

Marion County Public Schools



2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Beck, Jennifer Director, Elementary Education jennifer.beck@marion.k12.fl.us (352)236-0522
Elementary English Language Arts (ELA)	Brasington, Jami Elementary ELA Program Specialist jami.brasington@marion.k12.fl.us (352)671-4152
Summer Reading Camp	Lyon, Kristin Coordinator, Elementary Curriculum kristin.lyon@marion.k12.fl.us (352)236-0502
Secondary ELA	Ingram, Mark Secondary ELA Program Specialist mark.ingram@marion.k12.fl.us (352)236-0500
Reading Endorsement	Brasington, Jami Elementary ELA Program Specialist jami.brasington@marion.k12.fl.us (352)671-4152
Reading Curriculum	Brasington, Jami Elementary ELA Program Specialist jami.brasington@marion.k12.fl.us (352)671-4152
Professional Development	Schafte, Kyra Director, Professional Leadership and Learning kyra.schafte@indianriverschools.org (352)236-0513
Professional Development	Brasington, Jami Elementary ELA Program Specialist jami.brasington@marion.k12.fl.us (352)671-4152
Assessment	McGowan, Jon Director, School Counseling and Assessment jonathan.mcgowan@marion.k12.fl.us (352)671-7150
Third Grade Promotion	Beck, Jennifer Director, Elementary Curriculum jennifer.beck@marion.k12.fl.us (352)236-0522
Third Grade Promotion	Lyon, Kristin Coordinator, Elementary Curriculum kristin.lyon@marion.k12.fl.us (352)236-0502
300 Lowest-Performing Elementary Schools	Kinard, Melissa Area Director / Transformation melissa.kinard@marion.k12.fl.us (352)671-4163
Reading Endorsement	Busha, Casey Secondary Reading Program Specialist casey.busha@marion.k12.fl.us (352)867-2139

Contact	Name, Title, Email, Phone
Reading Curriculum	Busha, Casey Secondary Reading Program Specialist casey.busha@marion.k12.fl.us (352)867-2139
Professional Development	Busha, Casey Secondary Reading Program Specialist casey.busha@marion.k12.fl.us (352)867-2139
Data Element	Grantham, Diana Coordinator, Secondary Curriculum diana.grantham@marion.k12.fl.us (352)236-0509

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

Marion County Public School's Comprehensive Evidence-Based Reading Plan is communicated to stakeholders in a variety of ways.

School-level administrators, school-level coaches, lead teachers, and district-level staff will learn the components of the Comprehensive Evidence-Based Reading Plan annually through interactive presentations designed to delve deep into the content, implications, and applications of the plan presented by the Curriculum and Instruction Department.

School-level administrators share the plan and contents with staff members at the individual schools through a variety of ways that include whole faculty presentations, grade-level presentations, and/or subject-area presentations. School-based instructional staff will also be provided professional development opportunities regarding the major components of the Comprehensive Evidence-Based Reading Plan.

Community stakeholders are able to view and explore the Marion County School District Comprehensive Evidence-Based Reading Plan through the district website at www.marionschools.net. Additionally, the components of the District Comprehensive Evidence-Based Reading Plan will be presented to School Board members at a summer School Board work session.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 42%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 47%

Describe action steps to meet the district's kindergarten readiness goal.

A strong partnership has been built between Marion County Public Schools and the Early Learning Coalition of Marion County (ELCMC). The organizations work collaboratively to build a strong foundation for prekindergarten students within the community. During the summer of 2021, the Early Learning Coalition of Marion County will partner with Voluntary Prekindergarten and rising kindergarten programs offered at select Marion County Public schools to incentivize program attendance and support curriculum implementation.

Continued collaborative efforts will be evident as prekindergarten programs are offered at all elementary school sites during the 2021-2022 school year using a new standards-aligned ELA curriculum. Throughout the current school year, reading professional development has been provided to prekindergarten, kindergarten, and first grade teachers. Professional development focused on building reading foundational skills will continue the following school year with emphasis on the vertical alignment of standards from prekindergarten through second grade.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	31	24	25	15	4	26	19	30	20	5
4	36	22	22	14	6	27	20	29	18	6
5	29	24	24	17	6	27	22	27	18	6
6	33	25	19	17	6	25	20	28	21	6
7	37	26	19	13	5	29	21	23	21	6
8	32	24	22	14	7	33	22	23	17	5
9	30	26	21	16	7	28	20	26	19	7
10	28	27	21	18	7	26	22	25	20	7

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For the 2021-2022 school year, 80% of kindergarten students will score mid/late or above grade level in the domain of phonological awareness on i-Ready Reading AP3.

