

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

<b>Component of Reading</b>	<b>What data is being collected?</b>	<b>Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)</b>	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
<i>Oral language</i>	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
<i>Phonological awareness</i>	K-2 <sup>nd</sup> : Star Early Literacy Assessment	Diagnostic and Progress Monitoring	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)		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
<i>Phonics</i>	K-2 <sup>nd</sup> : Star Early Literacy Assessment	Diagnostic and Progress Monitoring	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)		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
<i>Fluency</i>	K-2 <sup>nd</sup> : Star Early Literacy Assessment	Diagnostic and Progress Monitoring	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)		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
<i>Vocabulary</i>	K-2 <sup>nd</sup> : Star Early Literacy Assessment	Diagnostic and Progress Monitoring	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)		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
<i>Comprehension</i>	K-2 <sup>nd</sup> : Star Early Literacy Assessment	Diagnostic and Progress Monitoring	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)		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

## 6-12

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

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

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

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

<b>Practice</b>	<b>Who ensures that the practice is informed by a specific purpose?</b>	<b>How is the purpose communicated?</b>	<b>How often is the data being collected?</b>	<b>How is the data being shared and by whom?</b>	<b>How often is the data being reviewed and by whom?</b>
Weekly reading walkthroughs by administrators	Regional Assistant Superintendents, Principals with support by the District Literacy Team	District, Regional and school meetings and PD, 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 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.
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)					
<b>Implementation and Progress-monitoring</b>					
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 and school meetings		District leadership, using data reports, will work with principals and school-based literacy leadership teams to provide support and follow up by providing any needed resources, coaching, professional development and goals revision to ensure plan implementation.		

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.

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How is it reported to the district?</b>	<b>To whom is it reported at the district?</b>	<b>How often is it reported to the district?</b>
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.



What evidence-based instructional materials are being used for Summer Reading Camp?

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  No

If yes, which grade levels? Grades 6-12 for course recovery

### 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  No

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

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

<b>Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.</b>				
<ul style="list-style-type: none"> <li>• Provide professional development on the following:                             <ul style="list-style-type: none"> <li>○ the major reading components, as needed, based on an analysis of student performance data</li> <li>○ administration and analysis of instructional assessments</li> <li>○ providing differentiated instruction and intensive intervention</li> </ul> </li> <li>• Model effective instructional strategies for teachers</li> <li>• Facilitate study groups</li> <li>• Train teachers in data analysis and using data to differentiate instruction</li> <li>• Coach and mentor colleagues</li> <li>• Provide daily support to classroom teachers</li> <li>• Work with teachers to ensure that evidence-based reading programs are implemented with fidelity</li> <li>• Help to increase instructional density to meet the needs of all students</li> <li>• Help lead and support reading leadership teams at their school(s)</li> <li>• Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies</li> <li>• Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms</li> </ul>				
<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
Regional Assistant Superintendents-principals' meetings	Calendar shared in Outlook	Chief Academic Officer and Regional Assistant Superintendents with support from the Literacy Team	Monthly	MTSS Problem Solving Process (Identification, Analysis, Intervention Design, Response to Intervention)

# Polk County Public Schools

## Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K-2

**IF:**

Student meets the following criteria at beginning of school year:  
Star Early Literacy Assessment, Unified proficiency benchmark of **40<sup>th</sup> percentile or above** based on scaled score

**THEN:**

**TIER 1 Only**

**TIER 1**

*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 and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.***

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:

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

Small group differentiated instruction that enriches and accelerates reading achievement:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Smarty Ants-Promising: [https://go.achieve3000.com/rs/026-SJE-918/images/Bay\\_County\\_Study\\_Final%281%29.pdf](https://go.achieve3000.com/rs/026-SJE-918/images/Bay_County_Study_Final%281%29.pdf)

**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 identify and solve problems to improve effectiveness of Tier 1 instruction?**

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.

