confident readers by developing fluency skills while reading interesting nonfiction reading passages.	The student may display deficiencies in one or more of the following areas: <ul style="list-style-type: none"> Reads text in a slow, labored pace Inadequate reading rate <p>**Accuracy rate should be 95% or higher**</p>	<ul style="list-style-type: none"> Fluency and Retell Graphs

Multi-Sensory Code: ● - full multi-sensory approach ● - contains multi-sensory elements ○ - minimal multi-sensory approach

Program Name (Intervention Grade Level)	Applicable Stair Step(s)	Multi- Sensory Code	Program Description	Learner Characteristics	Data Points within the Program for Monitoring Progress
Reading Mastery Language Strand (Grades K-1)	<ul style="list-style-type: none"> Foundational Skills 	●	SRA Reading Mastery Language is a Direct Instruction approach for the explicit teaching of necessary language concepts. The Language Strand teaches the oral language skills necessary to understand what is said, written, and read in the classroom.	<p>The student may display deficiencies in one or more of the following areas:</p> <ul style="list-style-type: none"> Difficulty constructing sentences that describe what they want to do Difficulty constructing sentences that describe what they are and were doing Difficulty constructing sentences that describe what and where things are 	<ul style="list-style-type: none"> Mastery Tests
Reading Mastery Reading Strand Level 1 (Grades 2-3)	<ul style="list-style-type: none"> Fluency Vocabulary / Comprehension 	◐	SRA Reading Mastery Level 1 is a reading program that uses Direct Instruction to help students master essential fluency and comprehension skills. Level 1 addresses all five essential components of reading and develops decoding, word recognition, and comprehension skills that transfer to other subject areas.	<p>The student may display deficiencies in one or more of the following areas:</p> <ul style="list-style-type: none"> Reads text in a slow, labored pace Inadequate reading and accuracy rate Vocabulary Comprehension 	<ul style="list-style-type: none"> Fluency Checkouts
Reading Plus (Grades 2-5)	<ul style="list-style-type: none"> Fluency 	○	Reading Plus is an adaptive literacy intervention for grades 3 and up. The program focuses on training student eyes smoothly and comfortably over lines of text at an appropriate rate.	<p>The student may display deficiencies in one or more of the following areas:</p> <ul style="list-style-type: none"> Reads text in a slow, labored pace Inadequate reading rate 	<ul style="list-style-type: none"> Fluency Checkouts In-program assessment checkpoints
Ready Books – Specific Standard-based Lessons (Grades K-5)	<ul style="list-style-type: none"> Vocabulary / Comprehension 	○	Ready English Language Arts is teacher-led instruction that uses a consistent Read, Think, Talk, Write model. Lessons are scaffolded to develop critical thinking and analytical comprehension skills.	<p>The student may display deficiencies in one or more of the following areas:</p> <ul style="list-style-type: none"> Vocabulary Comprehension: Literature Comprehension: Informational Text 	<ul style="list-style-type: none"> i-Ready Growth Monitoring

Multi-Sensory Code: ● - full multi-sensory approach ◐ - contains multi-sensory elements ○ - minimal multi-sensory approach

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 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, through intensive reading or a research course, if they display text-reading efficiency and only need intervention in the areas of vocabulary and comprehension.

Options include:

Read to Achieve

Escalate



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

All students will be monitored 3x per year using the i-ready diagnostic and/or the Marion County Quarterly Standards Mastery Assessment (QSMA). 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"> • Displays processing difficulties • Difficulty discriminating between similar sounding phonemes 	<ul style="list-style-type: none"> • I-Ready benchmark data indicates a K-1 placement on phonics and/or a need for phonological awareness instruction • Pre-decoder level on the Phonics Inventory
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"> • Phonemic awareness • Letter names • Letter-sound correspondence • Foundational phonics • Fluency • Vocabulary • Comprehension 	<ul style="list-style-type: none"> • Phonics Inventory placement of pre-decoder, beginning decoder or developing decoder • Reading Inventory score below 600 • I-ready benchmark data indicates a 1-2 placement for phonics
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"> • Does not display decoding deficiencies • Oral reading fluency skills are below grade-level, impeding vocabulary attainment and comprehension 	<ul style="list-style-type: none"> • 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) • Oral Reading score on grade-level probe is below 130 WCPM, but with at least 95% accuracy • 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

