

Polk 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Ann Everett and Diane Plowden

Contact Email: Ann.everett@polk-fl.net and Diane.plowden@polk-fl.net

Contact Telephone: (863)534-0018, Ext. 656

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	46	47	47	49	47	50	52

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	49	51	48	53	48	55	56

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						19	17
White/African American	25	23	27	21	25		
White/Hispanic	16	14	18	13	17	12	11
Economically Disadvantaged/Non-Economically Disadvantaged						16	14
Students with Disabilities/Students without Disabilities						29	26
English Language Learners/ Non-English Language Learners						20	17
	25	24	28	22	27		

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

The 19-20 allocation will be used to provide certified and highly qualified reading coaches to support teachers for our most struggling students. The classroom teachers, with support from school-based and district-based reading coaches will implement research proven curriculum and high yield strategies that positively impact student achievement. Strategies include:

- *Posted learning goals (Learning targets and success criteria)
- *On-pace instruction following district learning maps
- *Standards-based instruction

- *Teacher engagement
- *Differentiation of instruction
- *Cognitive complexity of student tasks
- *Student engagement
- *Method of instruction: direct instruction, assessment, guided practice, independent practice

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

The Department of Assessment, Accountability and Evaluation: Senior Director; Director of Measurement, Evaluation and Research; Senior Coordinators (4); Assessment Specialist

The Department of Teaching and Learning-Literacy Department: Senior Director; Director; Curriculum Specialists (6); District-Based Literacy Coaches(6)
Regional Assistant Superintendents
Chief Academic Officer

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

Reading Progress Monitoring:

K-2nd -STAR Early Literacy and Smarty Ants

3rd -5th -STAR Reading and Istation

6th -12th -STAR Reading and Achieve 3000

4th -12th -Writing Progress Monitoring: District-developed writing assessments

C. How often will student progress monitoring data be collected and reviewed by the district?

Frequency of monitoring:

*STAR Early Literacy, STAR Reading, district writing assessment data will be collected and reviewed three times per year.

*Smarty Ants, Istation and Achieve 3000 will be collected and reviewed monthly.

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

Senior Director of K-12 Literacy and Chief Academic Officer

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

Teaching and Learning Department, Literacy Team: Senior Director, Director,
Curriculum Specialists (6), District-based Literacy Coaches (7)
Regional Assistant Superintendents (5)
Chief Academic Officer

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

Walk-throughs will be conducted by Regional Assistant Superintendents and Literacy Team, where data, including instructional alignment to grade-level Florida Standards will be collected online using a SharePoint site.

District support staff will collaboratively plan with targeted schools and will monitor grade-level lesson plans to support and ensure the instruction is aligned to grade-level Florida Standards.

District Regional Assistant Superintendents, Literacy Team and Chief Academic Officer will review student work samples and student artifacts for standards alignment.

C. How often will this evidence be collected at the district level?

Data will be collected monthly at targeted schools via Instructional Reviews conducted by Regional Superintendents and Teaching and Learning staff members.

Data will be collected at remaining schools by regional superintendents during visits in which walk throughs are performed; each school is visited at least monthly and most schools are visited at least 2 times per month.

Data for all schools will be reviewed monthly via district coach meetings.

Data for schools is also reviewed monthly at the Regional Team Meetings.

- 6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

This may be found in Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;

- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

Senior Director of Professional Development

- 2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

\$300,000

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training**

must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..

Please list the course numbers from your district Professional Learning Catalog which cover this training.

All reading endorsement competencies have been currently amended to include embedded information and strategies based on the requirements of Section 1012.98 (4)(b)(11), F.S.: #101377 Reading Endorsement Competency 1; #10378 Reading Endorsement Competency 2; #10379 Reading Competency 3; #11469 Reading Endorsement Competency 4; #10380 Reading Endorsement Competency 5

The district literacy and professional development teams will also communicate, encourage and support our schools staff utilizing the related courses offered by FDLRS.

Reading/Literacy Coaches

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.

Coaches must have a minimum of three years of successful classroom experience. Coaches must exhibit knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into the content area instruction, and data management skills. They must have a strong knowledge base in working with adult learners. Coaches must be excellent communicators with outstanding presentation, interpersonal, and time management skills. The coach must also have a minimum bachelor's degree and advanced coursework in professional development in reading is required. The reading/literacy coach must be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year.

2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?

Bartow Senior High, Daniel Jenkins Academy of Tech, Davenport School of the Arts, Gause Academy, George Jenkins High, Jewett School of the Arts, Lake Gibson High, Lakeland High, Lakeland Highlands Middle, Lake Marion Creek Middle, Lawton Chiles Middle Academy, Lincoln Avenue Academy, Roosevelt Academy, Union Academy, Valleyview Elementary, Wahneta Elementary

3. **Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Most Polk County Public Schools staff a reading coach using school-based Title II funding, and for those schools unable to fund this position, we use district reading allocation to fund, so the schools listed above are sites that are in need of reading coach funding. Therefore, all of our schools are provided a reading coach position.