	Reading Wonders Weekly and or Unit Assessments	
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> Data reviews, walk-throughs and evaluations by school-based administrators, Reviews by regional assistant superintendents and with support from District Literacy Team</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> 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.</p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b> 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.</p>	

<b>IF:</b>	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				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <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 skills</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>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	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 or 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	

	September) and Back to School (January) Assessments	foundational skills	proficiency on foundational skills	below proficiency on foundational skills
Reading Wonders/ Reading Wonders Tier 2 Resources/ Throughout Year	Reading Wonders Weekly and Unit Assessments (Teacher and/or school-based discretion)	Students demonstrate proficiency of standards taught with 80% or higher proficiency	Students do not demonstrate proficiency of standards taught with a 60-79% proficiency	Students perform below 60 % proficiency on standards taught.
<b>Number of times a week intervention provided</b>	5	<b>Number of minutes per intervention session</b>	15-20	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>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.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>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.</p> <p>Star Early Literacy-Promising, Florida state approved reading assessment:  <a href="http://doc.renlearn.com/KMNet/R003559501GF7925.pdf">http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</a></p> <p>Small group differentiated instruction that enriches and accelerates reading achievement:  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a></p> <p>Smarty Ants-Promising: <a href="https://go.achieve3000.com/rs/026-SJE-918/images/Bay_County_Study_Final%281%29.pdf">https://go.achieve3000.com/rs/026-SJE-918/images/Bay_County_Study_Final%281%29.pdf</a></p> <p>STAR Early Literacy Suggested Skills:  <a href="http://doc.renlearn.com/KMNet/R003559501GF7925.pdf">http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</a>  <a href="https://www.renaissance.com/resources/research/">https://www.renaissance.com/resources/research/</a></p> <p>Daily small group intensive instruction targeted to meet the students' needs:  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a></p> <p>Determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language:  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</a></p> <p>Provide data driven teacher led small group instruction (4-6 students) 15-20 minute daily:  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a></p> <p>Phonics, Comprehension, Vocabulary, Writing, Fluency, Oral Language:  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</a></p>				

**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.

<b>IF:</b>	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			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>• extended time</li> <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> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<i><b>TIER 3 Programs/Materials/Strategies &amp; Duration</b></i>	<i><b>TIER 3 Progress Monitoring</b></i>		
		<i><b>Assessment &amp; Frequency</b></i>	<i><b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b></i>	<i><b>Performance Criteria that would prompt changes to Tier 3 interventions</b></i>
	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 24 <sup>th</sup> percentile or below
	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 Assessments	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
	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 Wonders/ Reading Wonders Tier 2 Resources/ Throughout Year
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
<i><b>Number of times a week intervention provided</b></i>	At minimum 3 times a week.	<i><b>Number of minutes per intervention session</b></i>	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: <https://ies.ed.gov/ncee/wwc/Study/78712>

Smarty Ants-Promising: [https://go.achieve3000.com/rs/026-SJE-918/images/Bay\\_County\\_Study\\_Final%281%29.pdf](https://go.achieve3000.com/rs/026-SJE-918/images/Bay_County_Study_Final%281%29.pdf)

Star Early Literacy-Promising, Florida state approved reading assessment:

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

## Polk County Public Schools

### Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 3**

**IF:**

Student meets the following criteria at beginning of school year:  
Star Reading Assessment, Unified proficiency benchmark of **40<sup>th</sup> percentile or above** based on fall (or most current) scaled score

**THEN:**

**TIER 1 Only**

**TIER 1**

*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 and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.***

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 Reading Suggested Skills-state approved reading assessment, Promising, Florida state approved reading assessment: <http://doc.renlearn.com/KMNet/R003559501GF7925.pdf>

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>

**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

***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?***

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.