<p>Read to Achieve (6th-8th grade, can be mixed)</p>	<p>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.</p>	<ul style="list-style-type: none"> • Does not display any decoding deficiencies • Oral reading skills are on grade-level, or just below • Low vocabulary and/or comprehension 	<ul style="list-style-type: none"> • Oral Reading score is between 120 and 130 WCPM, with at least 95% accuracy • I-ready benchmark data shows that the student has tested out of phonological awareness and phonics
<p>Escalate* (6th-8th grade, pure classes)</p>	<p>Escalate English focuses on increasing academic language proficiency via access to both digital and print content.</p>	<ul style="list-style-type: none"> • Does not display any decoding deficiencies • Strong oral reading fluency skills • Low vocabulary and/or comprehension 	<ul style="list-style-type: none"> • Oral Reading score on grade-level probe is at least 130 WCPM with 95% accuracy • Maze score is below 23 correct responses and/or accuracy is below 95% • I-ready benchmark data shows that the student has tested out of phonological awareness and phonics
<p>CAR-PD</p>	<p>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.</p>	<ul style="list-style-type: none"> • Does not display any decoding deficiencies • Strong oral reading fluency skills • Slight vocabulary and/or comprehension deficits 	<ul style="list-style-type: none"> • Oral Reading score on grade-level probe is at least 140 WCPM with 95% accuracy • Maze score is 23 or more correct answers with at least 95% accuracy • I-ready benchmark data shows that the student has tested out of phonological awareness and phonics

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

 Indicates Tier 3 Intervention

 Indicates Tier 2 Intervention

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, through intensive reading or a research course, 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 11th 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.



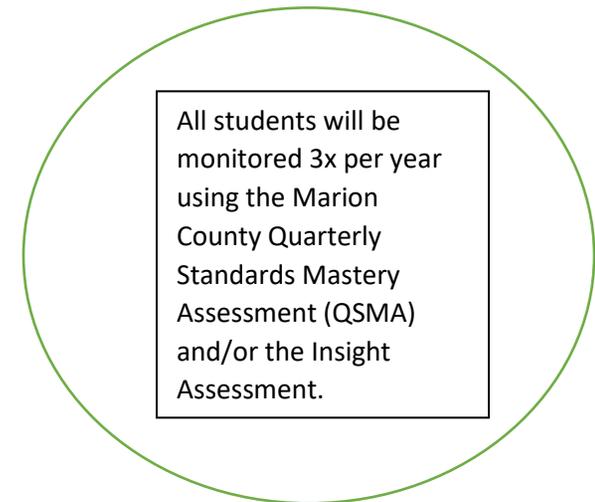
Students are eligible to receive their intervention through CAR-PD placement if they score a Level 2 on the FSA-ELA



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, through intensive reading or a research course, if they display text-reading efficiency and only need intervention in the areas of vocabulary and comprehension.



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 Assessment.

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"> • Displays processing difficulties • Difficulty discriminating between similar sounding phonemes 	<ul style="list-style-type: none"> • Pre-decoder or Beginning Reader level on the Phonics Inventory
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"> • Does not display decoding deficiencies • Oral reading fluency skills are below grade-level, impeding vocabulary attainment and comprehension 	<ul style="list-style-type: none"> • 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) • Oral Reading score on grade-level probe is below 140 WCPM, but with at least 95% accuracy
REWARDS	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"> • Has mastered foundational decoding skills and the reading of single-syllable words • Struggles with decoding multisyllabic words • Below grade-level oral and silent reading fluency • Vocabulary attainment and comprehension are impeded by inability to break apart multi-syllabic words 	<ul style="list-style-type: none"> • Student decodes a grade-level passage with less than 95% accuracy • Advanced Decoder level on the Phonics Inventory • San Diego Quick Assessment shows placement between levels 3.0 and 5.0