For the 2021-2022 school year, 60% of first and second grade students will score mid/late or above grade level in the domain of Phonics on i-Ready Reading AP3.

For the 2021-2022 school year, 60% of kindergarten-second grade students will score mid/late or above grade level for overall placement on i-Ready Reading AP3.

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation	\$0.00
2	Estimated proportional share distributed to district charter	\$0.00

3	Reading coaches assigned to elementary schools	\$0.00
4	Reading coaches assigned to secondary schools	\$0.00
5	Intervention teachers assigned to elementary schools	\$0.00
6	Intervention teachers assigned to secondary schools	\$0.00
7	Supplemental materials or interventions for elementary schools	\$0.00
8	Supplemental materials or interventions for secondary schools	\$0.00
9	Intensive interventions for elementary students reading below grade level	\$0.00
10	Intensive interventions for secondary students reading below grade level	\$0.00
11	Professional development	\$0.00
12	Helping teachers earn the reading endorsement	\$0.00
13	Summer reading camps	\$0.00
14	Additional hour for 300 lowest-performing elementary schools	\$0.00
Total:		\$0.00

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

Marion County Public Schools (MCPS) understands the importance of closing reading gaps early, thereby minimizing the need for intensive intervention. MCPS has made a concerted effort to provide on-going professional development to kindergarten through third grade teachers focused on the science of reading. Recognizing various teacher backgrounds in reading instruction, the goal is to provide primary teachers with training and support to deliver a systematic progression of skills instruction to students. Additional funding has been allocated to intervention programs supporting our kindergarten through third grade students, including programs that focus on foundational/phonics skill deficiencies. Three district-level reading coaches are assigned to specific schools supporting reading instruction. Coaches scaffold support in kindergarten through third grade classrooms by modeling best practices, engaging in intentional conversations with teachers, and delivering professional development covering a variety of topics, including core foundational skills instruction, differentiated instruction, and reading intervention.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

The School Literacy Leadership Team requirement is communicated to principals by district leadership by way of monthly principal meetings. District leadership shares the expectations of the School Literacy Leadership Team as well as a suggested timeline of implementation and how progress will be monitored.

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

When the School Literacy Leadership Team requirements are communicated to principals, they also learn that team rosters need to be communicated to the district. Schools are required to submit team rosters to the elementary or secondary ELA/Reading program specialists in the Curriculum and Instruction Department.

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

The Curriculum and Instruction Department plays an important role in supporting the School Literacy Leadership Teams across our district. The elementary and secondary coordinators are charged with ensuring compliance of the requirement. The elementary and secondary ELA/ Reading program specialists monitor and support the schools in assigned areas so that the mission and vision of the School Literacy Leadership Teams are carried out.

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

The Curriculum and Instruction Department will develop a 40-hour reading course to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Additional coursework that meets the statutory requirements has been reviewed and approved by the Curriculum and Instruction Department to provide additional opportunities to teachers.

Principals, assistant principals, and school-based coaches communicate with the Curriculum and Instruction Department the professional development needs based on progress monitoring data from intervention programs or diagnostic assessments resulting in targeted and differentiated professional development and/or coaching.

Principals have the flexibility to determine mentor teachers and model classrooms based on strengths of the teacher's knowledge of reading instruction and intervention. School administrators may choose to collaborate with administrators on another campus coordinate and facilitate visits. District staff assists with facilitating visits to model campuses across the district.

School administrative teams create master schedules with professional learning in mind to build time for teachers to plan collaboratively and receive professional development.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

Communication of professional learning opportunities takes place in weekly newsletters to principals. Information is also disseminated through administrative curriculum meetings.

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

Program specialists in the Curriculum and Instruction Department are responsible for supporting the professional development requirements. The Director of Professional Leadership and Learning and the district's certification specialist assist in ensuring compliance is met.