	Reading Wonders Weekly and or Unit Assessments	
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> Data reviews, walk-throughs and evaluations by school-based administrators, Reviews by regional assistant superintendents and with support from District Literacy Team</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> 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.</p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b> 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.</p>	

<b>IF:</b>	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				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• <i>are standards-aligned</i></li> <li>• <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	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	

Lessons/Skill and Standards-based teacher led lessons/Throughout the Year		proficiency on foundational or standards-based reading skills	proficiency on foundational or standards-based reading skills	does not demonstrate proficiency on foundational or standards-based reading skills
Reading Wonders/ Reading Wonders Tier 2 Resources/ Throughout Year	Reading Wonders Weekly and Unit Assessments (Teacher and/or school-based discretion)	Students demonstrate proficiency of standards taught with 80% or higher proficiency	Students do not demonstrate proficiency of standards taught with a 60-79% proficiency	Students perform below 60 % proficiency on standards taught.
<b>Number of times a week intervention provided</b>	5	<b>Number of minutes per intervention session</b>	15-20	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>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.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Reading Wonders, 2014- Reading Wonders On-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.</p> <p>Star Reading-Suggested Skills-Promising, Florida state approved reading assessment:  <a href="http://doc.renlearn.com/KMNet/R003559501GF7925.pdf">http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</a>  <a href="https://www.renaissance.com/resources/research/">https://www.renaissance.com/resources/research/</a></p> <p>Small group differentiated instruction that enriches and accelerates reading achievement:  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a></p> <p>Istation-Promising: <a href="https://www.istation.com/About/Studies">https://www.istation.com/About/Studies</a></p> <p>Small group differentiated instruction that enriches and accelerates reading achievement:  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a></p> <p>Provide data driven teacher led small group instruction (4-6 students) 15-20 minute daily:  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a></p> <p>Focus on skills of Phonics, Comprehension, Vocabulary, Writing, Fluency, Oral Language:  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</a></p> <p>Scaffolded direct instruction and guided practice to meet student needs</p>				
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>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.</p>				

<b>IF:</b>	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			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>• extended time</li> <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> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	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
	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
	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
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	Minimum of 3 times a week	<b>Number of minutes per intervention session</b>	10-20
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b> 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 (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](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.

# Polk County Public Schools

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 4-5**

**IF:**

Student meets the following criteria at beginning of school year:  
 5<sup>th</sup> Grade: **Level 3, 4 or 5** 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 **40<sup>th</sup> percentile or above** based on scaled score

**THEN:**

**TIER 1 Only**

**TIER 1**

*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 and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

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 Reading Suggested Skills-state approved reading assessment, Promising, Florida state approved reading assessment: <http://doc.renlearn.com/KMNet/R003559501GF7925.pdf>

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>

*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 39<sup>th</sup> 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.

	<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b> Classroom observations, school administration, and ongoing data review from: Star Reading Reports Istation Reports Reading Wonders Weekly and or Unit Assessments</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> 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.</p>
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> Data reviews, walk-throughs and evaluations by school-based administrators, Reviews by regional assistant superintendents and with support from District Literacy Team</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> 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.</p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b> 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.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year: <b>5<sup>th</sup> Grade: Level 1 or 2</b> based on 2018-19 score of Florida Standards Assessment in Language Arts, for Grades 4th-5th and Retained 3<sup>rd</sup></p> <p>4<sup>th</sup> Grade: If FSA LA score unavailable, Star Reading Assessment, Unified proficiency benchmark of <b>25-39 percentile</b> based on scaled score</p>			
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>			
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• <i>are standards-aligned</i></li> <li>• <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>			
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>		<b>TIER 2 Progress Monitoring</b>	
	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>