4. **How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- a. Elementary:4
- b. Middle:8
- c. High:4

5. **How is the effectiveness of reading/literacy coaches measured in your district?**

Schools' data (FSA Reading, Star, Smarty Ants, Istation, Achieve 3000), School-based Evaluations

6. **What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

\$1,023,095

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. **Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

Auburndale High, Bartow High, Bill Duncan Opportunity School, Don Woods Opportunity School, Dundee Ridge Middle Academy, Fort Meade Middle/High, Frostproof Middle/High, Gause Academy, George Jenkins High, Haines City High, Kathleen High, Lake Gibson High, Lake Region High, Lakeland High, Mulberry High, Polk Acceleration Academy, Ridge Community High, Tenoroc High, Winter Haven High
(All schools with grades 6-12 are provided with reading intervention teachers.)

2. **Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

Reading intervention teachers are provided for **all of our PCPS schools**, ensuring students receive reading intervention based on data-FSA ELA scores and Star Reading-see DT2 and DT3-secondary Decision Trees. Reading intervention teachers are partially funded with our Research-Based Reading Instruction Allocation (primarily high schools) and using other district funds (primarily for our middle schools).

3. **How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:**

- a. **Elementary:**Click here to enter text.
- b. **Middle:**Click here to enter text.
- c. **High:**52

4. **What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?**

\$2,398,814

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:**

0

6. **What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?**

0

7. **If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.**

Reading Wonders resources, providing multisensory reading and writing strategies, will be utilized using the district's Instructional Materials Fund, and district-created resources will also be provided along with professional development for all reading teachers using district funding.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Ann Everett
2. **Email Address:**ann.everett@polk-fl.net

3. Phone Number:863-534-0018 Ext. 656

4. Please list the schools which will host a SRC:

Auburndale Central Elementary
Carlton Palmore Elementary
Chain of Lakes Elementary
Churchwell Elementary
Floral Elementary
Frostproof Elementary
Horizons Elementary
Kingsford Elementary
Lewis Elementary
Sandhill Elementary
Scott Lake Elementary
Southwest Elementary
Wahneta Elementary

5. Provide the following information regarding the length of your district SRC:

- a. Start Date:** June 5, 2019
- b. Which days of the week is SRC offered:** Monday through Thursday
- c. Number of instructional hours per day in reading:** 4.5
- d. End Date:** June 27, 2019
- e. Total number of instructional hours of reading:**63

6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?

The School District of Polk County, Florida and The Polk Education Association Memorandum of Understanding states: “Teacher’s must have an overall ‘Effective’ or ‘Highly Effective’ Stage Two evaluation for the preceding year, if available.”

7. What is the anticipated teacher/student ratio?

1:15

8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?

A VPK Program will be provided at one location, Lewis Anna Woodbury, and the middle and high schools will provide a summer program for course or credit recovery.

9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?

A pre (June 5) and post (June 26) assessment, Istation ISIP, will be administered to demonstrate growth in student achievement.

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	684,347
District expenditures on reading coaches	1,023,095
District expenditures on intervention teachers	2,398,814
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	300,000
District expenditures on summer reading camps	0
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	4,406,256
Amount of district research-based reading instruction allocation for 2019-2020	4,406,256

APPENDIX A

Polk County Public Schools Reading Plan Agenda

April 28-29, 2019

Collaborators:

Ann Everett (District contact for K-12 Reading Plan, Senior Director of K-12 Literacy)

Diane Plowden (Director of Literacy)

Diane Taylor (Director of ESE)

Juan Seda (Director of ESOL)

Amy Hardee (Principal, Fort Meade Middle/Senior High)

Shanna Hunt (Teacher, Highlands Grove Elementary)

James Fout (Finance)

and Sandra Hawkins (Assessment, Accountability and Evaluation)- (Management Information Systems)

**MTSS District Contact position currently vacant-will verify once hired*

Agenda for 4/28/2019

Review of Polk County Public School District 2017-18 K-12 Comprehensive Research-Based Reading Plan:

Polk K-12 Reading Plan	Notes: ESE Alignment	Notes: ELL Alignment	Notes: MTSS Alignment
District Level Leadership (Review Goals)	Goals align	Goals align	Goals align and have been previously shared and approved with previous team.
Research-Based Reading Instruction Allocation	(Not yet released)	Discuss and possibly add dyslexia PD for upcoming year	
Professional Development			
Reading/Literacy Coaches	Identification and interventions align	Identification and interventions align	Identification and interventions align
Identification of Students with Reading Deficiencies and Intervention Supports			

Summer Reading Camp			
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MIS: Accurate Data Reporting: Will review once allocations reported and FSA Assessment data is reported

Notification of edits, changes, updates: Note to edit allocations and FSA Assessment data once reported

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Chart D1 – K-2 Assessment/Curriculum Decision Tree

**Progress Monitoring:
STAR Early Literacy Assessment**

Kindergarten Tier 1

Student Scale Score

Fall- at or above 528

Winter- at or above 608

Spring- at or above 685

Continue with Core Instruction

*Students scoring 775 or above for the Fall or Winter assessment are considered Tier 1 and should assess in Star Reading immediately.

