**Essential Outcomes:**

- Research programming to support students with characteristics of or identified as Dyslexia, Dyscalculia, and Dysgraphia.
- Evaluate current FCPS intervention programming and resources for alignment based on findings.
- Identify existing or additional resources required to implement appropriate response.
- Adopt and implement enhanced intervention support for students with characteristics of Dyslexia, Dyscalculia, and Dysgraphia.
- Plan communications and training required to implement appropriate response.

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| Research, Conduct Initial Trainings, Plan and Provide Support for Students | • Form system workgroup and initiation of research and evaluation tasks.  
• Conduct special education summer training for administrators.  
• Conduct special education training for teachers.  
• Disseminate formal communication to all FCPS administrators.  
• Initiate the concept of “core teams” and discuss current actions and next steps to support “identified” students during collaborative professional learning sessions.  
• Convene parent and community meetings to hear from individual parents, as well as collaborate with the Decoding Dyslexia Frederick Chapter.  
• Conduct school visits to hear from trained staff (Monocacy Valley Montessori Public Charter School).  
• Create research synthesis of peer-reviewed studies.  
• Conduct trainings for central staff.  
• Provide support from central staff and/or reassignment of duties to ensure any identified student has an appropriate evidence-based intervention program (EBIP) in place.  
• Conduct training for all leadership on “where we’ve been”, “where we are now”, and “where we’re going” during the October Instructional Leadership (IL) meeting.  
• Create a comprehensive plan to support identified students. | Spring 2017 - Fall 2017 | Upgrading FCPS Response to Intervention: Implementation Timeline | No enhancement requested at this time. |
| Train for Collaborative Intervention “Core Teams” | Session outcomes include the following:  
• Improve understanding of curriculum resources available to support targeted interventions that address standards (i.e., curriculum maps, evidence tables, performance level | 2017-2018 School Year (SY): 3 sessions per level and content. | 3 Collaboratively planned training sessions (AAE, CII, SASI, SAL) to equip | No enhancement requested at this time. |
# Frederick County Public Schools

## Upgrading FCPS Response to Intervention: Implementation Timeline

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| **Develop Resources** | - Develop dyscalculia diagnostic assessments that align with existing FCPS assessments.  
- Develop dysgraphia and dyslexia assessment plans as identified through universal screening tools.  
- Develop enhanced “Look For”s for students with characteristics of dyslexia, dyscalculia, and dysgraphia. | October 2017 - June 2018 | Assessment Plans and Look For Document | No enhancement requested at this time; Plan to purchase Rapid Automatic Naming (RAN) with existing funds |
| **Update FCPS Website** | - Reference information about Evidence Based Intervention Programs to support students with characteristics of or identified with Dyslexia, Dyscalculia, or Dysgraphia  
- Ensure central contacts are readily available to assist parents with additional questions. | October 2017 | Updated FCPS Website (Intervention Section) | No enhancement requested at this time. |
| **Post for Teacher Specialist for Intervention position** | - Create a central position to support itinerant service delivery for identified students and/or provide coaching and support in development and implementation of an EBIP for identified students. | October 2017 | Hired staff member | Waivered position in 2017-2018. May require budget |
## Upgrading FCPS Response to Intervention: Implementation Timeline

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| Process Request for Proposal (RFP) with Purchasing Department | Requirements—Training and/or Intervention Materials to Deliver a Structured Literacy Approach for Reading Intervention to Support Students with Characteristics of Dyslexia. Per Dr. Mathis, leader in the International Dyslexia Association (IDA), must contain the following:  
- Explicit systematic instruction in phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics.  
- Teaches children to become sensitive to the sounds they hear in words.  
- Teaches children how the sounds they hear map onto printed words.  
- Continues through the six syllable types and into multisyllabic word work.  
- Moves quickly from letter-sound recognition to word building.  
- Brings in vocabulary and comprehension from the beginning.  
- Systematically works on fluency from the beginning.  
- Incorporates spelling in service to word recognition.  
- Incorporates writing in service to comprehension.  
- Has specific scope and sequence.  
- Teaches only one or two new items on any one day.  
- Provides extensive cumulative practice.  
- Includes speeded practice, from the beginning.  
- Integrates new content with previously learned content.  
- Inclusive of recommended assessments for identification and progress monitoring.  
- Flexible to recommend best practices for elementary vs. secondary students. | October 2017 - February 2018  
* Training plan to be developed with selected vendor. | Formal RFP process led by FCPS Purchasing Department | May require budget enhancement request for 2018-2019. Current Fiscal Year 2018 funds will be used for the field test. |

| Conduct Field Test | Consider current identification and feedback from school | September - | Training and | No |

AAE, CII, SASI, Presented on 11/8/2017
### Upgrading FCPS Response to Intervention: Implementation Timeline