50-Minute Intensive Reading	Materials include Document Based Questions (DBQ), Comprehension Instructional Sequence (CIS), Reading Plus, Chalk Talk and Teengagementment. Students develop their vocabularies and comprehension skills by working through a series of deep reading lessons in a supported environment, while also applying their skills independently through materials that are aligned to their learning needs.	<ul style="list-style-type: none"> • Does not display any decoding deficiencies • Strong oral reading fluency skills • Low vocabulary and/or comprehension 	<ul style="list-style-type: none"> • Oral Reading score on grade-level probe is at least 140 WCPM with 95% accuracy • Maze score is below 25 correct responses and/or accuracy is below 95%
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"> • Does not display any decoding deficiencies • Strong oral reading fluency skills • Slight vocabulary and/or comprehension deficits 	<ul style="list-style-type: none"> • Oral Reading score on grade-level probe is at least 150 WCPM with 95% accuracy • Maze score is 25 or more correct answers with at least 95% accuracy

 Indicates Tier 3 Intervention

 Indicates Tier 2 Intervention

APPENDIX C

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

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

Section 1: Contact Information

- 1. District name:** Marion County Public Schools
- 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
- 5. Schools covered by this plan:** Anthony Elementary, Belleview 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 teachers may cover 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):** 170 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 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.

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.

Principals only employ teachers earning a state VAM score of “effective” or higher at the “turnaround” schools. Teachers who 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. School literacy coaches, school administrators, and district staff will monitor teachers and provide necessary 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 Elementary Education Department in conjunction with School Counseling, Exceptional Student Education and Psychological Services Departments implemented a redesigned MTSS framework for the entire district. The framework contains a continuum of reading instruction from Phonological Awareness skills to Reading Comprehension and On/Beyond Grade Level. Based on various data points, including diagnostic data, school leadership teams will place all students within the district on these stairs to address specific needs (see attached document). For each area of reading on the continuum, there is a select set of programs to provide students, at each level, specific reading interventions/enrichment. All programs listed on the continuum (e.g., Reading Mastery, Corrective Reading, Reading Plus, Leveled Literacy Intervention, iReady Toolbox) are evidence-based.

Between the 2017-2018 and 2018-2019 FSA data, the following changes in percentage of students proficient in reading occurred district-wide:

- 3rd grade: 46% proficient in 2018 fell to 44% proficient in 2019
- 4th grade: 43% proficient in 2018 rose to 49% proficient in 2019
- 5th grade: 46% proficient in 2018 fell to 45% proficient in 2019

iReady reading diagnostic data shows an increase in percentage of students placing at Tier 1/on-grade level between the first diagnostic test (assessment period 1) and the last (assessment period 3).

Across all schools and grade levels K-5:

- There was an increase from 26% of students reading on level to 54%

Among 2018-2019 L300 schools across all grade levels:

- Anthony Elementary increased from 5% of students reading on level to 37%
- Belleview-Santos Elementary increased from 11% of students reading on level to 37%
- College Park Elementary increased from 5% of students reading on level to 27%

- Emerald Shores Elementary increased from 6% of students reading on level to 30%
- Fessenden Elementary increased from 4% of students reading on level to 27%
- Reddick-Collier Elementary increased from 7% of students reading on level to 35%
- East Marion Elementary increased from 8% of students reading on level to 35%
- Evergreen Elementary increased from 2% of students reading on level to 32%
- Greenway Elementary increased from 9% of students reading on level to 37%
- Oakcrest Elementary increased from 5% of students reading on level to 23%
- Wyomina Park Elementary increased from 5% of students reading on level to 35%

Based on positive gains found in the K-5, iReady data, including among L300 schools, and in response to the proficiency needs revealed by FSA data, our district will continue to implement the updated MTSS framework for all students. However, some programs offered as options for interventions have been updated to better match Tier 1 instruction.

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 take 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 Progress Monitoring Plan (PMP) meetings where members discuss each student and place them 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 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 administrators will keep 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, interventionists, teachers, or coaches will re-evaluate and place students into another step on the continuum for deficits or on/beyond grade level enrichment. PMP teams will discuss all student data 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) This year, district leaders created an additional table outlining learner characteristics (strengths/weaknesses), alignment to multi-sensory strategies, and progress monitoring tools for each program.

- 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, school and district coaches and specialists will model proven reading strategies and processes (i.e., S.P.A.D.E., text coding/marketing, the FINDS research model, close reading) Teachers will practice and apply these strategies and processes to a variety of informational and literary text that incorporates social studies, science, and mathematics. Additionally, through the multi-disciplinary research and writing projects, we will integrate writing, speaking, listening, and presentation standards.