Kindergarten Tier 2

Student Scale Score

Fall- between 437-527

Winter –between 501-607

Spring-between 575-684

Letter to parent (report of score, deficiency in reading level, services provided, supplemental instruction, strategies, options).

Analyze student needs for additional support outlined in “If, Then Chart” below.

Kindergarten Tier 3

Student Scale Score

Fall- at or below 436

Winter – at or below 500

Spring- at or below 574

Letter to parent (report of score, identified as a substantial deficiency in reading based on Scale Score, services provided, supplemental instruction, strategies, options).

Analyze student needs for additional support outlined in “If, Then Chart” below.

First Grade Tier 1

Student Scale Score

Fall- at or above 649

Winter- at or above 718

Spring- at or above 774

Continue with Core Instruction

*Students scoring 775 or above for the Fall or Winter assessment is considered Tier 1 and should assess in Star Reading immediately.

First Grade Tier 2

Student Scale Score

Fall-between 547-648

Winter-between 611-717

Spring-between 674-773

Letter to parent (report of score, deficiency in reading level, services provided, supplemental instruction, strategies, options).

Analyze student needs for additional support outlined in “If, Then Chart” below.

First Grade Tier 3

Student Scale Score

Fall- at or below 546

Winter - at or below 610

Spring- at or below 673

Letter to parent (report of score, identified as a substantial deficiency in reading based on Scale Score, services provided, supplemental instruction, strategies, options).

Analyze student needs for additional support outlined in “If, Then Chart” below.

Second Grade Tier 1

Student Scale Score

Fall- at or above 812

Winter- at or above 834

Spring- at or above 850

Continue with Core Instruction

Students scoring 775 or above for the Fall or Winter assessment should assess in Star Reading immediately. The goal for second grade is to assess in Star Reading; students testing in Star Early Lit are below grade level.

Second Grade Tier 2

Student Scale Score

Fall-between 709-811

Winter-between 746-833

Spring-between 785-849

Letter to parent (report of score, deficiency in reading level, services provided, supplemental instruction, strategies, options).

Analyze student needs for additional support outlined in “If, Then Chart” below.

**Students scoring 775 or above for the Fall or Winter assessment should assess in Star Reading immediately.*

Second Grade Tier 3

Student Scale Score

Fall- at or below 708

Winter – at or below 745

Spring- at or below 784

Letter to parent (report of score, identified as a substantial deficiency in reading based on Scale Score, services provided, supplemental instruction, strategies, options).

Analyze student needs for additional support outlined in “If, Then Chart” below.

Chart D1 – K-2 Assessment/Curriculum Decision Tree Using STAR Early Literacy in Reading 2019-2020

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies <i>*programs including resources for multisensory reading intervention strategies</i>
<p>Kindergarten-2nd Grade</p> <p>Florida Kindergarten Readiness Screener (FLKRS)</p> <p>STAR Early Literacy Assessment</p> <p>STAR Early Literacy Assessment will be administered to all K-2nd grade students. Students who score at or above the scale score of 775 and show mastery of 100 High Frequency Words will be required to take the STAR Reading assessment. Teachers will then follow the recommendations in the 3-5 chart.</p>	<p>Assessment Period 1: August/September 2019</p>	<p>FLKRS</p> <p>Kindergarten students score at or above 528</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</p>	<p>-Core Reading Program Reading Wonders (McGraw-Hill)* -STAR Early Literacy Suggested Skills - Small group differentiated instruction that enriches and accelerates reading achievement</p>
	<p>Assessment Period 2: December 2019</p>	<p>Kindergarten students score between 437-527</p>	<p>Review the student instructional planning report to determine areas of focus. Provide daily small group differentiated intervention targeted to meet student’s instructional needs.</p>	<p>-Core Reading Program Reading Wonders (McGraw Hill)* -Supplemental Intervention Reading Program(s) -STAR Early Literacy Suggested Skills -Smarty Ants* -Reading Wonders Tier 2 Resources -Daily small group intensive instruction targeted to meet the students’ needs - Determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language. -Provide data driven teacher led small group instruction (4-6 students) 15-20 minute daily Phonics, Comprehension, Vocabulary, Writing, Fluency, Oral Language</p>
	<p>Assessment Period 3: May 2020</p>	<p>Kindergarten students score at or below 436</p>	<p>Review the student instructional planning report to determine areas of focus. Provide intensive, explicit, systematic and multi-sensory reading interventions with additional time, smaller group size, and more targeted instruction beyond the 120-minute literacy block.</p>	<p>Intensive, explicit, systematic and multi-sensory* reading interventions using district-adopted resources: -Core Reading Program Reading Wonders (McGraw-Hill)* -Supplemental Intervention Reading Program(s)* and/or Comprehensive Intervention Reading Program*</p>