	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
	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 FSA 4 <sup>th</sup> -5 <sup>th</sup> Rubric, student scores less a 2 in PFO, less than a 2 in EE, and a 0 in Conventions.
	Istation Platform/ISIP Assessments/Istation Online Lessons/Skill and Standards-based teacher led lessons/Throughout the Year	ISIP: Monthly	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 on foundational or standards-based reading skills
	Reading Wonders/ Reading Wonders Tier 2 Resources/ Throughout Year	Reading Wonders Weekly and Unit Assessments (Teacher and/or school-based discretion)	Students demonstrate proficiency of standards taught with 80% or higher proficiency	Students do not demonstrate proficiency of standards taught with a 60-79% proficiency	Students perform below 60 % proficiency on standards taught.
<b>Number of times a week intervention provided</b>		5	<b>Number of minutes per intervention session</b>		15-20
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>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.</p>					
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Reading Wonders, 2014- Reading Wonders On-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.</p>					

	<p>Star Reading-Suggested Skills-Promising, Florida state approved reading assessment:  <a href="http://doc.renlearn.com/KMNet/R003559501GF7925.pdf">http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</a>  <a href="https://www.renaissance.com/resources/research/">https://www.renaissance.com/resources/research/</a></p> <p>Small group differentiated instruction that enriches and accelerates reading achievement:  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a></p> <p>Istation-Promising: <a href="https://www.istation.com/About/Studies">https://www.istation.com/About/Studies</a></p> <p>Small group differentiated instruction that enriches and accelerates reading achievement:  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a></p> <p>Daily small group intensive instruction targeted to meet the students' needs:  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a></p> <p>Provide data driven teacher led small group instruction (4-6 students) 15-20 minute daily:  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a></p> <p>Focus on skills of Phonics, Comprehension, Vocabulary, Writing, Fluency, Oral Language:  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</a></p> <p>Scaffolded direct instruction and guided practice to meet student needs</p>
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>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.</p>

<b>IF:</b>	<p>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</p>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <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> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	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
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	



	November and January		in EE, and a 0 or 1 in Conventions.
Istation Platform/ISIP Assessments/Istation Online Lessons/Skill and Standards-based teacher led lessons/Throughout the Year	ISIP: Monthly	Students demonstrate proficiency and/or significant growth on foundational or standards-based reading skills	Students consistently does not demonstrate proficiency on foundational or standards-based reading skills
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
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
<b>Number of times a week intervention provided</b>	3 times a week	<b>Number of minutes per intervention session</b>	10-20
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>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.</p>			
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Intensive, explicit, systematic and multi-sensory reading interventions using district-adopted, state approved resources:</p> <p>Reading Wonders (McGraw-Hill)</p> <p>Reading Wonders Approaching Level Leveled Readers</p> <p>Reading Wonders Tier 2 Intervention Resources (Vocabulary, Comprehension):</p> <p>Wonder Works (McGraw-Hill) :(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.</p> <p>Fountas &amp; Pinnell Leveled Literacy Intervention-Strong: <a href="https://ies.ed.gov/ncee/wwc/Study/78712">https://ies.ed.gov/ncee/wwc/Study/78712</a></p> <p>Istation-Promising: <a href="https://www.istation.com/About/Studies">https://www.istation.com/About/Studies</a></p>			
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>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.</p>			

Polk County Public Schools

Curriculum, Instruction, and Assessment Decision Tree			
Grade Level(s): 6 <sup>th</sup> -8 <sup>th</sup> Grades			
<b>IF:</b>	Student meets the following criteria at beginning of school year: <b>Level 3, 4 or 5</b> based on 2018-19 score of Florida Standards Assessment in Language Arts <i>All students, regardless of FSA Score, are scheduled into the appropriate grade-level English course.</i>		
<b>THEN:</b>	<b>TIER 1 Only</b>		
<b>TIER 1</b>	<i>Initial instruction:</i> <ul style="list-style-type: none"> <li>• <i>is standards-aligned</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> <li>• <i>includes specially designed instruction for students with disabilities</i></li> </ul>		
	<i>Core Curriculum</i>		
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
	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.		
	<i>Progress Monitoring</i>		
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria that would prompt addition of Tier 2 interventions</i>
	<b>Renaissance STAR Reading Assessment:</b> 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: Student scores a 3 or higher in PFO, a 3 or higher in EE, and a 2 in Conventions.	District Writing Assessment: Students scores less than a 3 in PFO, less than a 3 in EE, and a 0 or 1 in Conventions.
	<b>How is the effectiveness of Tier 1 instruction being monitored?</b> Classroom observations, school administration, and regular data	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> Instructional coaching, regular data review, and common planning.	

