#### Polk County 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan Template

#### **Contact Information**

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education's (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone
Main District Reading Contact	Ann Everett	Senior Director of Literacy	Ann.everett@polk-fl.net	(863)534-0018 Ext 656
Reading Contact	Diane Plowden	Director of Literacy	Diane.plowden@polk-fl.net	(863)534-0018 Ext 668
Responsibility	Name	Title	Email	Phone
Elementary ELA	Lindsey McDowell	Curriculum Specialist, Elementary Literacy	lindsey.mcdowell@polk-fl.net	(863)534-0018 Ext. 654
Secondary ELA	Ashley Ashley	Curriculum Specialist, Secondary Literacy	Ashley.ashley@polk-fl.net	(863)534-0018 Ext. 660
Reading Endorsement	Stephanie Eiland	District Based Reading Coach	stephanie.eiland@polk-fl.net	(863)647-4099
Reading Curriculum	Diane Plowden	Director of Literacy	Diane.plowden@polk-fl.net	(863)534-0018 Ext. 668
Professional Development	Cheryl Joe	Senior Director of Professional Development	cheryl.joe@polk-fl.net	(863)647-4270 Ext 478
Assessment	Sandra Riley-Hawkins	Senior Director of Assessment, Accountability and Evaluation	sandra.riley hawkins@polk-fl.net	(863)534-0979 Ext 741
Data Element	Ann Everett	Senior Director of Literacy	Ann.everett@polk-fl.net	(863)534-0018 Ext 656
Summer Reading Camp	Lindsey McDowell	Curriculum Specialist, Elementary Literacy	lindsey.mcdowell@polk-fl.net	(863)534-0018 Ext. 654
3 <sup>rd</sup> Grade Promotion	Torsha Baker- Cunningham	Curriculum Specialist, Elementary Literacy	torsha.baker@polk-fl.net	(863)534-0018 Ext. 664

#### **Plan Information**

How is the district communicating the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders?

- Collaboration and sharing with Regional Superintendents, Assessment, Accountability and Evaluation; MTSS; ESE; ESOL departments prior to publishing to all stakeholders
- Presenting to all Principals and school-based literacy coaches and teachers during pre-planning week
- Posting on Polk County Public Schools website, available to all school staff, parents, students and community

# Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C. District-Level Leadership 6A-6.053(7) F.A.C.

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	K-Reading Wonders Unit Assessment	Summative and Progress Monitoring	Recorded by teacher and/or school-based literacy team Anecdotal (Teacher/resource)	K-Available every three weeks (end of each unit)
	K-5 <sup>th</sup> : Teacher observation	Diagnostic and Progress Monitoring	Resource teachers record for IEP	Teacher/school discretion
	K-2 <sup>nd</sup> : Star Early Literacy Assessment		Renaissance platform (school and district access)	3 times a year: Fall, winter, and spring
Phonological	K-2 <sup>nd</sup> : Smarty Ants Initial (August-September) and Back to School Assessments (January)	Diagnostic and	Smarty Ants platform (school and district access)	2 times: first and second term
awareness	3 <sup>rd</sup> -5 <sup>th</sup> : Star Reading Assessment	Progress Monitoring	Renaissance platform (school and district access)	3 times a year: Fall, winter, and spring
	3 <sup>rd</sup> -5 <sup>th</sup> : Istation ISIP		Istation platform (school and district access)	Monthly
	K-2 <sup>nd</sup> : Star Early Literacy Assessment		Renaissance platform (school and district access)	3 times a year: Fall, winter, and spring
Phonics	K-2 <sup>nd</sup> : Smarty Ants Initial (August-September) and Back to School Assessments (January)	Diagnostic and	Smarty Ants platform (school and district access)	2 times: first and second term
Priorics	3 <sup>rd</sup> -5 <sup>th</sup> : Star Reading Assessment	Progress Monitoring	Renaissance platform (school and district access)	3 times a year: Fall, winter, and spring
	3 <sup>rd</sup> -5 <sup>th</sup> : Istation ISIP		Istation platform (school and district access)	Monthly
Fluency	K-2 <sup>nd</sup> : Star Early Literacy Assessment	Diagnostic and	Renaissance platform (school and district access)	3 times a year: Fall, winter, and spring
	K-2 <sup>nd</sup> : Smarty Ants Initial (August-September) and Back to School Assessments (January)	Progress Monitoring	Smarty Ants platform (school and district access)	2 times: first and second term

	3 <sup>rd</sup> -5 <sup>th</sup> : Star Reading Assessment		Renaissance platform (school and district access)	3 times a year: Fall, winter, and spring
	3 <sup>rd</sup> -5 <sup>th</sup> : Istation ISIP		Istation platform (school and district access)	Monthly
	K-2 <sup>nd</sup> : Star Early Literacy Assessment		Renaissance platform (school and district access)	3 times a year: Fall, winter, and spring
Vecchulary	K-2 <sup>nd</sup> : Smarty Ants Initial (August-September) and Back to School Assessments (January)	Diagnostic and	Smarty Ants platform (school and district access)	2 times: first and second term
Vocabulary	3 <sup>rd</sup> -5 <sup>th</sup> : Star Reading Assessment	Progress Monitoring	Renaissance platform (school and district access)	3 times a year: Fall, winter, and spring
	3 <sup>rd</sup> -5 <sup>th</sup> : Istation ISIP		Istation platform (school and district access)	Monthly
	K-2 <sup>nd</sup> : Star Early Literacy Assessment		Renaissance platform (school and district access)	3 times a year: Fall, winter, and spring
Commenteration	K-2 <sup>nd</sup> : Smarty Ants Initial (August-September) and Back to School Assessments (January)	Diagnostic and	Smarty Ants platform (school and district access)	2 times: first and second term
Comprehension	3 <sup>rd</sup> -5 <sup>th</sup> : Star Reading Assessment	Progress Monitoring	Renaissance platform (school and district access)	3 times a year: Fall, winter, and spring
	3 <sup>rd</sup> -5 <sup>th</sup> : Istation ISIP		Istation platform (school and district access)	Monthly

6-12

Progress Monitoring Tool	What data is being	Assessment type	How is the data being collected?	How often is the data being
	collected?	(e.g., screener, diagnostic,		collected?
		progress monitoring/formative,		
		summative)		
Star Reading	Scale score	Progress monitoring	Renaissance platform (school and	3 times a year: Fall, winter,
	SGP		district access)	and spring
Achieve 3000	Lexile level	Initial Diagnostic, monthly	Achieve platform (school and	Diagnostic-once at beginning,
		progress monitoring	district access)	Progress monitoring-monthly
District Text-based	Teacher-scored values	Progress monitoring	Scores are inputted into our online	3 times a year:
Writing Assessments	based on FSA 10-point		program, Unify/Performance	September/October,
	rubric		Matters, for class, school and	November and February
			district access.	

#### K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.

Data Analysis and Decision-making					
How often is the	What problem-solving	What steps is the district	How are concerns communicated if it is	Who at the district level is	
data being	steps are in place for	taking to see building and	determined that the K-12 Reading Plan is	responsible for providing plan	
reviewed and by	making decisions	classroom level data and to	not being implemented in an explicit	implementation oversight,	
whom?	based on the data?	share findings with	manner, based on data to meet the needs	support and follow-up?	
		individual schools?	of students?		
Monthly by Chief	MTSS Problem Solving	The district has acquired	Concern are communicated during	Chief Academic Officer	
Academic Officer,	Process	and integrated a Data	monthly collaborative meetings between	Senior Director of Literacy	
Regional Assistant	(Identification,	Dashboard with access for	the Chief Academic Officer, Regional	Director of Literacy	
Superintendents,	Analysis, Intervention	district staff and school-	Assistant Superintendents, District		
and District	Design, Response to	based staff to view and	Literacy team, and principals.		
Literacy Team	Intervention)	analyze all data in ELA,			
		reading and writing.			

#### School Level Leadership 6A-6.053(8) F.A.C.

Practice	Who ensures that the	How is the	How often is the data being	How is the data being shared	How often is the data
	practice is informed	purpose	collected?	and by whom?	being reviewed and by
	by a specific purpose?	communicated?			whom?
Weekly reading walkthroughs by	Regional Assistant Superintendents,	District, Regional and school	Frequency is determined by Chief Academic Officer and	Data is shared through a data dashboard and reports are	Frequency is determined by Chief Academic Officer
administrators	Principals with	meetings and PD,	Regional Assistant	shared by Chief Academic	and Regional Assistant
	support by the District Literacy Team	School Improvement Plan	Superintendents. Weekly, bi-weekly, or monthly -based on individual needs and student progress monitoring and deficiency in data.	Officer, Regional Assistant Superintendents, Principals and District Literacy Team.	Superintendents. Weekly, bi-weekly, or monthly -based on individual needs and student progress monitoring and deficiency in data.
Data chats	Regional Assistant Superintendents, Principals with support by the District Literacy Team	District, Regional and school meetings, School Improvement Plan	3 times: fall, winter, spring	Data is shared through a data dashboard and reports are shared by Chief Academic Officer, Regional Assistant Superintendents, Principals, School-based Literacy Leadership teams and District Literacy Team.	At least 3 times: fall, winter, spring. Frequency is determined by Chief Academic Officer and Regional Assistant Superintendents. Weekly, bi-weekly, or monthly -based on individual needs and student progress

					monitoring and deficiency in data.
Reading Leadership Team per 6A- 6.053(3) F.A.C.	Principal and Assistant Principal (of Curriculum) with support provided by District Literacy Team	District, Regional and school meetings and PD, School Improvement Plan	Frequency is determined by Regional Assistant Superintendents and principals.	Data is shared through a data dashboard by principals and the school-based literacy leadership teams.	Frequency is determined by Regional Assistant Superintendents and principals.
Monitoring of plan implementation	Regional Assistant Superintendents, Principals with support by the District Literacy Team	District, Regional and school meetings, School Improvement Plan	Frequency is determined by Chief Academic Officer and Regional Assistant Superintendents. Weekly, bi-weekly, or monthly -based on individual needs and student progress monitoring and deficiency in data.	Data is shared through a data dashboard and reports are shared by Chief Academic Officer, Regional Assistant Superintendents, Principals, School-based Literacy Leadership teams and District Literacy Team.	Frequency is determined by Chief Academic Officer and Regional Assistant Superintendents. Weekly, bi-weekly, or monthly -based on individual needs and student progress monitoring and deficiency in data.
Other: (Specify)					
		Implen	nentation and Progress-monito	oring	
What problem-solving steps are in place for making decisions based on data?		How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?		How will district leadership provide plan implementation oversight, support and follow-up?	
MTSS Problem Solving Process (Identification, Analysis, Intervention Design, Response to Intervention)		District, Regional an	d school meetings	District leadership, using data in principals and school-based lite provide support and follow up resources, coaching, profession revision to ensure plan implem	eracy leadership teams to by providing any needed nal development and goals