			<ul style="list-style-type: none"> -Wonder Works (McGraw-Hill)* -Fountas & Pinnell Leveled Literacy Intervention* -Smarty Ants* -Reading Wonders Tier 2 Resources* -STAR Early Literacy Suggested Skills -Daily small group or individualized differentiated intervention -Weekly instruction beyond the 90-minute reading block targeted to meet student's instructional needs -Use the profile of scores to determine areas of strengths and weaknesses and target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.
		STAR Early Literacy	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</p>
		<u>Tier 1 Kindergarten</u> Student Scale Score Fall- at or above 528 Winter- at or above 608 Spring- at or above 685	
		<u>First Grade</u> Student Scale Score Fall- at or above 649 Winter- at or above 718 Spring- at or above 774	
		<u>Second Grade</u> Student Scale Score Fall- at or above 812	<ul style="list-style-type: none"> -Core Reading Program Reading Wonders (McGraw-Hill)* -STAR Early Literacy Suggested Skills - Small group differentiated instruction that enriches and accelerates reading achievement. -Provide standards-based instruction and tasks with varying Depth of Knowledge (DOK) levels -Communicate Purpose of Learning and Success Criteria -Establish a balanced literacy experience -Integrate reading and writing skills -Use formative assessments to pull small groups -Provide opportunities to engage in collaborative structures and accountable talk

		<p>Winter- at or above 834 Spring-at or above 850</p>		
		<p>Tier 2 <u>Kindergarten</u> Student Scale Score Fall- between 437-527 Winter –between 501-607 Spring-between 575-684</p> <p><u>First Grade</u> Student Scale Score Fall- between 547-648 Winter –between 611-717 Spring-between 674-773</p> <p><u>Second Grade</u> Student Scale Score Fall- between 709-811 Winter –between 746-833 Spring-between 785-849</p>	<p>Review the student instructional planning report to determine areas of focus. Provide daily small group differentiated intervention targeted to meet student’s instructional needs.</p>	<p>-Core Reading Program Reading Wonders (McGraw Hill)* -Supplemental Intervention Reading Program(s)* -STAR Early Literacy Suggested Skills -Smarty Ants* -Reading Wonders Tier 2 Resources* -Daily small group intensive instruction targeted to meet the students’ needs - Determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language. -Provide data driven teacher led small group instruction (4-6 students) 15-20 minute daily</p> <ul style="list-style-type: none"> • Phonics, Comprehension, Vocabulary, Writing, Fluency, Oral Language
		<p>Tier 3 <u>Kindergarten</u> Student Scale Score Fall- at or below 436 Winter - at or below 500 Spring- at or below 574</p>	<p>Review the student instructional planning report to determine areas of focus. Provide intensive, explicit, systematic and multi-sensory reading interventions with additional time, smaller group size, and more targeted instruction beyond the 120-minute literacy block.</p>	<p>Intensive, explicit, systematic and multi-sensory* reading interventions using district-adopted resources: -Core Reading Program Reading Wonders (McGraw-Hill)* -Supplemental Intervention Reading Program(s) and/or Comprehensive Intervention Reading Program* -Wonder Works (McGraw-Hill)*</p>

		<p><u>First Grade</u> Student Scale Score Fall- at or below 546 Winter - at or below 610 Spring- at or below 673</p> <p><u>Second Grade</u> Student Scale Score Fall- at or below 708 Winter - at or below 745 Spring- at or below 784</p>	<p>-Fountas & Pinnell Leveled Literacy Intervention* -Smarty Ants* -Reading Wonders Tier 2 Resources* -STAR Early Literacy Suggested Skills - 15-20 minute daily differentiated groups (4-6 students) - Provide data driven teacher led small group intensive instruction (1-3 students)10-15 minutes, 2-3 days a week</p> <ul style="list-style-type: none"> • Phonological/Phonemic Awareness, Phonics, Concepts of Print, Oral Language
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For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

**Materials/Activities Chart
Grades K-2**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
PHONOLOGICAL AWARENESS	Reading Wonders* Wonder Works* Smarty Ants* STAR Early Literacy Resources	<ul style="list-style-type: none"> • Recognizing rhyming words. • Counting, pronouncing, segmenting syllables into phonemes (e.g., hunt > /h/ /u/ /n/ /t/); blending individual phonemes, consonant blends, onsets and rimes into words (e.g., /d/ /o/ /g/ > dog; /t/ /r/ /u/ /ck/ > truck; /s/ + /um/ > sum, /g/ + /um/ > gum, /dr/ + /um/ > drum) • Isolating and pronouncing initial, medial, and final phonemes in spoken single-syllable words; replacing individual phonemes to make new words (e.g., hat > sat; cop > cap; grip > grit) • Distinguishing long from short vowel sounds in short spoken words 	http://mhreadingwonders.com/ http://mhreadingwonders.com/wonder-works/ https://dashboard.smartyants.com/login https://hosted368.renlearn.com/69995/StaffPlace.aspx?scID=0&scN=&srcID=d
PHONICS	Reading Wonders* Wonder Works* Smarty Ants* STAR Early Literacy Resources	<ul style="list-style-type: none"> • Knowing the primary or most common sounds of each consonant, five major long and short vowels, final e, and common consonant digraphs and vowel teams. • Reading high-frequency, irregularly spelled words by sight (e.g., was, one, have, of, love). • Being able to distinguish between similarly spelled words and identify inconsistent but common spelling-sound correspondences. • Decoding regularly spelled words. • Using knowledge of syllable structure and morphology (roots and affixes) to read words in and out of context. 	http://mhreadingwonders.com/ http://mhreadingwonders.com/wonder-works/ https://dashboard.smartyants.com/login https://hosted368.renlearn.com/69995/StaffPlace.aspx?scID=0&scN=&srcID=d