Charter Schools

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

Yes

Literacy Coaches

Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- experience as successful classroom teachers;
- knowledge of evidence-based reading research;
- special expertise in quality reading instruction and infusing reading strategies into instruction;
- data management skills;
- strong knowledge base in working with adult learners;
- excellent communication skills; and
- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

District and school-level data (i-Ready, district standards assessments-QSMA, FLKRS) is analyzed by curriculum and instruction directors in collaboration with area directors to prioritize needs. Ongoing student achievement and classroom walkthrough data reviews are conducted to determine areas of need throughout the year.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B**Requirements of the Just Read, Florida! Coaching Model**

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data;
 - administration and analysis of instructional assessments; and
 - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Coaching requirements are communicated to principals through administrative curriculum meetings provided by the Curriculum and Instruction Department. Follow-up is provided to principals through on-site visits by members of the Curriculum and Instruction Department to solidify expectations and clarify questions.

How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

The Elementary Curriculum and Instruction Director, in collaboration with area directors, analyze district and school level data, as part of an established routine.

The Elementary Curriculum and Instruction Director uses current data trends when meeting with coaches to determine next steps and create a support plan. The plans include prioritizing high impact activities including school-level data analysis and professional development.

Who at the district level is supporting and monitoring coach time and tasks?

The Elementary Education Curriculum and Instruction Director supports and monitors coach time and tasks.

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

The Elementary Education Curriculum and Instruction Director holds frequent meetings to review and monitor coach time and tasks.

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

Progress monitoring data is reviewed and compared with school visits and established areas of focus to determine coaching impact. Impact data is triangulated to problem solve and action plan next steps for support.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
i-Ready	Grade K-5, Grade 6-8 students receiving Tier 2 and Tier 3 reading interventions	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
FSA	Grades 3-12	Summative	Vocabulary, Comprehension	Annually
FLKRS	Grade K	Diagnostic	Oral Language, Phonological Awareness, Phonics, Vocabulary	Annually
District Developed Assessment	Grades 3-12	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
i-Ready Growth Monitoring	Grades K-5, Grades 6-8 students receiving Tier 2 and Tier 3 reading interventions	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	Monthly
i-Ready Oral Reading Fluency	Grade 1 second semester, Grades 2-4	Progress Monitoring, Diagnostic	Fluency	3 x A Year
DIBELS	Grade 5	Progress Monitoring, Diagnostic	Fluency	3 x A Year
Phonics Inventory	Middle School students receiving Tier 3 intervention through System44/ Students receiving Tier 3 supports through Read180 Universal who score 600L or below on the Reading Inventory	Screener, Progress Monitoring	Phonics	3 x A Year
Reading Inventory	Select students in middle and high school receiving Tier 2 or Tier 3 supports	Screener, Progress Monitoring	Comprehension	3 x A Year
Oral Reading Fluency (ORF)	Select middle and high school students receiving Tier 2 and Tier 3 supports	Progress Monitoring	Fluency	Quarterly
Maze	Select middle and high school students receiving Tier 2 and Tier 3 supports	Progress Monitoring	Fluency, Comprehension	Quarterly
Reading Plus Insight	Students receiving Tier 2 and Tier 3 supports at the high school level	Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
District Quarterly Standards Assessment	Middle and High School Students	Progress Monitoring	Comprehension	Quarterly

District-Level Monitoring - Part B

Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

The Curriculum and Instruction Department will come together quarterly to discuss plan implementation, progress, ongoing needs, and determine support.

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

For the 2021-2022 school year, Marion County Public Schools has adopted a core English Language Arts curriculum for all elementary schools to ensure foundational reading skills are taught in a systematic and explicit manner. Professional learning opportunities will be provided for teachers to ensure an understanding of the sequence of foundational skills to support the fidelity of foundational reading instruction. Additional supplemental and intervention resources that address foundational reading skills are evidence-based.

Implementation guidelines and fidelity checklists are provided, with instruction being monitored by school and district level leadership.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

Using data from formative assessments, elementary teachers and administrators hold Progress Monitoring Plan (PMP) meetings, at least three times a year, where members discuss each student to review diagnostic, screening, and intervention placement data. Through these meetings, each student will receive intervention placement or enrichment in addition to Tier 1 differentiated instruction. Schools continue to monitor student progress based on data and adjust placement and differentiated instruction as needed.

At the secondary level, Tier 1 formative assessments are reviewed at district-level meetings with administrators and coaches, as well as at the school level in collaborative teacher meetings to differentiate instruction and make decisions for students. In-program reading intervention data is reviewed more frequently by teachers and coaches in order to determine how instruction can meet the needs of students via small group instruction in reading classrooms.