#### Professional Development per 6A-6.053(4) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	Regional Principal meetings/communication, Professional Development website	Districtwide Professional Development Platform- netConnect, School-based reporting	All professional development reported on completion through districtwide platform, netConnect	All District level supervisors	Regional Assistant Superintendents
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Regional Principal meetings/communications, Professional Development website	Districtwide Professional Development Platform- netConnect, School-based reporting	All professional development reported on completion through districtwide platform, netConnect	All District level supervisors	Regional Assistant Superintendents
Identification of mentor teachers	Regional Principal meetings/communications	Professional Education Certification Program	District staff Professional Education Certification Program (online through and PD)	Professional Development and Literacy Team	Regional Assistant Superintendents
Establishing of model classrooms within the school	Regional Principal meetings/communications	Individually, school-based with support from Literacy Leadership team	Individually-based at each school	Professional Development and Literacy Team	Regional Assistant Superintendents
Providing teachers with time weekly to meet for professional development including lesson study and collaborative PLCs	Regional Principal meetings/communications	Individually, school-based with support from literacy coach and Literacy Leadership team	School schedules (collected by Regionals), literacy coach calendar	Regional Assistant Superintendents	Regional Assistant Superintendents

#### Instruction

#### K-5 Uninterrupted 90 minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

Requirement	How is it	How is it monitored	How is it reported to the	To whom is it	How often is it reported
	communicated to	by principals?	district?	reported at the	to the district?
	principals?			district?	
Whole group instruction utilizing an evidence-based sequence of reading instruction	Regional's principals' meeting, learning maps	Submitted (to regionals) school class schedule, weekly walk-throughs, evaluations	Regional Assistant Superintendent and principal walk-through and evaluation data	Regional Assistant Superintendents and Chief Academic Officer	Ongoing, throughout the year on data dashboard
Small group differentiated instruction in order to meet individual student needs	Regional's principals' meeting, learning maps	Submitted (to regionals) school class schedule, weekly walk-throughs, evaluations	Regional Assistant Superintendent and principal walk-through and evaluation data	Regional Superintendent and Chief Academic Officer	Ongoing, throughout the year on data dashboard

#### Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

Using Research-Based Reading Instruction Allocation funds, Polk County Public Schools is prioritizing K-3 students with supplemental reading intervention materials with the purchase of Smarty Ants, Istation and Renaissance Star Early Literacy and Star Reading, which includes PD for district and school-based staff. The supplemental programs provide progress monitoring data that informs instruction and provides additional instructional tools to assist with targeted interventions.

The district has also prioritized the reading endorsement program for elementary teachers and will continue to support the endorsement of all reading intervention teachers. This program of state-aligned courses focuses on best practices of reading interventions and reading allocation funds are used for staff to facilitate these courses. School-based literacy coaches are receiving supplementary pay for facilitating hybrid courses at most of our elementary campuses, providing the opportunity for elementary teachers to earn the reading endorsement with a collaborative and supportive cohort. The hybrid model provides an opportunity for teachers to apply content learned through the endorsement courses using a job-imbedded model of best practice.

The district uses allocation funds for the 3<sup>rd</sup> Grade Summer Reading Camp, a district-wide program to support and promote retained 3<sup>rd</sup> graders.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	684,347
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	130,000
District expenditures on intervention teachers assigned to secondary schools	1,334,261
District expenditures on supplemental materials or interventions for elementary schools	1,042,000
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	65,000
District expenditures on helping teachers earn the reading endorsement	500,000
District expenditures on summer reading camps	742,594
District expenditures on additional hour for school on the list of 300 lowest performing	
elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	4,498,202
Amount of District Research-Based Reading Instruction Allocation	4,498,202

#### **Summer Reading Camp**

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

ACT Now! Grade 3 Student Book Set

Lakeshore Center Materials

B.E.S.T. recommended texts (3<sup>rd</sup> and 4<sup>th</sup> grade levels)

Small Group Lessons to preview 4<sup>th</sup> grade standards

Standards-based district created materials

Will students in grades other than 3 be served also? Yes  $\boxtimes$  No  $\square$ If yes, which grade levels? <u>Grades 6-12 for course recovery</u>

#### **Reading Allocation Literacy Coaches**

Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- 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
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information. What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

Polk County Public Schools currently, using multiple funding sources, provides a literacy coach position at each of our K-12 schools.

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

Monthly coach meetings with district staff explicitly defining roles and training on tracking and analyzing time and tasks

Regional principal meetings with roles and expectations defined

Who is monitoring whether that is adhered to? Whom do coaches go to with concerns if these requirements are not followed?

Regional Assistant Superintendents monitor and confer with administration.

#### Coaching Model per 6A-6.053(6)(b) F.A.C.

Is your district using the Just Read, Florida! coaching model? Yes  $\boxtimes$  No  $\square$ 

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

# Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C. 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

- $\circ$  providing differentiated instruction and intensive intervention
- Model effective instructional strategies for teachers
- Facilitate study groups
- Train teachers in data analysis and using data to differentiate instruction
- Coach and mentor colleagues
- 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
- Help lead and support reading leadership teams at their school(s)
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms

How are these	How are coaches	Who at the	How often is	What problem-solving
requirements being	recording their	district level is	the data being	steps are in place for
communicated to	time and tasks?	monitoring this?	reviewed?	making decisions based
principals?				on the data?
Regional Assistant	Calendar shared	Chief Academic	Monthly	MTSS Problem Solving
Superintendents-	in Outlook	Officer and		Process (Identification,
principals' meetings		Regional		Analysis, Intervention
		Assistant		Design, Response to
		Superintendents		Intervention)
		with support		
		from the		
		Literacy Team		

## Polk County Public Schools

Curriculum, Instruction, and Assessment Decision Tree					
Grade Lo	evel(s): K-2				
IF:	Student meets the following criteria at beginning of school year: Star Early Literacy Assessment, Unified proficiency benchmark of <b>40<sup>th</sup> percentile or above</b> based on scaled score				
THEN:	TIER 1 Only				
	Initial instruction: <ul> <li>is standards-aligned</li> <li>builds background and content knowledge, motivation</li> <li>provides print rich, systematic, scaffolded, and differentiated instruction</li> <li>incorporates writing in response to reading</li> <li>includes accommodations (IEP, ESOL or 504)</li> <li>incorporates the principles of Universal Design for Learning</li> <li>includes specially designed instruction for students with disabilities</li> </ul>				
		Core Curriculum			
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.				
TIER 1	Reading Wonders, 2014 (no ESSA evidence available) Florida state adopted, Polk adopted 2013.Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension. Polk will review for 2020 ELA textbook adoption to select and adopt a program/product with an evidence rating of strong, moderate, or promising. Star Early Literacy-Promising, Florida state approved reading assessment: <u>http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</u> Small group differentiated instruction that enriches and accelerates reading achievement: <u>https://ies.ed.gov/ncee/wwc/PracticeGuide/3</u> Smarty Ants-Promising: <u>https://go.achieve3000.com/rs/026-SJE-918/images/Bay_County_Study_Final%281%29.pdf</u>				
		Progress Monitoring			
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions		
	Renaissance: Star Early Literacy: 3 times a year, fall, winter and spring (FLKRS for K-fall assessment)	Continued proficiency benchmark of 40 <sup>th</sup> percentile or above based on scaled score	Scale score 39 percentile or below		
	How is the effectiveness of Tier 1 instruction being monitored? Classroom observations, school administration, and ongoing data review from: Star Early Literacy Reports Smarty Ants Reports	What procedures are in place to improve effectiveness of Tier 1 i MTSS Problem Solving process is problems and to improve effecti Support through Instructional co common planning.	nstruction? s used to identify and solve		

Reading Wonders Weekly and or Unit Assessments	
How is the effectiveness of Tier 1 curriculum being monitored? Data reviews, walk-throughs and evaluations by school-based administrators, Reviews by regional assistant superintendents and with support from District Literacy Team	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? MTSS Problem Solving process is used to identify and solve problems and to improve effectiveness; the district constantly reviews curriculum and works with schools to provide alternate or additional resources.
Distance learning is being provided th Florida Standards and Polk County Pu will be accessed through the LMS pla	ents who receive instruction through distance learning? prough online and/or print content and resources aligned to the ublic Schools' curriculum. The resources for teachers and students tform Schoology. The Polk Literacy Department supports the and students to ensure continuity and equity through distance