**Materials/Activities Chart
Grades K-2**

	Materials/Activities Chart Grades K-2		
	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
FLUENCY	Reading Wonders* Wonder Works* Fountas and Pinnell LLI* Smarty Ants* STAR Early Literacy Resources	<ul style="list-style-type: none"> • Reading with sufficient accuracy and rate to support comprehension. • Reading on-level text with purpose and understanding. • Reading on-level text orally with accuracy, appropriate rate, and expression. • Using context to confirm or self-correct word recognition and understanding. 	http://mhreadingwonders.com/ http://mhreadingwonders.com/wonder-works/ http://www.heinemann.com/products/E07462.aspx https://dashboard.smartyants.com/login https://hosted368.renlearn.com/69995/StaffPlace.aspx?scID=0&scN=&srcID=d
VOCABULARY	Reading Wonders* Wonder Works* Fountas and Pinnell LLI* Smarty Ants* STAR Early Literacy Resources	<ul style="list-style-type: none"> • Vocabulary learning is intertwined with concept development. • Vocabulary is learned in context. • Vocabulary is not about teaching just words. • Vocabulary instruction is deep and generative. • Vocabulary instruction involves the study of morphology, the structure of words. • Vocabulary Concept Sorts • Vocabulary Self-assessments • Vocabulary Notebooks 	http://mhreadingwonders.com/ http://mhreadingwonders.com/wonder-works/ http://www.heinemann.com/products/E07462.aspx https://dashboard.smartyants.com/login https://hosted368.renlearn.com/69995/StaffPlace.aspx?scID=0&scN=&srcID=d

**Materials/Activities Chart
Grades K-2**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
COMPREHENSION	Reading Wonders* Wonder Works* Fountas and Pinnell LLI* Smarty Ants* STAR Early Literacy Resources	<ul style="list-style-type: none"> • Base reading comprehension lessons on an accurate interpretation of the exact wording of the grade level CCSS with questions, text evidence, and correct answers (75% inferred and implied). • Reading comprehension lessons should be a minimum of 50% of all reading instruction beginning in kindergarten and first grade. • Teaching reading comprehension through standards-based questioning after reading text selections should require constructive, open-ended responses (OER), not selective, multiple-choice answers. • Balance reading selections between the Literature and Informational genre standards and meet the CCSS criteria for increasingly complex text. • Students should have elaborate rehearsal in the higher-level thinking and deductive reasoning required in close, text-dependent reading comprehension. Students must learn how to find accurate, relevant, explicit text evidence and cite the text evidence found to support inferred and implied correct answers to questions. • Evaluation of students' progress in reading comprehension performance should be based on a combination of a. finding and citing text evidence, and b. identifying correct answers to comprehension questions. • Provide equity and consistency in the reading comprehension program across all grade levels, classrooms, and school campuses with the same high-level of comprehension questions for all recommended reading text selections. • Provide reading teachers with an effective professional development program focused on the CCSS and close, text-dependent reading comprehension. 	http://mhreadingwonders.com/ http://mhreadingwonders.com/wonder-works/ http://www.heinemann.com/products/E07462.aspx https://dashboard.smartyants.com/login https://hosted368.renlearn.com/69995/StaffPlace.aspx?scID=0&scN=&srcID=d

programs including resources for **multisensory reading intervention strategies*

Florida Standards Assessment in Language Arts
Grades 4th-5th and Retained 3rd
Based on prior year's scores

Level 3, 4, or 5

4th Grade Student Scale Score at or above 300

5th Grade Student Scale Score at or above 311

Continue with core instruction and progress monitoring, analyzing student needs for additional support.

Level 2

4th Grade Student Scale Score between 285-299

5th Grade Student Scale Score between 297-310

Letter to parent/guardian (performance level, services provided, supplemental instruction, strategies, options)

Analyze student needs for additional support with progress monitoring and as outlined in "If, Then Chart" below.

Level 1

Retained 3rd Grade Student Scale Score at or below 284, indicating a substantial reading deficiency.