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

The elementary core English Language Arts series adopted for the 2021-2022 school year has overarching themes designed to build background knowledge in the areas of social studies and science, which are used to build classroom discussions. Reading strategies such as S.P.A.D.E, text coding, and close reading are modeled by coaches to support literacy instruction in the content area.

Furthermore, disciplinary literacy training is offered at the secondary level to develop teacher ability to facilitate discussion of text between students, while deepening understanding of the content.

Document Based Questions (DBQ) are used in grades 3-12 as another way of developing discussion and understanding around complex content-area text. The district is also infusing select texts from the Civics Book list into all levels in order to deepen understanding of content areas.

How are concerns communicated if the plan is not being implemented to meet the needs of students?

Concerns, identified as a result of data, regarding implementation of the plan are communicated through individual conversations between school and district staff. If trends are detected, they are addressed via training or monthly meetings. Quarterly meetings to review plan oversight will be used as a place to determine needed support and changes.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level; and
- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The Curriculum and Instruction Department will meet annually to evaluate the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan.

Prior to this meeting, feedback on the plan elements, district assessments, curriculum resources, reading professional development, and family engagement will be provided by School Literacy Leadership Teams.

Based on feedback from the School Literacy Leadership Teams and analysis of assessment data, the Curriculum and Instruction Department will evaluate the implementation of the reading plan. This evaluation will identify elements in need of improvement and strategies to increase outcomes, reflected in the next year's plan.

Self Reflection Tool

Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

No files were uploaded

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

The first step to ensuring effective implementation is for administrators to be aware of the reading plan requirements. Administrators will establish and convene School Literacy Leadership Teams which guide literacy initiatives on campuses and carry out the reading plan requirements. The district provides a suggested meeting timeline for school-based teams. Schools use the timeline as a framework for ensuring compliance with the district reading plan as well as responding to school-based literacy needs. Implementation is monitored and supported by the Curriculum and Instruction Department and area directors.

Who at the district level supports effective implementation?

The Chief Academic Officer, the Curriculum and Instruction Department, and area directors will support effective implementation. The Curriculum and Instruction Department serves as school-level support that works alongside the School Literacy Leadership teams to address components of the reading plan. Support is differentiated based on the literacy needs of the school as identified by ongoing progress monitoring data. The area directors serve as leadership support to principals in the formation of School Literacy Leadership Teams and implementation of the reading plan.

What process is in place to identify areas in need of improvement for effective implementation?

Using weekly reading walkthroughs and assessment data, school leaders will meet with School Literacy Leadership Teams to analyze data and create an action plan to respond to teacher and student needs. Area directors and Curriculum and Instruction supervisors will work with school leadership teams to provide feedback and support for effective implementation.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Using the school master schedule, reading walkthroughs are scheduled among school leadership teams. Trends are identified based on implementation.

Who at the district level supports effective implementation?

The Chief Academic Officer, the Curriculum and Instruction Department, and area directors will support effective implementation. The Curriculum and Instruction Department serves as school-level support to ensure effective implementation of weekly reading walkthroughs. Support is differentiated based on the literacy needs of the school as identified by ongoing progress monitoring data from the weekly reading walkthroughs. The area directors serve as leadership support to principals to ensure effective implementation of a reading block, intervention block, or reading strategy in a content area.

What process is in place to identify areas in need of improvement for effective implementation?

Each walk results in data that are used to identify trends and areas of focus. School leaders meet with School Literacy Leadership Teams to discuss data and create an action plan to respond to teacher and

student needs. Area directors and Curriculum and Instruction supervisors work with school leadership teams to monitor data and detect trends in need of improvement.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

School principals regularly analyze data through Performance Matters, i-Ready, SAM, Reading Plus, and intervention data notebooks which include program specific progress monitoring, attendance, and engagement within the intervention. Qualitative data through fidelity checklists of intervention programs are analyzed to determine fidelity of instruction. School Literacy Leadership Teams as well as school-based Multi-Tiered System of Support (MTSS) teams meet regularly to review intervention progress monitoring data.

Elementary schools hold Progress Monitoring Plan (PMP) meetings at least three times a year to review student data and make adjustments to intervention placement. Additional support is provided by elementary district program specialists as needed to assist with intervention placement and data analysis. Furthermore, administrators 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 Public Schools MTSS 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.