IF:	Student meets the following criteria at beginning of school year: Star Early Literacy Assessment, Unified proficiency benchmark of <b>25-39 percentile</b> based on scaled score					
THEN:	TIER 1 instruction and TIER 2 interventions					
entions	Interventions: are standards-aligned address gaps and reduce barriers provide systematic, explicit, and are matched to the needs of the provide multiple opportunities to occurs during time allotted in ad includes accommodations (IEP, E	interactive sma students practice the ta dition to core in	ll group instruction rgeted skill(s) and r	targeting foundation	al/barrier skills	
nterv	TIER 2 Programs/Materials/Strategies & TIER 2 Progress Monitoring					
TIER 1 instruction and TIER 2 interventions	Duration	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions	
TIER 1 instruct	Renaissance: Star Early Literacy Platform/Assessment and Lessons/Throughout Year	Star Early Literacy Assessment : 3 times a year, Fall Winter, Spring	Benchmark of 40 <sup>th</sup> percentile or above based on scaled score	Scale score of 25 <sup>th</sup> -39 <sup>th</sup> percentile	Scale score of 24 <sup>th</sup> percentile <sup>or</sup> below	
	Smarty Ants Platform/Initial and Final Assessment and Reading Lessons/ Throughout Year	Smarty Ants Initial (August-	Students demonstrate proficiency on	Students do not demonstrate	Student consistently perform	

	Septen and Ba School (Janua Assess	ry)	foundational skills	proficiency on foundational skills	below proficie founda skills	-
Reading Wonders/ Reading Wonders Tier 2 Resources/ Throughout Year	Readin Wonde Weekly Unit Assess s (Teac and/or school- based discret	ers y and ment cher -	Students demonstrate proficiency of standards taught with 80% or higher proficiency	Students do not demonstrate proficiency of standards taught with a 60-79% proficiency	Studer perfori below profici standa taught	m 60 % ency irds
Number of times a week intervention p	provided	5	Number of minu	ites per intervention s	assion	15
What procedures are in place to ide intervention, including alignment w MTSS Problem Solving process is used t constantly reviews curriculum alignmer Explain how the use of the programs/r or promising evidence.	ith core c o identify a it and work	and solv ks with	ve problems and to schools to provide	o improve effectivenes alternate or additiona	al resourc	æs.
intervention, including alignment w MTSS Problem Solving process is used to constantly reviews curriculum alignment Explain how the use of the programs/r or promising evidence. Reading Wonders, 2014- (no ESSA evidence supporting six components of reading and to and comprehension. Polk will review for 2020 rating of strong, moderate, or promising.	ith core c o identify a at and work materials/s available) F eacher pract 20 ELA textb	and solv ks with strategi lorida st tices out	ve problems and to schools to provide ies is supported by tate adopted, Polk ac tlined by WWC recor option to select and a	on? o improve effectivenes alternate or additiona o strong evidence, mod dopted 2013.Research-ba mmendations for teachin	al resourc derate ev ased resou	iden iden irces ional
intervention, including alignment w MTSS Problem Solving process is used to constantly reviews curriculum alignment Explain how the use of the programs/r or promising evidence. Reading Wonders, 2014- (no ESSA evidence supporting six components of reading and to and comprehension. Polk will review for 200 rating of strong, moderate, or promising. Star Early Literacy-Promising, Florida stat http://doc.renlearn.com/KMNet/R0035	ith core constraints of the core of the co	and solv ks with strategi lorida st tices our book add ed read <u>925.pdf</u>	ve problems and to schools to provide ies is supported by cate adopted, Polk ac tlined by WWC recor option to select and a ing assessment:	on? o improve effectivenes alternate or additiona <b>strong evidence, mod</b> dopted 2013.Research-ba mmendations for teachin adopt a program/product	al resourc derate ev ased resou	iden iden irces ional
intervention, including alignment w MTSS Problem Solving process is used to constantly reviews curriculum alignment Explain how the use of the programs/r or promising evidence. Reading Wonders, 2014- (no ESSA evidence supporting six components of reading and to and comprehension. Polk will review for 202 rating of strong, moderate, or promising. Star Early Literacy-Promising, Florida stat http://doc.renlearn.com/KMNet/R0035 Small group differentiated instruction to https://ies.ed.gov/ncee/wwc/PracticeG Smarty Ants-Promising: https://go.aching 918/images/Bay_County_Study_Final%	available) F eacher pract 20 ELA textb tte approve 59501GF79 hat enriche suide/3 eve3000.cc	and solv ks with strategi lorida st tices out book add book add bo	ve problems and to schools to provide ies is supported by tate adopted, Polk ac tlined by WWC recor- option to select and a ing assessment:	on? o improve effectivenes alternate or additiona <b>strong evidence, mod</b> dopted 2013.Research-ba mmendations for teachin adopt a program/product	al resourc derate ev ased resou	iden iden irces ional
intervention, including alignment w MTSS Problem Solving process is used to constantly reviews curriculum alignment Explain how the use of the programs/r or promising evidence. Reading Wonders, 2014- (no ESSA evidence supporting six components of reading and to and comprehension. Polk will review for 202 rating of strong, moderate, or promising. Star Early Literacy-Promising, Florida stat http://doc.renlearn.com/KMINet/R0035 Small group differentiated instruction to https://ies.ed.gov/ncee/wwc/PracticeG Smarty Ants-Promising: https://go.aching 918/images/Bay_County_Study_Final% STAR Early Literacy Suggested Skills: http://doc.renlearn.com/KMINet/R0035 Daily small group intensive instruction to	ith core c o identify a ot and work materials/s available) F eacher pract 20 ELA textb the approve 59501GF79 hat enriche suide/3 eve3000.cc 281%29.pc 59501GF7 es/research argeted to	and solv ks with strategi lorida st tices out book add 225.pdf es and a <u>bom/rs/C</u> df 925.pd <u>of</u>	ve problems and to schools to provide <i>ies is supported by</i> tate adopted, Polk ac tlined by WWC recor- option to select and a ing assessment: accelerates reading <u>026-SJE-</u>	on? o improve effectivenes alternate or additiona or strong evidence, mod dopted 2013.Research-ba mmendations for teachin adopt a program/product	al resourc derate ev ased resou	iden iden irces ional
intervention, including alignment w MTSS Problem Solving process is used to constantly reviews curriculum alignment Explain how the use of the programs/r or promising evidence. Reading Wonders, 2014- (no ESSA evidence supporting six components of reading and to and comprehension. Polk will review for 202 rating of strong, moderate, or promising. Star Early Literacy-Promising, Florida stat http://doc.renlearn.com/KMNet/R0035 Small group differentiated instruction to https://ies.ed.gov/ncee/wwc/PracticeG Smarty Ants-Promising: https://go.achie 918/images/Bay_County_Study_Final% STAR Early Literacy Suggested Skills: http://doc.renlearn.com/KMNet/R0035 https://www.renaissance.com/resource	ith core consistent of the core of the cor	and solv ks with itrategi lorida st tices out book add 225.pdf 25.pdf25.pdf 25.pdf 25.pdf 25	ve problems and to schools to provide ies is supported by ate adopted, Polk ac tlined by WWC recor- option to select and a ing assessment: accelerates reading 026-SJE- f he students' needs atervention with ph de/wwc_foundatio	on? oimprove effectivenes alternate or additiona strong evidence, mod dopted 2013.Research-ba mmendations for teachin adopt a program/product gachievement:	al resourd derate ev ased resou g foundat t with an e	rces ional vider

How are Tier 2 interventions modified for students who receive interventions through distance learning? Distance learning is being provided through online and/or print content and resources aligned to the Florida Standards and Polk County Public Schools' curriculum. The resources for teachers and students will be accessed through the LMS platform Schoology. The Polk Literacy Department supports the resources for teachers, support staff, and students to ensure continuity and equity through distance learning.

IF:	Student meets the following criteria at beginning of school year: Star Early Literacy Assessment, Unified proficiency benchmark of 24 <sup>th</sup> percentile or below based on scaled score					
THEN:	TIER 1 instruction, TIER 2	interventions, a	and TIER 3 intensive inter	rventions		
entions	Immediate, intensive intervention: <ul> <li>extended time</li> <li>targeted instruction based on stur</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 50)</li> <li>more frequent progress monitoring</li> <li>additional time allotted is in additional time allotted is in additional time allotted is in additional time and the start for the start</li></ul>	ction 04) ng than TIER 1 instru	tion and tier 2 interventions	S		
ensive Interv	TIER 3 Programs/Materials/Strategies & Duration	Assessment & Frequency	TIER 3 Progress Monitoring Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance that would changes to intervent	prompt Tier 3	
s, and TIER 3 Inte	Renaissance: Star Early Literacy	Star Early Literacy Assessment: 3 times a year, Fall, Winter, Spring	Scale score of 25 <sup>th</sup> -39 <sup>th</sup> percentile	Scale score of percentile of		
ction, TIER 2 interventions, and TIER 3 Intensive Interventions	Smarty Ants Platform/Initial and Back to School Assessments/Smarty Ants Online Lessons/Skill and Standards- based teacher led lessons/Throughout the Year	Fall and Winter AssessmentsStudent demonstrates proficiency and/or significant growth on foundational or standards-based reading skills		Student cons does not demonstrate proficiency o foundationa standards-ba reading skills	e on I or ased	
TIER 1 instruction,	Reading Wonders Weekly and Unit Assessments (Teacher and/or school- based discretion)	Student demonstrates proficiency of standards taught with 60% or higher proficiency	Student does not demonstrate proficiency of standards taught with a 60% or higher proficiency	Reading Wo Reading Wo Tier 2 Resou Throughout	nders rces/	
	All Tier 3 Interventions must be provided endorsement.	by a teacher who is	s certified in reading or has th	e reading		
	Number of times a week intervention provided	At minimum 3 times a week.	Number of minutes per inte session	rvention	10-20	

### What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

MTSS Problem Solving process is used to identify and solve problems and to improve effectiveness; the district constantly reviews curriculum alignment and works with schools to provide alternate or additional resources.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Intensive, explicit, systematic and multi-sensory reading interventions using district-adopted, state approved resources:

Reading Wonders, 2014- Reading Wonders Tier 2 Resources (no ESSA evidence available) Florida state adopted, Polk adopted 2013.Research-based resources supporting six components

of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension. Polk will review for 2020 ELA textbook adoption to select and adopt a program/product with an evidence rating of strong, moderate, or promising.

