

2019-2020 Marion School District Plan of Support

District Literacy Plan Goals

Goal 1: Marion School District students identified as “in need of support” in reading on the ACT Aspire in grades 3-10 will decrease by 5% annually.

Goal 2: Marion School District students identified as “ready” in reading on the ACT Aspire in grades 3-10 will increase by 1% annually.

Goal 3: Marion School District students identified as “exceeding” in reading on the ACT Aspire in grades 3-10 will increase by 1% annually.

Goal 4: By May, 2020, 100% of schools in Marion School District will have a data driven PLC meeting at least once a month that will drive classroom instruction.

In order to support the district goals, Marion School District has reorganized in order to prioritize efforts to ensure classroom instruction focuses on the Science of Reading in all schools in every classroom. As a result of this effort two district level School Improvement Specialists oversee teams of Instructional Facilitators and Interventionists. The Instructional Facilitators work primarily with classroom teachers and the Interventionists work with students.

The team of Instructional Facilitators is made up of seven staff members. This team studies data and provides professional development to teachers in areas of need based on the Science of Reading. Two of the Instructional Facilitators are R.I.S.E trainers. During the 2018-2019 school year faculty and staff of the Marion School District started attending professional development on-site in R.I.S.E. Trainings were held over the summer months, Saturdays and during the school year. These trainings continue as we aim to train all faculty and staff members. Specific information on the professional development can be found here: https://drive.google.com/file/d/1II_gkmKGqGnYj1AzyflU89-Z7DMFqun5/view?usp=sharing

Seven certified interventionists provide interventions for students with characteristics of dyslexia or students at-risk in literacy. Three of the interventionists are considered dyslexia specialists and screen students for Level 2 characteristics of dyslexia. One interventionist is piloting a Tier 3 math intervention program with an emphasis on prevention for K-3 students.

Per district policy, each school has a School Leadership Team in place that meet twice monthly. A standing agenda item once a month will be student data. Data will come from ACT Aspire, K-2 DIBELS, K-2 STAR testing, 3-10th grade Edmentum(three times a year) and the monitoring of Reading Horizon data. Student data information will trickle down to school PLCs in order to drive instruction and implement instructional routines. The K-6 magnet schools have created master schedules that allow for common planning time with teachers. Marion Junior High

School and Marion High School have PLC meetings with teachers according to each teacher's schedule.

For the third year, Marion School District has chosen to use Reading Horizons at the three elementary schools. Additional information about Reading Horizons can be found here: <https://www.readinghorizons.com/reading-method/reading-research/>

According to our Spring, 2019 ACT Aspire data, it was clear that our students are losing ground at the 9th grade level. As a result, the Marion School District hired a School Improvement Specialist for Marion Junior High School to address this issue. This SIS will work closely with Marion High School's SIS and the team of Instructional Facilitators and Interventionists to focus on this gap in achievement.

Marion School District also implemented critical reading classes at both the 7th and 10th grade levels. This is another stop gap implementation in order to identify the students that are two or more years below grade level and provide intensive reading instruction to the identified students. Three teachers who have demonstrated effectiveness were chosen to teach the critical reading classes. These three teachers have also started R.I.S.E training.

ESA funds support all of our efforts as we focus on the Science of Reading. School Improvement Specialists and Instructional Facilitators are funded using ESA. Materials and supplies needed to support our literacy efforts are also used. ESA funds professional development in these areas as well.

Marion School District will monitor the fidelity of the implementation of the school-level plans by reviewing the plans on a regular basis during District Leadership Team Meetings. The district holds monthly District Leadership Team Meetings. At these meetings, the team will review school plans and offer guidance of district expectations. Ongoing monitoring will also take place at the school level. The district's instructional facilitators monitor classroom instruction in literacy daily looking for classroom practices and procedures gained from R.I.S.E. training. Instructional facilitators share information with building principals and school improvement specialists each month focusing on strengths/weaknesses in order to address areas of improvement. Monthly improvement plans are also created for the following month to ensure consistency. Building principals and school improvement specialists at the building levels also monitor classroom instruction as outlined in the Record of TESS/LEADS Educator Evaluation Rating Rotation and additional district observation protocols.

The district will evaluate the school-level improvement plans for progress by creating a School Improvement Support Team. This School Improvement Support Team will consist of the director of federal programs, the two district level school improvement specialists and the school improvement specialists from Marion Junior High School and Marion High School. This School Improvement Support Team will meet with each school principal and the Indistar Process Manager several times a year. An End of the Year Evaluation will take place at each school in

the district in order to evaluate the outcomes of their school plan. Dates of these meetings will be posted in Indistar for each school. Once the school has documented the evaluation process of their plans, a meeting will be held with the school principal, Indistar Process Manager and the School Improvement Support Team in order to discuss the evaluated outcomes of the school plan. This meeting will take place in May. A report from all schools will be reviewed during the District Leadership Team meeting in June. The following tentative schedule will be followed:

District Leadership Team Meeting: September 9, 2019: Information will be shared with all principals about the District Support Plan

School Improvement Support Team Meeting with Marion Junior High School: September 23, 2019

District Leadership Team Meeting: October 7, 2019

School Improvement Support Team Meeting with Marion High School: October 21, 2019

District Leadership Team Meeting: November 4, 2019

School Improvement Support Team Meeting with HCGC: October 28, 2019

District Leadership Team Meeting: December 2, 2019

School Improvement Support Team Meeting with VPA: October 28, 2019

District Leadership Team Meeting: January 13, 2020

School Improvement Support Team Meeting with MST: October 30, 2019

District Leadership Team Meeting: February 3, 2020

District Leadership Team Meeting: March 2, 2020

District Leadership Team Meeting: April 6, 2020

School Improvement Support Team Meeting with All Schools: May, 2020

District Leadership Team Meeting: May 4, 2020

District Leadership Team Meeting to Review All Evaluations: June 1, 2020