In addition, secondary principals review Tier 1 English Language Arts and reading intervention data in their monthly curriculum meetings. Additional support is provided to specific schools as needed by the secondary reading and ELA program specialists.

Who at the district level supports effective implementation?

The Curriculum and Instruction Department supports the implementation of data analysis and intervention placement. Elementary Curriculum and Instruction director and coordinators monitor and support administrators with the completion of the Administrator Data Notebook during their site visits and review Interventionists Notebooks when they observe during walk-throughs. Secondary reading program specialists assist principals with reading intervention walkthroughs and analysis of data to determine placement changes, school-wide trends, fidelity of instruction, and professional development needs.

What process is in place to identify areas in need of improvement for effective implementation?

Using administrative walkthroughs of interventions and progress monitoring data, school leaders meet with the School Literacy Leadership Team and School MTSS Team to discuss data and create an action plan to respond to teacher and student needs. The Curriculum and Instruction Department assist school principals with monitoring data and detecting trends in need of improvement.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

Select third-grade students were invited to Summer Reading Camp utilizing predictive assessment data including i-Ready AP2, i-Ready AP3, district-created quarterly assessments, and classroom performance. Additional students will be invited upon the release of the Third Grade English Language Arts Florida Standards Assessment.

Third Grade Summer Reading Camp instructional positions were offered based upon priority ranking of applicants. Applicants are prioritized based on effectiveness rating and progress on/towards reading endorsement.

Third Grade Summer Reading Camp core curriculum focuses on explicit, systematic, and multisensory instruction in all components by utilizing Focus Reading Intervention (Teacher Created Materials) and Building Vocabulary (Teacher Created Materials).

Focused Reading Intervention has promising levels of evidence as defined by ESSA with an effect size of 1.38 (publisher noted study had no control group), therefore will meet the needs of the targeted population. A full report for the Focused Reading Intervention Research Program, including research, can be located at https://www.teachercreatedmaterials.com/estore/files/research/Focused-Reading-Intervention-Research-and-Evidence-Base_02_2021.pdf . The data study begins on page 21 and the effect size is documented on page 23.

Building Vocabulary has promising levels of evidence as defined by ESSA with an effect size of 0.3., therefore will meet the needs of the targeted population. A full report for the Building Vocabulary Program, including research, can be located at https://www.teachercreatedmaterials.com/estore/files/research/Building-Vocabulary-Research-and-Evidence-Base_02_2021.pdf . The data study begins on page 11 and the effect size is documented on page 13. The aforementioned report provides evidence supporting the effectiveness in the use of Building Vocabulary with students in grade 5. Therefore, evidence is not currently provided for grades K-3, however, the instructional practices within the program is supported by the What Works Clearinghouse: Foundation Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade located at https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf . Recommendation three (3) within the document supports teaching students to decode words, analyze word parts, and write and recognize words (strong evidence), and recommendation four (4) supports ensuring that each student reads connected text every

day to support reading accuracy, fluency, and comprehension (moderate evidence). The Building Vocabulary program fully encompasses and focuses on the use and understanding of morphology, the knowledge of the meaningful word parts in the language for all grade levels within the program. In the narrative of recommendation three (3) located on pages 22 and 23, the study and focus of analyzing word parts found positive effects at the strong level of evidence for diverse populations in grades kindergarten through third. In the narrative of recommendation four (4) located on page 32 it states, "Reading connected text accurately, fluently, and with appropriate phrasing and comprehension requires students to identify words quickly..." With the Building Vocabulary program students use their new knowledge of specific word parts to fluently read and respond to poems, songs, chants, and connected text. This practice, as cited on page 33, also found positive effects at the moderate level of evidence and had positive impact on diverse students in grades kindergarten through third.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

Yes

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

Marion County Public Schools will provide site-based Summer Learning Opportunities based on identified needs.

Curriculum resources were provided to every school site. These resources include Focused Reading Intervention (Teacher Created Materials), Leveled Literacy Instruction-LLI (Heinemann), and Building Vocabulary (Teacher Created Materials). The curriculum selected was either based upon an ESSA rating of Strong or Promising or the instructional strategies within the programs as outlined within the What Works Clearinghouse: Foundational Skills to Support Reading for Understanding in Kindergarten through Third Grade.