Wonder Works (McGraw-Hill)

Fountas & Pinnell Leveled Literacy Intervention-Strong: <u>https://ies.ed.gov/ncee/wwc/Study/78712</u> Smarty Ants-Promising: <u>https://go.achieve3000.com/rs/026-SJE-</u> 918/images/Bay County Study Final%281%29.pdf

Star Early Literacy-Promising, Florida state approved reading assessment: <u>http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</u>

How are Tier 3 interventions modified for students who receive interventions through distance learning? Distance learning is being provided through online and/or print content and resources aligned to the Florida Standards and Polk County Public Schools' curriculum. The resources for teachers and students will be accessed through the LMS platform Schoology. The Polk Literacy Department supports the resources for teachers, support staff, and students to ensure continuity and equity through distance learning.

	Curriculum, Instructio	on, and Assessment Dec	ision Tree			
Grade L	<b>evel(s):</b> 3					
IF:	Student meets the following criteria at beginning of school year: Star Reading Assessment, Unified proficiency benchmark of <b>40<sup>th</sup> percentile or above</b> fall (or most current) scaled score					
THEN:		TIER 1 Only				
	<ul> <li>incorporates writing in respo</li> <li>includes accommodations (IE</li> <li>incorporates the principles of</li> </ul>	ic, scaffolded, and differentiated ir nse to reading				
	-	and how its use by the students serve erate evidence, or promising evidence	s served is supported by strong evidence, vidence.			
TIER 1	Reading Wonders, 2014- (no ESSA evidence resources supporting six components of re- teaching foundational skill and comprehen- a program/product with an evidence ratin STAR Reading Suggested Skills-state appro- assessment: <u>http://doc.renlearn.com/KM</u> Small group differentiated instruction that <u>https://ies.ed.gov/ncee/wwc/PracticeGuin</u> Istation-Promising- <u>https://www.istation.com</u>	eading and teacher practices outlined nsion. Polk will review for 2020 ELA te ng of strong, moderate, or promising. oved reading assessment, Promising, F <u>Net/R003559501GF7925.pdf</u> t enriches and accelerates reading ach <u>de/3</u>	by WWC recommendations for xtbook adoption to select and adopt lorida state approved reading			
		Progress Monitoring				
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions			
	Star Reading Assessment: 3 times a year, fall, winter and spring	Continued proficiency benchmark of 40 <sup>th</sup> percentile or above based on scaled score	Scale score 39 <sup>th</sup> percentile or below			
	How is the effectiveness of Tier 1 instruction being monitored? Classroom observations, school administration, and ongoing data review from: Star Reading Reports Istation Reports	<i>improve effectiveness of Tier</i> <b>1</b> MTSS Problem Solving process i problems and to improve effect	s used to identify and solve			

Reading Wonders Weekly and or Unit Assessments	
How is the effectiveness of Tier 1 curriculum being monitored? Data reviews, walk-throughs and evaluations by school-based administrators, Reviews by regional assistant superintendents and with support from District Literacy Team	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? MTSS Problem Solving process is used to identify and solve problems and to improve effectiveness; the district constantly reviews curriculum and works with schools to provide alternate or additional resources.
Distance learning is being provided the Florida Standards and Polk County Pu will be accessed through the LMS pla	ents who receive instruction through distance learning? hrough online and/or print content and resources aligned to the ublic Schools' curriculum. The resources for teachers and students tform Schoology. The Polk Literacy Department supports the , and students to ensure continuity and equity through distance

IF:	Student meets the following criteria at beginning of school year: Star Reading Assessment, Unified proficiency benchmark of <b>25-39 percentile</b> based on fall (or most current) scaled score					
THEN:	TIER 1 ir	nstruction and	d TIER 2 interve	ntions		
ventions	Interventions: are standards-aligned address gaps and reduce barrier. provide systematic, explicit, and are matched to the needs of the provide multiple opportunities to occurs during time allotted in ad includes accommodations (IEP, E	interactive sma students practice the ta dition to core in	ll group instruction rgeted skill(s) and r	targeting foundation	ıl/barrier skills	
inter	TIER 2 Programs/Materials/Strategies & Duration	ntegies & TIER 2 Progress Monitoring				
<b>FIER 1 instruction and TIER 2 interventions</b>	Durution	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions	
TIER 1 instruc	Renaissance: Star Reading Assessment	Star Reading Assessment : 3 times a year, Fall Winter, Spring	Benchmark of 40 <sup>th</sup> percentile or above based on scaled score	Scale score of 25 <sup>th</sup> -39 <sup>th</sup> percentile	Scale score of 24 <sup>th</sup> percentile or below	
	Istation Platform/ISIP Assessments/Istation Online	ISIP: Monthly	Students demonstrate	Students does not demonstrate	Students consistently	

			proficiency on foundational or standards- based reading skills	proficiency on foundational or standards-based reading skills	does no demon proficie founda or stan based n skills	strat ency tiona dard
Reading Wonders/ Reading Wonders Tier 2 Resources/ Throughout Year	Reading Wonders Weekly a Unit Assessm s (Teach and/or school- based discretio	nent ner	Students demonstrate proficiency of standards taught with 80% or higher proficiency	Students do not demonstrate proficiency of standards taught with a 60-79% proficiency	Studen perforr below ( proficie standa taught.	n 60 % ency rds
				•	+	
Number of times a week intervention pr	ovided	5	Number of minu	ites per intervention s	ession	15
What procedures are in place to iden intervention, including alignment wit MTSS Problem Solving process is used to constantly reviews curriculum alignment Explain how the use of the programs/ma	identify an and works	nd solv s with	ve problems and to schools to provide	on? improve effectivenes alternate or additiona	al resourc	es.
intervention, including alignment with MTSS Problem Solving process is used to constantly reviews curriculum alignment Explain how the use of the programs/me or promising evidence. Reading Wonders, 2014- Reading Wonders Or adopted 2013.Research-based resources supp recommendations for teaching foundational s and adopt a program/product with an evident Star Reading-Suggested Skills-Promising, Floric http://doc.renlearn.com/KMNet/R003559501 https://www.renaissance.com/resources/rese Small group differentiated instruction that en https://ies.ed.gov/ncee/wwc/PracticeGuide/3 Istation-Promising: https://www.istation.com Small group differentiated instruction that https://ies.ed.gov/ncee/wwc/PracticeGuide/3	identify an and works aterials/str n-Level Leve borting six co skill and com ce rating of s da state app GF7925.pdf carch/ riches and a 3 /About/Stuc at enriches ide/3	rateg eled Recompon nprehe strong acceler dies and a	ve problems and to schools to provide <b>ies is supported by</b> eaders (no ESSA evide nents of reading and ension. Polk will revie g, moderate, or prom reading assessment: rates reading achieve accelerates reading	on? o improve effectiveness alternate or additiona <i>strong evidence, mod</i> ence available) Florida st teacher practices outline w for 2020 ELA textbool ising.	al resource derate evi cate adopte ed by WW	es. <b>ident</b> ed, Pc
intervention, including alignment with MTSS Problem Solving process is used to constantly reviews curriculum alignment Explain how the use of the programs/me or promising evidence. Reading Wonders, 2014- Reading Wonders On adopted 2013.Research-based resources supp recommendations for teaching foundational s and adopt a program/product with an eviden Star Reading-Suggested Skills-Promising, Florid http://doc.renlearn.com/KMNet/R003559501 https://www.renaissance.com/resources/rese Small group differentiated instruction that en https://ies.ed.gov/ncee/wwc/PracticeGuide/3 Istation-Promising: https://www.istation.com	identify an and works aterials/str n-Level Leve borting six co skill and com ce rating of s da state appo GF7925.pdf arch/ riches and a <u>3</u> /About/Stud at enriches ide/3 oup instruct ide/3 n, Vocabula	rateg rateg eled Re comport nprehe strong acceler acceler dies and a tion (4 lary, V	ve problems and to schools to provide <i>ies is supported by</i> eaders (no ESSA evide nents of reading and ension. Polk will revie g, moderate, or prom reading assessment: rates reading achieve accelerates reading 4-6 students) 15-20 Vriting, Fluency, Or	on? o improve effectivenes alternate or additiona <b>strong evidence, mod</b> ence available) Florida st teacher practices outline ew for 2020 ELA textbool ising. ement: g achievement: o minute daily: ral Language:	al resource derate evi cate adopte ed by WW	es. i <b>den</b> ed, Po