4th Grade Student Scale Score at or below 284

5th Grade Student Scale Score at or below 296

Letter to parent/guardian (performance level, services provided, supplemental instruction, strategies, options)

Analyze student needs for additional support with progress monitoring and as outlined in "If, Then Chart" below.

Chart D1 – 3-5 Assessment/Curriculum Decision Tree Using STAR Reading Polk County 2019-2020

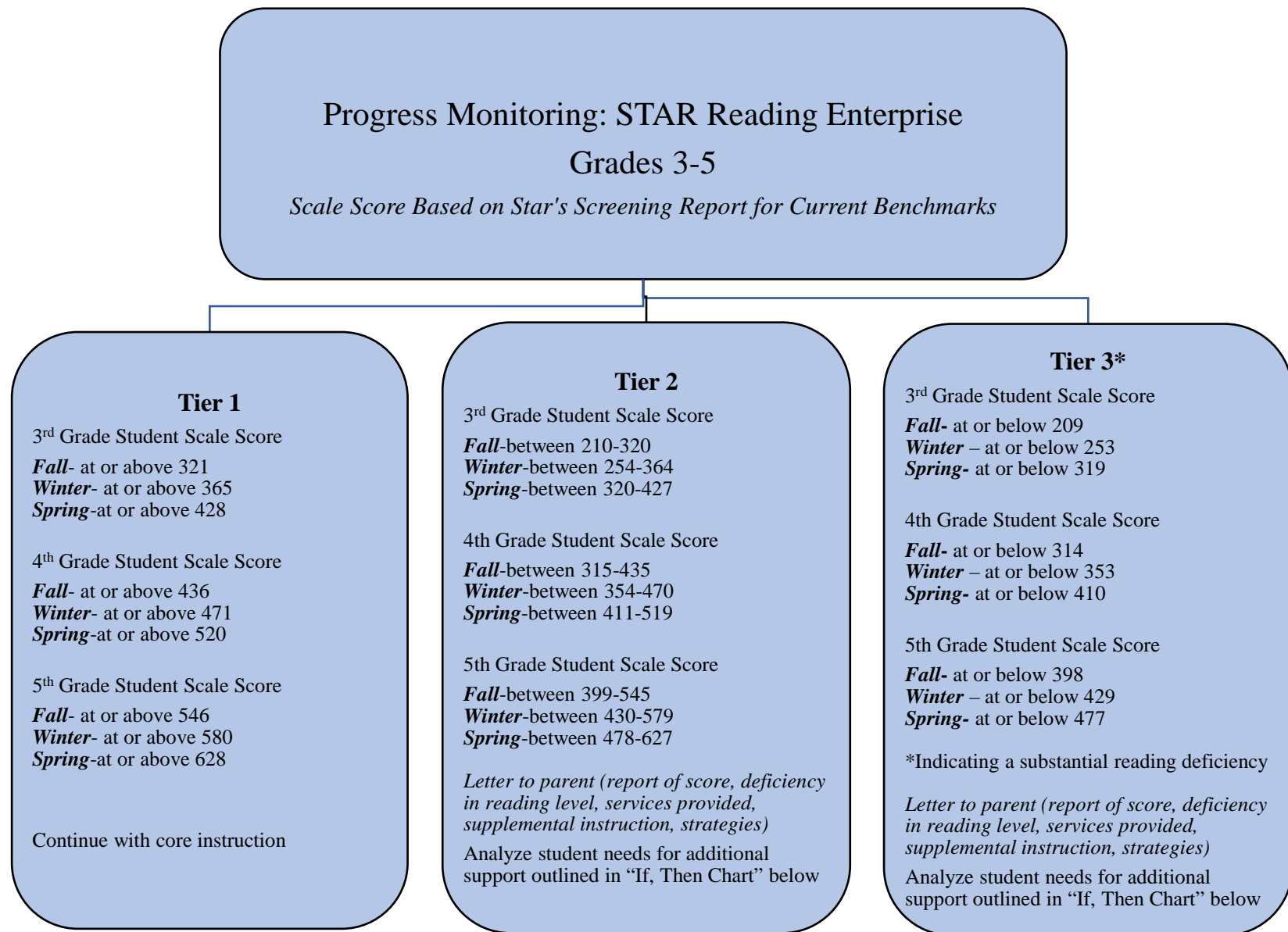


Chart D1 - 3-5 Assessment/Curriculum Decision Tree Using the STAR Reading Assessment in Polk County 2019-2020