	review from STAR and District Writing Assessments.	
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> Data reviews, walk-throughs and evaluations by school-based administrators, Reviews by regional assistant superintendents and with support from District Literacy Team</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> 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.</p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b> 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.</p>	

<b>IF:</b>	Student meets the following criteria at beginning of school year: Student scores level 1 or 2 on FSA ELA (2018-2019).				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <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 skills</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>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	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)	Weekly teacher created	Students demonstrate proficiency on	Students do not demonstrate proficiency on	Students are consistently not meeting	

		standards - based Formative Assessments	formative assessments.	formative assessments.	proficiency on formative assessments.
	<b>District Writing Assessment</b>	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).	Student does not score a 3 in PFO, 3 in EE or 2 in Conventions (based on their need).	Student consistently performs below proficiency.
	<b>Number of times a week intervention provided</b>	1-2	<b>Number of minutes per intervention session</b>	5-10	
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b>				
	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, or promising evidence.</b>				
	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: <a href="http://doc.renlearn.com/KMNet/R003559501GF7925.pdf">http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</a> <a href="https://www.renaissance.com/resources/research/">https://www.renaissance.com/resources/research/</a>				
	<b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b>				
	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.				

<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>Student scores a level 1 or level 2 on FSA ELA (2018-2019).</i>		
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>		
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <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> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>		
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>	
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>

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 standards-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.
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
<b>Number of times a week intervention provided</b>	<b>5 days</b>	<b>Number of minutes per intervention session</b>	<b>45</b>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>STAR Reading is research and evidence-based and is approved for use by the state of Florida.</p>			
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>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:  <a href="http://doc.renlearn.com/KMNet/R003559501GF7925.pdf">http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</a>  <a href="https://www.renaissance.com/resources/research/">https://www.renaissance.com/resources/research/</a>  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></p>			
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>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.</p>			

Polk County Public Schools

Curriculum, Instruction, and Assessment Decision Tree			
Grade Level(s): 9 <sup>th</sup> -10 <sup>th</sup> Grades			
<b>IF:</b>	Student meets the following criteria at beginning of school year: <b>Level 3, 4 or 5</b> based on 2018-19 score of Florida Standards Assessment in Language Arts <i>All students regardless of FSA Score are scheduled into the appropriate grade-level English course.</i>		
<b>THEN:</b>	<b>TIER 1 Only</b>		
<b>TIER 1</b>	<i>Initial instruction:</i> <ul style="list-style-type: none"> <li>• <i>is standards-aligned</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> <li>• <i>includes specially designed instruction for students with disabilities</i></li> </ul>		
	<i>Core Curriculum</i>		
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
	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 <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.		
	<i>Progress Monitoring</i>		
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria that would prompt addition of Tier 2 interventions</i>
	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).

	<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b> Classroom observations, school administration, and regular data review from STAR and District Writing Assessments.</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> Instructional coaching, regular data review, and common planning.</p>
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> Classroom observations, school administration, and ongoing data review from: Star Reading Reports Weekly and or Unit Assessments</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> 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.</p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b> 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.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year: <i>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).</i></p>			
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>			
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <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 skills</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>			
	<b>TIER 2 Programs/ Materials/ Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>
<b>Renaissance: STAR Reading Assessment</b>	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.	Students do not demonstrate proficiency on formative assessments.	Students are consistently not meeting proficiency on formative assessments.	
	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).	Student does not score a 3 in PFO, 3 in EE or 2 in Conventions (based on their need).	Student consistently performs below proficiency.	
	<i>Number of times a week intervention provided</i>	1-2	<i>Number of minutes per intervention session</i>	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, or promising evidence.</b> 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: <a href="http://doc.renlearn.com/KMNet/R003559501GF7925.pdf">http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</a> <a href="https://www.renaissance.com/resources/research/">https://www.renaissance.com/resources/research/</a>					
	<b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b> 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.					