IF:	Student meets the following criteria at beginning of school year: Star Reading Assessment, Unified proficiency benchmark of 24 percentile or below based on fall (or most current) scaled score							
THEN:	TIER 1 instruction, TIER 2	2 interv	entions, a	and TIER 3 intensive inte	rventions			
	<ul> <li>Immediate, intensive intervention:</li> <li>extended time</li> <li>targeted instruction based on stu</li> <li>small group or one-on-one instru</li> <li>accommodations (IEP, ESOL, or 5</li> <li>more frequent progress monitor</li> <li>additional time allotted is in additional</li> </ul>	iction 04) ing than	TIER 1 instr		15			
	TIER 3 Programs/Materials/Strategies & Duration			TIER 3 Progress Monitoring				
erventions			Assessment & Performance Criteria t Frequency remove Tier 3 and contin Tier 2 interventions in addition to Tier 1 instruc		Performance Criteria that would prompt changes to Tier 3 interventions			
3 Intensive Interventions	Renaissance: Star Reading Assessment	Star Re Assess times a Fall Wi Spring	ment: 3 a year,	Scale score of 25 <sup>th</sup> -39 <sup>th</sup> percentile	Scale score of 24 <sup>th</sup> percentile or below			
interventions, and TIER (	Istation Platform/ISIP Assessments/Istation Online Lessons/Skill and Standards-based teacher led lessons/Throughout the Year	ISIP: Monthly		Student demonstrates proficiency and/or significant growth on foundational or standards-based reading skills	Student consistently does not demonstrate proficiency on foundational or standards-based reading skills			
TIER 1 instruction, TIER 2 inter	Reading Wonders/ Reading Wonders Tier 2 Resources/ Throughout Year	Reading Wonders Weekly and Unit Assessments (Teacher and/or school-based discretion)		Student demonstrates proficiency of standards taught with 60% or higher proficiency	Student does not demonstrate proficiency of standards taught with a 60% or higher proficiency			
:R 1 inst	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.							
Ë	Number of times a week intervention pr	rovided Minimu m of 3 times a week		Number of minutes per inte session	ervention 10-20			
	What procedures are in place to iden intervention, including alignment with MTSS Problem Solving process is used to constantly reviews curriculum alignment	<b>h core c</b> identify a	<b>urriculum</b> and solve p	and instruction? roblems and to improve effect	tiveness; the district			

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Intensive, explicit, systematic and multi-sensory reading interventions using district-adopted, state approved resources: Reading Wonders (McGraw-Hill) with Reading Wonders Approaching Level Leveled Readers (no ESSA evidence available) Florida state adopted, Polk adopted 2013.Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension. Polk will review for 2020 ELA textbook adoption to select and adopt a program/product with an evidence rating of strong, moderate, or promising. Reading Wonders Tier 2 Intervention Resources (Vocabulary, Comprehension) Wonder Works (McGraw-Hill) Fountas & Pinnell Leveled Literacy Intervention-Strong: https://ies.ed.gov/ncee/wwc/Study/78712 Istation-Promising: https://www.istation.com/About/Studies STAR Reading Suggested Skills-Promising: http://doc.renlearn.com/KMNet/R003559501GF7925.pdf https://www.renaissance.com/resources/research/ 15-20 minute daily differentiated groups (4-6 students): https://ies.ed.gov/ncee/wwc/PracticeGuide/3 Provide data driven teacher led small group intensive instruction (1-3 students)10-15 minutes, 2-3 days a week: https://ies.ed.gov/ncee/wwc/PracticeGuide/3 Phonological/Phonemic Awareness, Phonics, Concepts of Print, Oral Language:https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc foundationalreading 040717.pdf How are Tier 3 interventions modified for students who receive interventions through distance learning?

Distance learning is being provided through online and/or print content and resources aligned to the Florida Standards and Polk County Public Schools' curriculum. The resources for teachers and students will be accessed through the LMS platform Schoology. The Polk Literacy Department supports the resources for teachers, support staff, and students to ensure continuity and equity through distance learning.

	Curriculum, Instruction, and Assessment Decision Tree						
Grade L	<b>evel(s):</b> 4-5						
IF:	Student meets the following criter 5 <sup>th</sup> Grade: <b>Level 3, 4 or 5</b> based on Arts		lards Assessment in Language				
	4 <sup>th</sup> Grade: If FSA LA score unavailable, Star Reading Assessment, Unified proficiency benchmark of <b>40<sup>th</sup> percentile or above</b> based on scaled score						
THEN:		TIER 1 Only					
	Initial instruction: is standards-aligned builds background and content knowledge, motivation provides print rich, systematic, scaffolded, and differentiated instruction incorporates writing in response to reading includes accommodations (IEP, ESOL or 504) incorporates the principles of Universal Design for Learning includes specially designed instruction for students with disabilities						
		Core Curriculum					
	Please indicate your core curriculum o mod	and how its use by the students serve erate evidence, or promising evidence					
TIER 1	Reading Wonders, 2014- (no ESSA evidence resources supporting six components of re- teaching foundational skill and comprehene a program/product with an evidence ratin STAR Reading Suggested Skills-state approc assessment: <u>http://doc.renlearn.com/KM</u> Small group differentiated instruction that <u>https://ies.ed.gov/ncee/wwc/PracticeGuid</u> Istation-Promising- <u>https://www.istation.co</u>	eading and teacher practices outlined nsion. Polk will review for 2020 ELA te og of strong, moderate, or promising. oved reading assessment, Promising, F <u>Net/R003559501GF7925.pdf</u> t enriches and accelerates reading ach <u>de/3</u>	by WWC recommendations for xtbook adoption to select and adopt lorida state approved reading				
		Progress Monitoring					
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions				
	Renaissance: Star Reading Assessment: 3 times a year, fall, winter, and spring	Continued proficiency benchmark of 40 <sup>th</sup> percentile or above based on scaled score	Scale score 39th percentile or below				
	District Text-based Writing Assessment: 3 times a year, September, November and January	Based on FSA 4 <sup>th</sup> -5 <sup>th</sup> rubric, student scores a 3 or higher in PFO, a 3 or higher in EE, and a 2 in Conventions.	Based on FSA 4 <sup>th</sup> -5 <sup>th</sup> Rubric, student scores less than a 3 in PFO, less than a 3 in EE, and a 0 or 1 in Conventions.				

	How is the effectiveness of Tier 1 instruction being monitored? Classroom observations, school administration, and ongoing data review from: Star Reading Reports Istation Reports Reading Wonders Weekly and or Unit Assessments	<i>improve effe</i> MTSS Proble problems an	ectiveness of Tier 1 om Solving process d to improve effec bugh Instructional c	to identify and solve pairs instruction? is used to identify and tiveness; the district pairs oaching, regular data	solve rovides
	How is the effectiveness of Tier 1 curriculum being monitored? Data reviews, walk-throughs and evaluations by school-based administrators, Reviews by regional assistant superintendents and with support from District Literacy Team	<i>improve effe</i> MTSS Proble problems an	ectiveness of Tier 1 om Solving process d to improve effec iculum and works v	to identify and solve particulum? is used to identify and tiveness; the district co with schools to provide	solve onstantly
	How is instruction modified for stud Distance learning is being provided t Florida Standards and Polk County P will be accessed through the LMS pla resources for teachers, support staff learning.	through online a ublic Schools' c atform Schoolo	and/or print conter urriculum. The reso gy. The Polk Literac	nt and resources aligne ources for teachers and cy Department support	d to the d students is the
IF:	Student meets the following criteria at <b>5<sup>th</sup> Grade: Level 1 or 2</b> based on 2018- Grades 4th-5th and Retained 3 <sup>rd</sup> 4 <sup>th</sup> Grade: If FSA LA score unavailable, <b>percentile</b> based on scaled score	19 score of Flo	orida Standards A		
THEN:		struction and	d TIER 2 interve	ntions	
TIER 1 instruction and TIER 2 interventions	Interventions: • are standards-aligned • address gaps and reduce barriers • provide systematic, explicit, and • are matched to the needs of the • provide multiple opportunities to • occurs during time allotted in add • includes accommodations (IEP, E	interactive sma students practice the ta dition to core in	ll group instruction rgeted skill(s) and r	targeting foundationa	Il/barrier skills
nstruc interv	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Pro	gress Monitoring	
TIER 1 i		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions

What procedures are in place to ident intervention, including alignment with MTSS Problem Solving process is used to it constantly reviews curriculum alignment a	<b>h core cu</b> dentify a	u <b>rricul</b> and sol	lum and instruction in the problems and to	on? improve effectivenes	s; the district
Number of times a week intervention pro	vided	5	Number of minu	tes per intervention s	ession 15-
	aiscreti	ion)			
	Weekly Unit Assessr s (Teacl and/or school- based discreti	ment her	proficiency of standards taught with 80% or higher proficiency	proficiency of standards taught with a 60-79% proficiency	below 60 % proficiency o standards taught.
Reading Wonders/ Reading Wonders Tier 2 Resources/ Throughout Year	Readin Wonde	-	Students demonstrate	Students do not demonstrate	Students perform
Istation Platform/ISIP Assessments/Istation Online Lessons/Skill and Standards-based teacher led lessons/Throughout the Year	ISIP: Monthl	ly	Students demonstrate proficiency on foundational or standards- based reading skills	Students does not demonstrate proficiency on foundational or standards-based reading skills	Students consistently does not demonstrate proficiency of foundationa or standards based readin skills
District Text-based Writing Assessment	District created text-based writing prompt: 3 times a year, September, November and January		Based on FSA 4 <sup>th</sup> -5 <sup>th</sup> rubric, student scores a 3 or higher in PFO, a 3 or higher in EE, and a 2 in Conventions	Based on FSA 4 <sup>th</sup> - 5 <sup>th</sup> Rubric, student scores less than a 3 in PFO, less than a 3 in EE, and a 0 or 1 in Conventions.	Based on FS 4 <sup>th</sup> -5 <sup>th</sup> Rubri student scor less a 2 in Pl less than a 2 EE, and a 0 i Conventions
Assessment	Reading Assessment : 3 times a year, Fall Winter, Spring District		Benchmark of 40 <sup>th</sup> percentile or above based on scaled score	Scale score of 25 <sup>th</sup> -39 <sup>th</sup> percentile	Scale score o 24 <sup>th</sup> percent or below