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<td><strong>at 2-4 FCPS Schools</strong></td>
<td>teams. Initial identification would include Urbana Elementary, Centerville Elementary, and New Market Elementary schools. Additional schools may be added pending cost analysis. Consultation with vendors to ascertain potential scope of field test: Fran Bowman, Bowman Educational; Beth Moore, fellow of the Academy of Orton-Gillingham Practitioners and Educators (accredited by the IDA); Ellen O'Neill, Atlantic Seaboard; Sonday System; Wilson Reading.</td>
<td>November 2017; Field Test 2nd Semester 2018</td>
<td>implementation of “intervention” for identified students; tracking of initial reading outcome data (pre- and throughout instruction)</td>
<td>enhancement requested at this time.</td>
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| **Train English Language Arts (ELA) Intervention Teachers (including EL)** | - Enhance “Look Fors” for students with characteristics of dysgraphia and dyslexia.  
- Provide training on identification of students with characteristics of dyslexia or dysgraphia.  
- Identify and provide training of early literacy assessments to include:  
  - Phonological awareness  
  - Phonemic awareness  
  - Letter knowledge  
  - Rapid automatic naming (RAN)  
- Provide training on working with students to develop compensatory techniques or bypass strategies.  
- Provide training on a multi-sensory structured literacy approach to intervention | Elementary, Middle, and High School Reading Intervention Teachers:  
- November 2017  
- February/March 2018  
- April/May 2018  
- Dates for 2018-2019 SY to be determined.  
Elementary, Middle, and High School Reading Intervention, English Learners, Special Education Teachers and Literacy Specialists:  
- September/October 2017  
- November/December 2017  
- January/February 2018  
- Dates for 2018-2019 SY to be determined. | Post Training Evaluation Survey                                                                 | No enhancement requested at this time.                                                           |
<p>| <strong>Train Math Intervention</strong>                | - Assist teachers in understanding the characteristics of a dyscalculiac student.                                                                                                                   | Collaborative Professional Learning Sessions                                                   | Post Training Evaluation Survey                                                                 | No enhancement requested at this time.                                                                 |</p>
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| Teachers                                     | ● Assist teachers in developing an understanding of the specific numeracy deficits as they relate to our standards for students who are displaying dyscalculiac tendencies.  
● Assist teachers in understanding the FCPS plan for students with dyscalculia.  
● Assist teachers with how to deliver a multi-sensory instructional plan to support their dyscalculiac students (concrete-representational-abstract). | ● Elementary Math Specialists:  
- November 2017  
- February 2018  
- Dates for 2018-2019 SY to be determined.  
● Middle School Math Specialists:  
- November 2017  
- January 2018  
- Dates for 2018-2019 SY to be determined. | this time.                                                                                                                               |                                                                               |
| Train Literacy Specialists                   | ● Enhance “Look Fors” for students with characteristics of dysgraphia and dyslexia.  
● Provide training on Identification of students with characteristics of Dyslexia or Dysgraphia  
● Identify and provide training of early literacy assessments to include:  
  - Phonological awareness  
  - Phonemic awareness  
  - Letter knowledge  
  - Rapid automatic naming (RAN)  
● Provide training on working with students to develop compensatory techniques or bypass strategies.  
● Provide training on a multi-sensory structured literacy approach to intervention | Elementary, Middle*, and High* School Literacy Specialists:  
- December 2017  
- February 2018*  
- March 2018  
- May 2018  
- Dates for 2018-2019 SY to be determined.  
* Middle and high school department chairs will also receive training. | Post Training Evaluation Survey                                                                                                           | No enhancement requested at this time.                                      |
| Train Math Specialists (or representative)   | ● Assist math specialists in identifying the numeracy deficits of the students who are displaying dyscalculiac characteristics (diagnostic assessment).  
● Assist math specialists with how to identify dyscalculiac students (screening tools). | December 2017  
January 2018  
February 2018  
March 2018 | Post Training Evaluation Survey                                                                                                           | No enhancement requested at this time.                                      |
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| Train Special Education Teachers | - Assist math specialists, with how to develop a multi-sensory instructional plan to support their dyscalculiac students.  
|                               | **Train Early Childhood Education Teachers**  
- Enhance "Look Fors" for students with characteristics of dyscalculia.  
- Enhance “Look Fors” for students with characteristics of dysgraphia and dyslexia.  
- Conduct training on identification of students with characteristics of dyslexia or dysgraphia and dyscalculia.  
- Identify and provide training of early literacy assessments to include:  
  - Phonological awareness  
  - Phonemic awareness  
  - Letter knowledge  
  - Rapid automatic naming (RAN)  
- Provide training on additional subtest in assessments—speech-language, educational, and psychological—to assist with formal identification and programming for identified students.  
- Provide training on a multi-sensory structured literacy approach to intervention  
|                               | ● March 2018: Prekindergarten teachers  
● 2018-2019: Kindergarten and 1st grade teachers                                                                                                                                                       |                               | No enhancement requested at this time. |                                                      |
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| Train Identified School Staff | Provide training on structured literacy (Orton-Gillingham-based programming)  
- Target audience: Two staff from each elementary and middle school, including one general and one special education staff member.  
- Training and materials may vary by school level, elementary vs. secondary staff. | Summer 2018 - Summer 2019  
* A fraction of Year 1 costs will cover recurring costs to train new/additional staff. | Professional Learning Plan | Will require budget enhancement request for 2018-2019. |
| Develop Project Evaluation Plan | With consideration to the following pieces of evidence and with a 2018-2019 training plan drafted, develop a project evaluation plan with benchmarks of progress.  
Evidence of Effectiveness:  
- Student progress as designated by specific progress monitoring tools for designated intervention.  
- Student progress on FCPS local assessment measures (i.e., Benchmark Assessment System, On-Demand Writing, and other curriculum-based measures).  
- Staff survey feedback related to self-efficacy.  
- Parent survey feedback for students receiving formal intervention services. | Spring 2018 | Project Evaluation Plan | No enhancement requested at this time. |