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies <i>*programs including resources for multisensory reading intervention strategies</i>
<p>Grade 3 -5</p> <p>STAR Reading Enterprise</p> <p>Administer STAR Reading Enterprise to all 3rd-5th grade students.</p>	<p>Assessment Period 1: August/September 2019</p> <p>Assessment Period 2: December 2019</p> <p>Assessment Period 3: May 2020</p>	<p style="text-align: center;">Tier 1</p> <p><u>3rd Grade:</u> Student Scale Score Fall- at or above 321 Winter- at or above 365 Spring-at or above 428</p> <p><u>4th Grade:</u> Student Scale Score Fall- at or above 436 Winter- at or above 471 Spring-at or above 520</p> <p><u>5th Grade:</u> Student Scale Score Fall- at or above 546 Winter- at or above 580 Spring-at or above 628</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</p>	<p>-Core Reading Program: <i>Reading Wonders</i> (McGraw-Hill Education) *</p> <p>- Small group differentiated instruction that enriches and accelerates reading achievement. For acceleration: <i>Reading Wonders– “Beyond” Leveled Readers</i> (McGraw-Hill)*</p> <p>-Provide standards-based instruction and tasks with varying Depth of Knowledge (DOK) levels</p> <p>-Communicate Purpose of Learning and Success Criteria</p> <p>-Establish a balanced literacy experience</p> <p>-Integrate reading and writing skills</p> <p>-Use formative assessments to pull small groups</p> <p>-Provide opportunities to engage in collaborative structures and accountable talk</p> <p>-Istation*</p>
		<p style="text-align: center;">Tier 2</p> <p><u>3rd Grade:</u> Student Scale Score Fall-between 210-320 Winter-between 254-364 Spring-between 320-427</p> <p><u>4th Grade:</u> Student Scale Score Fall-between 315-435 Winter-between 354-470 Spring-between 411-519</p> <p><u>5th Grade:</u> Student Scale Score Fall-between 399-545 Winter-between 430-579 Spring-between 478-627</p>	<p>Provide more intensive instruction through smaller group size and more targeted instruction.</p>	<p>-Core Reading Program: <i>Reading Wonders</i> (McGraw-Hill Education) *</p> <p>-<i>Reading Wonders On-Level</i> Leveled Readers*</p> <p>-<i>Reading Wonders</i> Tier 2 Intervention Resources (Vocabulary, Comprehension) *</p> <p>-STAR Reading Suggested Skills</p> <p>-Istation*</p> <p>-Provide data driven teacher led small group instruction (4-6 students) 15-20 minutes daily</p> <ul style="list-style-type: none"> • Phonics, Comprehension, Vocabulary, Writing, Fluency, Oral Language <p>-Scaffolded direct instruction and guided practice to meet student needs</p>

		<p style="text-align: center;">Tier 3</p> <p><u>3rd Grade:</u> Student Scale Score, <i>indicating a substantial reading deficiency</i> Fall- at or below 209 Winter – at or below 253 Spring- at or below 319</p> <p><u>4th Grade</u> Student Scale Score Fall- at or below 314 Winter – at or below 353 Spring- at or below 410</p> <p><u>5th Grade</u> Student Scale Score Fall- at or below 398 Winter – at or below 429 Spring- at or below 477</p>	<p>Provide more intensive instruction through additional time, smaller group size, beyond the 120-minute literacy block.</p>	<p>Intensive, explicit, systematic and multi-sensory* reading interventions using district-adopted resources:</p> <ul style="list-style-type: none"> -Core Reading Program: <i>Reading Wonders</i> (McGraw-Hill Education)* -<i>Reading Wonders Approaching Level</i> Leveled Readers* (Vocabulary, Comprehension)* -<i>Reading Wonders</i> Tier 2 Intervention Resources -<i>Wonder Works</i> (McGraw-Hill)* -STAR Suggested Skills - Fountas and Pinnell LLI* -Istation* - 15-20 minute daily differentiated groups (4-6 students) - Provide data driven teacher led small group intensive instruction (1-3 students)10-15 minutes, 2-3 days a week <ul style="list-style-type: none"> • Phonological/Phonemic Awareness, Phonics, Concepts of Print, Oral Language
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For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Grades 6-8				
FSA Reading	April 2018	Student scores a Level 1 or 2...	STAR scores and academic records are reviewed	See Below
		Student scores High Level 2 on FSA: <ul style="list-style-type: none"> • 313-320 (Gr 5 FSA) • 317-325 (Gr 6 FSA) • 325-332 (Gr 7 FSA) • 329-336 (Gr 8 FSA) 	Student is scheduled into a single period of Content Area Reading in addition to their required M/J Language Arts class.	Materials and interventions that may be used in Content Area Reading classes to provide reading intervention and cognitive challenges include the following: <ul style="list-style-type: none"> • Instruction provided by CARPD/NG-CARPD teacher(s) • Current State Adopted Textbooks - as found in Science and Social Studies classes • STAR Suggested Skills
		Student scores Level 1 to Low Level 2 on FSA: <ul style="list-style-type: none"> • 257-312 (Gr 5 FSA) • 259-316 (Gr 6 FSA) • 267-324 (Gr 7 FSA) • 274-328 (Gr 8 FSA) 	Student is scheduled into a single class period of Intensive Reading (cohort scheduling with the M/J Language Arts class).	Materials and interventions that may be used in single period Intensive Reading classes to provide reading intervention and cognitive challenges include the following: <ul style="list-style-type: none"> • Targeted instruction provided by Reading Endorsed/Certified teacher(s) • Achieve 3000 • STAR Suggested Skills
		Student scores Level 3 or above on FSA...	Student is scheduled into M/J Language Arts or M/J Language Arts Advanced for the appropriate grade level.	Current State Adopted Textbook –Pearson Literature, Florida
STAR Assessment	August/September 2019		L1 and L2 students will continue with current reading intervention in a Content Area Reading class or Intensive Reading class and receive differentiated instruction as identified by STAR data	See above listed materials
STAR Assessment	December 2020		L1 and L2 students will continue with current reading intervention in a Content Area Reading class or Intensive Reading class and receive differentiated instruction as identified by STAR data	See above listed materials
STAR Assessment	May 2020		L1 and L2 students will continue with current reading intervention in a Content Area Reading class or Intensive Reading class and receive differentiated	See above listed materials