Star Reading-Suggested Skills-Promising, Florida state approved reading assessment:
http://doc.renlearn.com/KMNet/R003559501GF7925.pdf
https://www.renaissance.com/resources/research/
Small group differentiated instruction that enriches and accelerates reading achievement:
https://ies.ed.gov/ncee/wwc/PracticeGuide/3
Istation-Promising: https://www.istation.com/About/Studies
Small group differentiated instruction that enriches and accelerates reading achievement:
https://ies.ed.gov/ncee/wwc/PracticeGuide/3
Daily small group intensive instruction targeted to meet the students' needs:
https://ies.ed.gov/ncee/wwc/PracticeGuide/3
Provide data driven teacher led small group instruction (4-6 students) 15-20 minute daily:
https://ies.ed.gov/ncee/wwc/PracticeGuide/3
Focus on skills of Phonics, Comprehension, Vocabulary, Writing, Fluency, Oral Language:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf
Scaffolded direct instruction and guided practice to meet student needs
How are Tier 2 interventions modified for students who receive interventions through distance learning?
Distance learning is being provided through online and/or print content and resources aligned to the Florida
Standards and Polk County Public Schools' curriculum. The resources for teachers and students will be accessed
through the LMS platform Schoology. The Polk Literacy Department supports the resources for teachers, support
staff, and students to ensure continuity and equity through distance learning.

IF:	Student meets the following criteria at beginning of school year: 5 <sup>th</sup> Grade: Level 1 based on 2018-19 score of Florida Standards Assessment in Language Arts 4 <sup>th</sup> Grade: If FSA LA score unavailable, Star Reading Assessment, Unified proficiency benchmark of 24 percentile or below based on scaled score					
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions					
1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul> <li>extended time</li> <li>targeted instruction based on stu</li> <li>small group or one-on-one instru</li> <li>accommodations (IEP, ESOL, or 5</li> <li>more frequent progress monitor</li> <li>additional time allotted is in add</li> </ul> TIER 3 Programs/Materials/Strategies & Duration	iction i04) ing than TIER 1 instr	tion and tier 2 interventions TIER 3 Progress Monitoring Performance Criteria to remove Tier 3 and continue Tier 2 interventions in	Performance Criteria that would prompt changes to Tier 3		
ER 2 ve li			addition to Tier 1 instruction	interventions		
nstruction, Tl Intensi	Renaissance: Star Reading Assessment	Star Reading Assessment: 3 times a year, Fall Winter, Spring	Scale score of 25 <sup>th</sup> -39 <sup>th</sup> percentile	Scale score of 24 <sup>th</sup> percentile or below		
TIER 1 i	District Text-based Writing Assessment	District created text-based writing prompt: 3 times a year, September,	Based on FSA 4 <sup>th</sup> -5 <sup>th</sup> rubric, student scores a 3 or higher in PFO, a 3 or higher in EE, and a 2 in Conventions	Based on FSA 4 <sup>th</sup> -5 <sup>th</sup> Rubric, student scores less than a 3 in PFO, less than a 3		

a week       session         What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?         MTSS Problem Solving process is used to identify and solve problems and to improve effectiveness; the district constantly reviews curriculum alignment and works with schools to provide alternate or additional resource         Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.         Intensive, explicit, systematic and multi-sensory reading interventions using district-adopted, state approved resources:         Reading Wonders (McGraw-Hill)         Reading Wonders Tier 2 Intervention Resources (Vocabulary, Comprehension):         Wonder Works (McGraw-Hill) :(no ESSA evidence available) Florida state adopted, Polk adopted 2013.Research-base resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension. Polk will review for 2020 ELA textbook adoption to select and adopt a			iber and uary		in EE, and a Convention	
Tier 2 Resources/ Throughout Year       Wonders Weekly and Unit       proficiency of standards taught with 60% or higher proficiency       demonstrate proficiency of standards taug with a 60% or higher proficiency         All Tier 3 Interventions must be provided by a teacher and/or school-based discretion)       school-based discretion)       with a 60% or higher proficiency         All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.       Number of minutes per intervention session       1         Number of times a week intervention provided       3 times a week       Number of minutes per intervention session       1         What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 ntervention, including alignment with core curriculum and instruction?       1         WTSS Problem Solving process is used to identify and solve problems and to improve effectiveness; the distric constantly reviews curriculum alignment and works with schools to provide alternate or additional resource evidence, or promising evidence.       1         Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, systematic and multi-sensory reading interventions using district-adopted, state approver resources:       1         Reading Wonders (McGraw-Hill)       (McGraw-Hill)       (McGraw-Hill)         Reading Wonders Tier 2 Intervention Resources (Vocabulary, Comprehension):       1         Wonder Works (McGraw-Hill)       (McGraw-Hille reviden cavilable) Florida state adopted	Assessments/Istation Online Lessons/Skill and Standards-based teacher led lessons/Throughout	ISIP: N	/onthly	proficiency and/or significant growth on foundational or standards-based reading	consistently not demons proficiency foundationa standards-b	strate on al or oased
Number of times a week intervention provided       3 times a week       Number of minutes per intervention session       1         What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?       1         MTSS Problem Solving process is used to identify and solve problems and to improve effectiveness; the distr constantly reviews curriculum alignment and works with schools to provide alternate or additional resource       1         Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.       1         Intensive, explicit, systematic and multi-sensory reading interventions using district-adopted, state approved resources:       1         Reading Wonders (McGraw-Hill)       1         Reading Wonders Tier 2 Intervention Resources (Vocabulary, Comprehension):       1         Wonder Works (McGraw-Hill) :(no ESSA evidence available) Florida state adopted, Polk adopted 2013.Research-base resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension. Polk will review for 2020 ELA textbook adoption to select and adopt a	Tier 2 Resources/ Throughout Year All Tier 3 Interventions must be provided	Wor Week U Asses: (Teache schoo discr	nders kly and nit sments er and/or I-based etion)	proficiency of standards taught with 60% or higher proficiency	demonstrat proficiency standards ta with a 60% higher profi	e of aught or
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?         MTSS Problem Solving process is used to identify and solve problems and to improve effectiveness; the distr constantly reviews curriculum alignment and works with schools to provide alternate or additional resource         Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.         Intensive, explicit, systematic and multi-sensory reading interventions using district-adopted, state approved resources:         Reading Wonders (McGraw-Hill)         Reading Wonders Tier 2 Intervention Resources (Vocabulary, Comprehension):         Wonder Works (McGraw-Hill) :(no ESSA evidence available) Florida state adopted, Polk adopted 2013.Research-base resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension. Polk will review for 2020 ELA textbook adoption to select and adopt a	endorsement.					
program/product with an evidence rating of strong, moderate, or promising. Fountas & Pinnell Leveled Literacy Intervention-Strong: <u>https://ies.ed.gov/ncee/wwc/Study/78712</u> Istation-Promising: <u>https://www.istation.com/About/Studies</u> How are Tier 3 interventions modified for students who receive interventions through distance learning?			a week	session		10-

Curriculum, Instruction, and Assessment Decision Tree								
Grade L	Grade Level(s): 6 <sup>th</sup> -8 <sup>th</sup> Grades							
IF:	Student meets the following criteria at beginning of school year: Level 3, 4 or 5 based on 2018-19 score of Florida Standards Assessment in Language Arts All students, regardless of FSA Score, are scheduled into the appropriate grade-level English course.							
THEN:	TIER 1 Only							
	<ul> <li>incorporates writing in responsibility</li> <li>includes accommodations (III)</li> <li>incorporates the principles of</li> </ul>	ic, scaffolded, and differentiated in onse to reading						
		Core Curriculum						
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.							
	Student is scheduled into MJ Language Arts or MJ Language Arts Advanced for the appropriate grade level. The current state adopted textbook is Pearson Literature (2007-15)-Moderate-Florida state adopted <a href="https://ies.ed.gov/ncee/wwc/Intervention/1279">https://ies.ed.gov/ncee/wwc/Intervention/1279</a> . Polk will review for 2020 ELA textbook adoption to select and adopt a program/product with an evidence rating of strong, moderate, or promising.							
TIER 1	Progress Monitoring							
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that would prompt addition of Tier 2 interventions					
	Renaissance STAR Reading Assessment: 3 times per year- Fall (August/September 2020), Winter (December 2020), and Spring (May 2021)	STAR Reading Assessment: 75 <sup>th</sup> percentile or above	STAR Reading Assessment: below 75 <sup>th</sup> percentile					
	<b>District Writing Assessment</b> : 3 times per year-August 2020, October 2020, and January 2021	District Writing Assessment:District Writing Assessment:Student scores a 3 or higher inStudents scores less than a 3 inPFO, a 3 or higher in EE, and aPFO, less than a 3 in EE, and a 02 in Conventions.or 1 in Conventions.						
	How is the effectiveness of Tier 1 instruction being monitored? Classroom observations, school administration, and regular data	What procedures are in place to improve effectiveness of Tier 1 Instructional coaching, regular of planning.						