<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>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.</i>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <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> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<i>TIER 3 Programs/ Materials/ Strategies &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>



	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.
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	<b>5 days</b>	<b>Number of minutes per intervention session</b>	<b>45</b>
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>			
	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.			
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>			
	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: <a href="http://doc.renlearn.com/KMNet/R003559501GF7925.pdf">http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</a> <a href="https://www.renaissance.com/resources/research/">https://www.renaissance.com/resources/research/</a> 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>			
	<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b>			
	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.			

Polk County Public Schools

Curriculum, Instruction, and Assessment Decision Tree			
Grade Level(s): 11 <sup>th</sup> -12 <sup>th</sup> Grades			
<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:  <b>Level 3, 4 or 5</b> based on most recent year’s score of Florida Standards Assessment in Language Arts  <i>All students regardless of FSA Score are scheduled into the appropriate grade-level English course.</i></p>		
<b>THEN:</b>	<b>TIER 1 Only</b>		
<b>TIER 1</b>	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> <li>• <i>is standards-aligned</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> <li>• <i>includes specially designed instruction for students with disabilities</i></li> </ul>		
	<b>Core Curriculum</b>		
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
	<p>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 <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.</p>		
	<b>Progress Monitoring</b>		
	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria that would prompt addition of Tier 2 interventions</b>
	Small groups (based on student need)	Students demonstrate proficiency on formative assessments.	Students do not demonstrate proficiency on formative assessments.
	<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b>            Classroom observations, school administration, and regular data review from STAR and District Writing Assessments.</p>		<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b>            Instructional coaching, regular data review, and common planning.</p>

	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> Classroom observations, school administration, and ongoing data review from: Star Reading Reports Weekly and or Unit Assessments</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> 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.</p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b> 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.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year: <i>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).</i></p>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <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 skills</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>				
	<b>TIER 2 Programs/ Materials/ Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	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)	Weekly teacher created standards based Formative Assessments	Students demonstrate proficiency on formative assessments.	Students do not demonstrate proficiency on formative assessments.	Students are consistently not meeting proficiency on formative assessments.	

	<b>District Writing Assessment</b>	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).	Student does not score a 3 in PFO, 3 in EE or 2 in Conventions (based on their need).	Student consistently performs below proficiency.
	<b>Number of times a week intervention provided</b>	1-2	<b>Number of minutes per intervention session</b>	5-10	
	<p>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</p>				
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>  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:  <a href="http://doc.renlearn.com/KMNet/R003559501GF7925.pdf">http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</a>  <a href="https://www.renaissance.com/resources/research/">https://www.renaissance.com/resources/research/</a>  Small group differentiated instruction that enriches and accelerates reading achievement:  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a></p>				
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b>  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.</p>					

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:  <i>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.</i></p>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>extended time</li> <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> <li><i>additional <b>time allotted is in addition</b> to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/ Materials/ Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	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	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.
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
<b>Number of times a week intervention provided</b>	<b>5 days</b>	<b>Number of minutes per intervention session</b>	<b>45</b>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>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.</p>			
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>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:  <a href="http://doc.renlearn.com/KMNet/R003559501GF7925.pdf">http://doc.renlearn.com/KMNet/R003559501GF7925.pdf</a>  <a href="https://www.renaissance.com/resources/research/">https://www.renaissance.com/resources/research/</a>  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></p>			
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>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.</p>			