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Grades 9-12				
FSA Reading	April 2019	Student scores a Level 1 or 2...	STAR scores and academic records are reviewed	See Below
		Student scores High Level 2 on FSA: <ul style="list-style-type: none"> • 329-336 (Gr 8 FSA) • 335-342 (Gr 9 FSA) • 341-349 (Gr 10 FSA) 	Student is scheduled into a single period of Content Area Reading in addition to their required English class.	Materials and interventions that may be used in Content Area Reading classes to provide reading intervention and cognitive challenges include the following: <ul style="list-style-type: none"> • Instruction provided by CARPD/NG-CARPD teacher(s) • Current State Adopted Textbooks - as found in Science and Social Studies classes • STAR Suggested Skills
		Student scores Level 1 to Low Level 2 on FSA: <ul style="list-style-type: none"> • 274-328 (Gr 8 FSA) • 276-334 (Gr 9 FSA) • 284-340 (Gr 10 FSA) 	Student is scheduled into a single class period of Intensive Reading (cohort scheduling with the required English class).	Materials and interventions that may be used in single period Intensive Reading classes to provide reading intervention and cognitive challenges include the following: <ul style="list-style-type: none"> • Targeted instruction provided by Reading Endorsed/Certified teacher(s) • Achieve 3000 • STAR Suggested Skills
		12th grade student has not met the graduation requirement for reading	Student is scheduled into a single class period of Intensive Reading (cohort scheduling with the required English 4 class).	Materials and interventions that may be used in single period Intensive Reading classes to provide reading intervention and cognitive challenges include the following: <ul style="list-style-type: none"> • Targeted instruction provided by Reading Endorsed/Certified teacher(s) • Achieve 3000 • STAR Suggested Skills • ACT/SAT prep materials
		Student scores Level 3 or above on FSA...	Student is scheduled into English, Honors English, or Advanced Placement English for the appropriate grade level. Cohort scheduling for students who previously scored a Level 1 or 2 on FSA.	Materials and interventions that may be used in single period Intensive Reading classes to provide reading intervention and cognitive challenges include the following: <ul style="list-style-type: none"> • Current State Adopted Textbook –Pearson, various AP textbooks. • STAR Suggested Skills • Targeted interventions by school literacy coach, based on formative assessment and data analysis. (**All high schools will have a school-based literacy coach for the 2018-19 school year.)
STAR Assessment <i>Administer STAR for 9th-10th grade students who are Level 1 and 2 on previous FSA ELA (Level 3 students recommended, Level 4-5 optional) AND 11th-12th grade students who have not met the graduation requirement for reading.</i>	August/ September 2019		L1 and L2 students will continue with current reading intervention in a Content Area Reading class or Intensive Reading class and receive differentiated instruction as identified by STAR data	See above listed materials <ul style="list-style-type: none"> • All students in 9th-10th grade (regardless of FSA score) will take STAR Reading 3 times per year to continue to measure their individual reading progress.
STAR Assessment <i>Administer STAR for 9th-10th grade students who are Level 1 and 2 on previous FSA ELA (Level 3 students recommended, Level 4-5 optional) AND 11th-12th grade students who</i>	December 2020		L1 and L2 students will continue with current reading intervention in a Content Area Reading class or Intensive Reading class and receive differentiated instruction as identified by STAR data	See above listed materials <ul style="list-style-type: none"> • All students in 9th-10th grade (regardless of FSA score) will take STAR Reading 3 times per year to continue to measure their individual reading progress.

<i>have not met the graduation requirement for reading.</i>				
STAR Assessment <i>Administer STAR for 9th-10th grade students who are Level 1 and 2 on previous FSA ELA (Level 3 students recommended, Level 4-5 optional AND 11th-12th grade students who have not met the graduation requirement for reading.</i>	May 2020		L1 and L2 students will continue with current reading intervention in a Content Area Reading class or Intensive Reading class and receive differentiated instruction as identified by STAR data	See above listed materials <ul style="list-style-type: none"> • All students in 9th-10th grade (regardless of FSA score) will take STAR Reading 3 times per year to continue to measure their individual reading progress.
For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.				