review from STAR and District Writing Assessments.	
How is the effectiveness of Tier 1 curriculum being monitored? Data reviews, walk-throughs and evaluations by school-based administrators, Reviews by regional assistant superintendents and with support from District Literacy Team	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? MTSS Problem Solving process is used to identify and solve problems and to improve effectiveness; the district provides support through Instructional coaching, regular data review, and common planning.
Distance learning is being provided th Florida Standards and Polk County Pu will be accessed through the LMS plat	ents who receive instruction through distance learning? arough online and/or print content and resources aligned to the ablic Schools' curriculum. The resources for teachers and students tform Schoology. The Polk Literacy Department supports the and students to ensure continuity and equity through distance

IF:	Student meets the following criteria at beginning of school year: Student scores level 1 or 2 on FSA ELA (2018-2019).						
THEN:	TIER 1 instruction and TIER 2 interventions						
ntions	<ul> <li>provide systematic, explicit, and</li> <li>are matched to the needs of the</li> </ul>	o practice the targeted skill(s) and receive feedback Idition to core instruction					
terve	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring					
TIER 1 instruction and TIER 2 interventions	Duration	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions		
TIER 1 instructio	STAR Assessment	3 times per year- Fall (August/Sept ember 2020), Winter (December 2020), and Spring (May 2021)	Student scores in the 75 <sup>th</sup> percentile or above	Student scores below 75 <sup>th</sup> percentile	Students are consistently not meeting proficiency on needed focus skills from Diagnostic Report.		
	Small Groups (based on student need)	Weekly teacher created	Students demonstrate proficiency on	Students do not demonstrate proficiency on	Students are consistently not meeting		

	standaro based Formativ Assessm	ve	formative assessments.	formative assessments.	proficio format assessi	
District Writing Assessment	3 times year-Au 2020, Octobe 2020, a January	r nd	Student scores a 3 in PFO, 3 in EE or 2 in Conventions (based on their need).	Student does not score a 3 in PFO, 3 in EE or 2 in Conventions (based on their need).	Studen consist perforn below proficio	ently ms
Number of times a week intervention p	., ,	4.2				5.40
		1-2	_	tes per intervention se		5-10
What procedures are in place to ider intervention, including alignment wi School based MTSS team; school-based	ntify and th core c	solve urricul	problems to impr um and instruction	ove effectiveness of on?	f Tier 2	
What procedures are in place to ider intervention, including alignment wi	ntify and th core c literacy te aterials/s www.evid ad evidence 59501GF7	solve , urricul am, scl trateg dencefi ce-base 925.pd	problems to impr lum and instruction nool-based adminis ies is supported by oressa.org/program ed and is approved	rove effectiveness of on? tration, school-based strong evidence, mod	<sup>F</sup> Tier 2 literacy c lerate ev	idence,

IF:	Student meets the following criteria at beginning of school year: Student scores a level 1 or level 2 on FSA ELA (2018-2019).						
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions						
instruction, TIER 2 :ntions, and TIER 3 :ive Interventions	<ul> <li>Immediate, intensive intervention:</li> <li>extended time</li> <li>targeted instruction based on stu</li> <li>small group or one-on-one instru</li> <li>accommodations (IEP, ESOL, or 5</li> <li>more frequent progress monitor</li> <li>additional time allotted is in additional time allotted is in additi</li></ul>	iction i04) ing than TIER 1 inst		IS			
a v	S Department						
TIER 1 interv Inten		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions			

Model		I Initial Level Set; Student scores in the 75 <sup>th</sup> monthly Lexile percentile or above in auto STAR adjustments		Student performs below proficiency on formative assessments, decreases in Lexile month over month		
Groups (based on student need)	created	standards Formative	Students demonstrate proficiency on formative assessments.	Students do demonstrato proficiency o formative assessments	e on	
Fi Su (I a 2 All Tier 3 Interventions must be provided by		per year- gust/ ber 2020), ber 2020), ing (May <b>ccher who i</b>	Student scores in the 75 <sup>th</sup> percentile or above in STAR s certified in reading or has th	Student scor below a 75 <sup>th</sup> percentile in and do not s growth or improvemer Diagnostic R	n STAR Show nt on	
ement. er of times a week intervention	provided	5 days	Number of minutes per inte session	ervention 45		
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?         STAR Reading is research and evidence-based and is approved for use by the state of Florida.         Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.         Achieve 3000-Secondary-Strong, <a href="https://www.evidenceforessa.org/programs/reading/achieve3000-secondary">https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</a> Star Reading-Promising, Florida state approved reading assessment:         http://doc.renlearn.com/KMNet/R003559501GF7925.pdf         https://www.renaissance.com/resources/research/         Provide data driven teacher led small group instruction: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a>						
ention, including alignment w eading is research and evidence n how the use of the programs/ ce, or promising evidence.	/materials/s	trategies i	s supported by strong evidend			

Curriculum, Instruction, and Assessment Decision Tree									
Grade L	Grade Level(s): 9 <sup>th</sup> -10 <sup>th</sup> Grades								
IF:	Student meets the following criteria at beginning of school year: Level 3, 4 or 5 based on 2018-19 score of Florida Standards Assessment in Language Arts All students regardless of FSA Score are scheduled into the appropriate grade-level English course.								
THEN:	TIER 1 Only								
	<ul> <li>incorporates writing in respo</li> <li>includes accommodations (IE</li> <li>incorporates the principles op</li> </ul>	ic, scaffolded, and differentiated ir nse to reading							
	Core Curriculum								
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.								
TIER 1	Student is scheduled into English 1, 2, 3, or 4 (based on appropriate grade level) if they score a Level 1 or 2 on FSA ELA. Student is scheduled into English Honors 1, 2, 3, or 4 (based on appropriate grade level) if they score a 3, 4, or 5 on FSA ELA. Pearson Literature (2007-15)-Moderate-Florida state adopted <u>https://ies.ed.gov/ncee/wwc/Intervention/1279</u> . Polk will review for 2020 ELA textbook adoption to select and adopt a program/product with an evidence rating of strong, moderate, or promising.								
	Progress Monitoring								
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that would prompt addition of Tier 2 interventions						
	Standards-based literacy instruction/ Small groups (based on student need)	Students demonstrate proficiency on formative assessments.	Students do not demonstrate proficiency on formative assessments.						
	<b>District Text-based Writing Assessment</b> 3 times per year-August 2020, October 2020, and January 2021	Student scores a 3 or higher in PFO, 3 or higher in EE or 2 in Conventions (based on their need).	Student scores below a 3 in PFO, below a 3 in EE or 1 or 2 in Conventions (based on their need).						

How is the effectiveness of Tier 1 instruction being monitored? Classroom observations, school administration, and regular data review from STAR and District Writing Assessments.	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Instructional coaching, regular data review, and common planning.
How is the effectiveness of Tier 1 curriculum being monitored? Classroom observations, school administration, and ongoing data review from: Star Reading Reports Weekly and or Unit Assessments	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? MTSS Problem Solving process is used to identify and solve problems and to improve effectiveness; the district provides support through Instructional coaching, regular data review, and common planning.
Distance learning is being provided th Florida Standards and Polk County Pu will be accessed through the LMS pla	ents who receive instruction through distance learning? hrough online and/or print content and resources aligned to the ublic Schools' curriculum. The resources for teachers and students tform Schoology. The Polk Literacy Department supports the and students to ensure continuity and equity through distance

IF:	Student meets the following criteria at beginning of school year: Student scores a level 1 or 2 on FSA ELA (2018-2019) and is enrolled in a regular English 1, 2, 3, or 4 course (based on appropriate grade level).							
THEN:		TIER 1 instruction and TIER 2 interventions						
rIER 1 instruction and TIER 2 interventions	<ul> <li>address g</li> <li>provide s</li> <li>are matc</li> <li>provide n</li> <li>occurs du</li> </ul>	hed to the needs of the s	nteractive small group in tudents practice the targeted ski lition to core instruction GOL or 504)	eet Tier 1 expectations struction targeting found II(s) and receive feedback ess Monitoring Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	ational/barrier skills Performance Criteria that would prompt addition of Tier 3 interventions			
TIER 1 ins	Renaissance: STAR Reading Assessment	3 times per year- Fall (August/September 2020), Winter (December 2020), and Spring (May 2021)	Student scores in the 75 <sup>th</sup> percentile or above	Student scores below 75 <sup>th</sup> percentile	Students are consistently not meeting proficiency on needed focus skills from Diagnostic Report.			

Small Groups (based on student need)	Weekly teacher created standards-based Formative Assessments	Students demonstrate proficiency on formative assessments.		trate cy on ive	Students do not demonstrate proficiency on formative assessments.	Students are consistently meeting pro on formative assessments	not ificiency e
District Text- based Writing Assessment	3 times per year- August 2020, October 2020, and January 2021	Student scores a 3 in PFO, 3 in EE or 2 in Conventions (based on their need).		or 2 in s (based	Student does not score a 3 in PFO, 3 in EE or 2 in Conventions (based on their need).	Student consistently performs below proficiency.	
Number of times	a week intervention prov	vided	1-2	Number	of minutes per intervent	ion session	5-10
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? School based MTSS team; school-based literacy team, school-based administration, school-based literacy coaches <b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence</b> ,							
or promising evidence. Achieve 3000-Secondary-Strong, <u>https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</u> Renaissance STAR Reading is research and evidence-based and is approved for use by the state of Florida: <u>http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</u> <u>https://www.renaissance.com/resources/research/</u>							
How are Tier 2 interventions modified for students who receive interventions through distance learning? Distance learning is being provided through online and/or print content and resources aligned to the Florida Standards and Polk County Public Schools' curriculum. The resources for teachers and students will be accessed through the LMS platform Schoology. The Polk Literacy Department supports the resources for teachers, support staff, and students to ensure continuity and equity through distance learning.							