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

363

Students who demonstrate a reading deficiency in grades K-2

620

Students who score Level 1 in grades 4-5

372

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

73%

Students who demonstrate a reading deficiency in grades K-2

43%

Students who score Level 1 in grades 4-5

26%

Parent Support through a Read-At-Home Plan

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

The Marion County Public School Family Read at Home Plan is revised annually and located on the Marion County School website at <https://www.marionschools.net/site/Default.aspx?PageType=1&SiteID=4&ChannelID=126&DirectoryType=6> . Within this plan, each family is provided an overview of the components of reading, as well as multisensory strategies to utilize at home for each component. Resources also include specific grade level high frequency word lists, information on the local public library system, access instructions for the district-provided programs and curriculum, and additional online parent resources. The Family Read at Home Plan is provided in both English and Spanish. Select families with students identified with substantial deficiencies in reading are sent direct communication about the availability of this resource or given a copy of the plan. The Elementary Curriculum and Instruction Department is responsible for supporting and monitoring implementation.

Who at the district is responsible for monitoring this requirement?

The Director and Coordinators of Elementary Curriculum and Instruction will monitor the implementation of the Family Read at Home Plan.

Assessment, Curriculum, and Instruction

Requirements - Part A

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

A dedicated, uninterrupted 90 minute reading block is incorporated into each elementary school schedule. Elementary administrators receive support from the district in creating master schedules. The Elementary Curriculum and Instruction Department frequently visits school sites for observation walkthroughs of the 90-minute reading block.

Who at the district is responsible for supporting and monitoring this requirement?

The Elementary Curriculum and Instruction Director and supervisors are responsible for monitoring the requirement of a dedicated, uninterrupted 90-minute reading block at all elementary schools.

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

Professional development through the ELA B.E.S.T. Standards will include a focus on building background knowledge and content area literacy skills. The district's core English Language Arts series consists of overarching themes designed to build background knowledge through literacy skills in social studies, science, and the arts. The overarching themes are Exploration (Geography), Patterns (Life Science), Expressions (Arts and Literature), Connections (History), and Our World (Earth Science). In addition, select titles from the Civics Book List have been provided to each elementary school to support civics instruction through literacy.

Who at the district is responsible for supporting and monitoring this requirement?

The Elementary Curriculum and Instruction Director and supervisors are responsible for monitoring the requirement of increasing students' background knowledge and literacy skills in social studies, science, and the arts.

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

Professional development and follow up sessions for effective small group differentiated instruction will be provided to instructional staff. Director, coordinators, and program specialists from the Elementary Curriculum and Instruction Department frequently visit school sites for observation walkthroughs of the 90-minute reading block. Follow up support and action plans are created to target specific schools with effective small group differentiated instruction.

Who at the district is responsible for supporting and monitoring this requirement?

The Elementary Curriculum and Instruction Director and supervisors are responsible for monitoring the requirement of small group differentiated instruction in order to meet individual student needs.

Florida's Revised Formula For Success - Part B

K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 + T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

Marion County Public Schools aligns K-12 reading instruction with Florida's Revised Formula for Success by ensuring that all six components of reading are addressed and assessed as appropriate for student age, level, and ability. All students receive standards-aligned Tier 1 instruction that includes the components of reading that are developmentally-appropriate for that grade-level. Students will receive accommodations as needed based on their learning plans. When assessment indicates a student reading deficit, additional supports are added as outlined by the district's Assessment/Curriculum Decision Trees.

How does the district support and monitor implementation?

Marion County Public Schools supports and monitors implementation through regular analysis of the data and weekly reading walkthroughs. If implementation monitoring presents a need, it is addressed through coaching and professional development as appropriate. Additionally, Interventionist and Administrator Notebooks are maintained for elementary interventions at Tier 2 and Tier 3 levels which provide data regarding implementation.

Who at the district is responsible for supporting and monitoring this requirement?

Monitoring and support of this requirement is done by the directors and supervisors of the Curriculum and Instruction Department.