IF:	Student meets the following criteria at beginning of school year: Student scores a level 1 or level 2 on FSA ELA (2018-2019) and is enrolled in a regular English 1, 2, 3, or 4 course (based on appropriate grade level) AND enrolled in an Intensive Reading course.					
THEN:	TIER :	L instruction, TIER 2 int	erventions, and TIER 3 inten	sive interventions		
instruction, TIER 2 intions, and TIER 3 iive Interventions	<ul> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> </ul>					
1 instruct ventions, nsive Inte	TIER 3 Programs/ Materials/					
TIER 1 interv Inter	Strategies & Duration	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions		

Achieve 3000 and Polk Rotational Model	Initial Level Set; monthly Lexile auto adjustments	Student scores in the 75 <sup>th</sup> percentile or above in STAR	Student performs below proficiency on formative assessments, decreases in Lexile month over month
Small Groups (based on student need)	Weekly teacher created standard- based Formative Assessments	Students demonstrate proficiency on formative assessments.	Students do not demonstrate proficiency on formative assessments.
Renaissance STAR Reading Assessment	3 times per year- Fall (August/September 2020), Winter (December 2020), and Spring (May 2021)	Student scores in the 75 <sup>th</sup> percentile or above in STAR	Student scores below a 75 <sup>th</sup> percentile in STAR and do not show growth or improvement on Diagnostic Report.

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times a week intervention	5 days	Number of minutes per intervention session	45
provided			

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

MTSS Problem Solving process is used to identify and solve problems and to improve effectiveness; the district constantly reviews curriculum alignment and works with schools to provide alternate or additional resources.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Achieve 3000-Secondary-Strong, <u>https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</u> Star Reading-Promising, Florida state approved reading assessment:

http://doc.renlearn.com/KMNet/R003559501GF7925.pdf https://www.renaissance.com/resources/research/

Provide data driven teacher led small group instruction: https://ies.ed.gov/ncee/wwc/PracticeGuide/3

How are Tier 3 interventions modified for students who receive interventions through distance learning? Distance learning is being provided through online and/or print content and resources aligned to the Florida Standards and Polk County Public Schools' curriculum. The resources for teachers and students will be accessed through the LMS platform Schoology. The Polk Literacy Department supports the resources for teachers, support staff, and students to ensure continuity and equity through distance learning.

	Curriculum, Instruction, and Assessment Decision Tree					
Grade L	evel(s): 11 <sup>th</sup> -12 <sup>th</sup> Grades					
IF:	Student meets the following criteria at beginning of school year: Level 3, 4 or 5 based on most recent year's score of Florida Standards Assessment in Language Arts All students regardless of FSA Score are scheduled into the appropriate grade-level English course.					
THEN:		TIER 1 Only				
	<ul> <li>incorporates writing in respo</li> <li>includes accommodations (IE</li> <li>incorporates the principles of</li> </ul>	ic, scaffolded, and differentiated ir nse to reading				
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.					
TIER 1	Student is scheduled into English III or English IV (based on appropriate grade level) if they score a Level 1 or 2 on FSA ELA. Student is scheduled into English III Honors or English IV Honors (based on appropriate grade level) if they score a 3, 4, or 5 on FSA ELA. Pearson Literature (2007-15)-Moderate-Florida state adopted <u>https://ies.ed.gov/ncee/wwc/Intervention/1279</u> . Polk will review for 2020 ELA textbook adoption to select and adopt a program/product with an evidence rating of strong, moderate, or promising.					
	Progress Monitoring					
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that would prompt addition of Tier 2 interventions			
	Small groups (based on student need)	Students demonstrate proficiency on formative assessments.	Students do not demonstrate proficiency on formative assessments.			
	How is the effectiveness of Tier 1 instruction being monitored? Classroom observations, school administration, and regular data review from STAR and District Writing Assessments.	What procedures are in place to improve effectiveness of Tier 1 Instructional coaching, regular of planning.				

How is the effectiveness of Tier 1 curriculum being monitored? Classroom observations, school administration, and ongoing data review from: Star Reading Reports Weekly and or Unit Assessments	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? MTSS Problem Solving process is used to identify and solve problems and to improve effectiveness; the district provides Support through Instructional coaching, regular data review, and common planning.
Distance learning is being provided the Florida Standards and Polk County Pu will be accessed through the LMS pla	ents who receive instruction through distance learning? hrough online and/or print content and resources aligned to the ublic Schools' curriculum. The resources for teachers and students tform Schoology. The Polk Literacy Department supports the and students to ensure continuity and equity through distance

IF:	Student meets the following criteria at beginning of school year: Student scores a level 1 or 2 on FSA ELA (most recent) and is enrolled in a regular English III or English IV course (based on appropriate grade level).						
THEN:	TIER 1 instruction and TIER 2 interventions						
entions	Interventions: <ul> <li>are standards-aligned</li> <li>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skill</li> <li>are matched to the needs of the students</li> <li>provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>occurs during time allotted in addition to core instruction</li> <li>includes accommodations (IEP, ESOL or 504)</li> </ul>						
nterv	TIER 2 Programs/ Materials/	TIER 2 Progress Monitoring					
n and TIER 2 i	Strategies & Duration	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions		
TIER 1 instruction and TIER 2 interventions	STAR Assessment	3 times per year- Fall (August/September 2020), Winter (December 2020), and Spring (May 2021)	Student scores in the 75 <sup>th</sup> percentile or above	Student scores below 75 <sup>th</sup> percentile	Students are consistently not meeting proficiency on needed focus skills from Diagnostic Report.		
	Small Groups (based on student need)	based on standards based		Students do not demonstrate proficiency on formative assessments.	Students are consistently not meeting proficiency on formative assessments.		

District Writing Assessment	3 times per year- August 2020, October 2020, and January 2021	Student scores a 3 in PFO, 3 in EE or 2 in Conventions (based on their need).		or 2 in s (based	Student does not score a 3 in PFO, 3 in EE or 2 in Conventions (based on their need).	Student cons performs be proficiency.	
Number of times	a week intervention pro	vided	1-2	Number	r of minutes per intervent	ion session	5-10
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? School based MTSS team; school-based literacy team, school-based administration, school based literacy coaches							
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.         Achieve 3000-Secondary-Strong, <a href="https://www.evidenceforessa.org/programs/reading/achieve3000-secondary">https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</a>							
Renaissance STAR Reading is research and evidence-based and is approved for use by the state of Florida: http://doc.renlearn.com/KMNet/R003559501GF7925.pdf							
https://www.renaissance.com/resources/research/							
Small group differentiated instruction that enriches and accelerates reading achievement: <u>https://ies.ed.gov/ncee/wwc/PracticeGuide/3</u>							
How are Tier 2 interventions modified for students who receive interventions through distance learning? Distance learning is being provided through online and/or print content and resources aligned to the Florida Standards and Polk County Public Schools' curriculum. The resources for teachers and students will be accessed through the LMS platform Schoology. The Polk Literacy Department supports the resources for teachers, support staff, and students to ensure continuity and equity through distance learning.							

IF:	Student meets the following criteria at beginning of school year: Student scores a level 1 or level 2 on FSA ELA (most recent) and is enrolled in a regular English III or English IV course (based on appropriate grade level) AND enrolled in an Intensive Reading course.					
THEN:	TIER :	1 instruction, TIER 2 int	terventions, and TIER 3 inter	sive interventions		
tion, TIER 2 interventions, Intensive Interventions	<ul><li>small grou</li><li>accommo</li><li>more frec</li></ul>	time instruction based on studen up or one-on-one instructio idations (IEP, ESOL, or 504) quent progress monitoring t	me struction based on student need or one-on-one instruction			
instruction, TIER 3 Inter	m Duration	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions			
TIER 1 i and	Achieve 3000 and Polk Rotational	Initial Level Set; monthly Lexile auto adjustments	Student scores in the 75 <sup>th</sup> percentile or above in STAR	Student performs below proficiency on formative		

Model			assessments, decreases in Lexile month over month
Small Groups (based on student need)	Weekly teacher created standards based Formative Assessments	Students demonstrate proficiency on formative assessments.	Students do not demonstrate proficiency on formative assessments.
STAR Assessment		Student scores in the 75 <sup>th</sup> percentile or above in STAR	Student scores below a 75 <sup>th</sup> percentile in STAR and do not show growth or improvement on Diagnostic Report.

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times a week intervention	5 days	Number of minutes per intervention session	45
provided			

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

MTSS Problem Solving process is used to identify and solve problems and to improve effectiveness; the district constantly reviews curriculum alignment and works with schools to provide alternate or additional resources.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Achieve 3000-Secondary-Strong, <u>https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</u> Star Reading-Promising, Florida state approved reading assessment:

http://doc.renlearn.com/KMNet/R003559501GF7925.pdf

https://www.renaissance.com/resources/research/

Provide data driven teacher led small group instruction: <u>https://ies.ed.gov/ncee/wwc/PracticeGuide/3</u>

How are Tier 3 interventions modified for students who receive interventions through distance learning? Distance learning is being provided through online and/or print content and resources aligned to the Florida Standards and Polk County Public Schools' curriculum. The resources for teachers and students will be accessed through the LMS platform Schoology. The Polk Literacy Department supports the resources for teachers, support staff, and students to ensure continuity and equity through distance learning.