Assessment/Curriculum Decision Trees - Part C

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

2021-2022_Elementary_Curriculum_and_Instruction_Decision_Tree.pdf
<i>MCPS Elementary Curriculum and Instruction Decision Tree</i>
Document Link
2021-2022_Middle_School_Curriculum_and_Assessment_Decision_Tree.pdf
<i>MCPS Middle School Curriculum and Instruction Decision Tree</i>
Document Link
2021-2022_High_School_Curriculum_and_Assessment_Decision_Tree.pdf
<i>MCPS High School Curriculum and Instruction Decision Tree</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

Elementary students take i-Ready Diagnostic Assessments three times a year: fall, winter, and spring. The students receive scores based on grade level proficiency in the areas of phonological awareness, high-frequency words, phonics, vocabulary, comprehension of informational text, and comprehension of literary text. Students who score two or more grade levels below in any of the six domains are identified as demonstrating a substantial deficiency. Progress Monitoring Process (PMP) Meetings are held to discuss student performance using all available data points. School teams create a plan to implement and monitor an intervention program addressing the specific deficit. Teams assemble again after 9-12 weekly monitoring points so progress can be discussed. Students making at least marginal progress towards the goal and deficits remains, the intervention and progress monitoring continues. For students not making progress, the team creates a plan to intensify the intervention. The collection of weekly monitoring points continues and progress towards the established goal is charted.

Middle School students complete a district Quarterly Standards Mastery Assessment (QSMA) three times per year to monitor mastery of grade-level standards. Additionally, students receiving Tier 2 and Tier 3 supports complete the i-Ready Diagnostic Assessment three times per year, receiving scores in the areas of phonological awareness, high-frequency words, phonics, vocabulary, comprehension of informational text, and comprehension of literary text. Data from these sources, combined with in-program data are used to monitor student progress and identify students showing a substantial deficiency in reading. Teachers, coaches, and administrators monitor this data at the school-level to make intervention decisions for students who display substantial reading deficiencies. Data are also monitored at the district level by coaches, coordinators, and directors.

High school students complete a district Quarterly Standards Mastery Assessment (QSMA) three times per year to monitor mastery of grade-level standards. Additionally, students receiving Tier 2 and Tier 3 supports complete the Reading Plus Insight Benchmark three times per year. The process for monitoring data and providing assistance to students mirrors the process described for middle school students.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

Yes

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.

Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

All lowest-performing elementary schools contain a minimum of 170 minutes of reading instruction per day. The additional hour of reading instruction is provided within the school day and is identified within the school's master schedule. L300 schools have two Multi-Tiered System of Support (MTSS) blocks in which all students receive additional intervention or enrichment support based on student academic needs.

The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.

Principals employ teachers earning a local or state VAM score of "effective" or higher at "turnaround" schools. Teachers who have not yet demonstrated effectiveness in reading instruction are closely and frequently supervised by school-based administrators, the school-based coach, program specialists from the Transformation and Curriculum and Instruction Department, the Transformation Area Director, the Elementary Curriculum and Instruction Director, and the external operator if applicable. School-based coaches, school administrators, and program specialists from the Transformation and Curriculum and Instructional Department will monitor teachers and provide necessary support on a weekly basis.

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;
- 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; and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

At the beginning of the school year, all elementary students take the i-Ready AP1 diagnostic assessment. Using the data from this assessment, and combining it with other data sources (FLKRS, FSA data, classroom performance), teachers and administrators hold Progress Monitoring Plan (PMP) meetings where members discuss each student and place them on the Marion County Intervention Continuum based on exhibited strengths and weaknesses. Each student receives intervention or enrichment at the appropriate, differentiated level. Teachers and interventionists complete tracking and monitoring forms, data records, attendance records, and engagement/participation charts within Interventionists Data Notebooks located on the internal SharePoint site. Furthermore, administrators complete observation forms or fidelity checks on weekly walkthroughs and observations, which administrators will keep in the Administrator Data

Notebooks. When students demonstrate mastery on progress monitoring within the programs and of skills through monthly i-Ready Growth Monitoring, interventionists, teachers, or coaches will re-evaluate and place students into another step on the continuum for deficits or on/beyond grade level enrichment. District directors will monitor and review the Administrator Data Notebooks during frequent site visits and will review Interventionists Notebooks during walkthroughs.

The district-supported reading intervention programs listed on the Marion County Intervention Continuum are research-based, explicit, and focus on systematic reading strategies.

Teachers practice and apply strategies (i.e., S.P.A.D.E., text coding/marking, close reading) and processes to a variety of informational and literary texts that incorporate social studies, science, and mathematics. Additionally, through the multi-disciplinary research and writing projects, teachers integrate writing, speaking, listening, and presentation standards.