

Polk County Public Schools



2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Everett, Ann Senior Director of K-12 Literacy ann.everett@polk-fl.net (863)-534-0018 Ext. 656
Main District Reading Contact	Plowden, Diane Director of K-12 Literacy diane.plowden@polk-fl.net (863)534-0018 Ext.668
Elementary English Language Arts (ELA)	McDowell, Lindsey Elementary Literacy Curriculum Specialist lindsey.mcdowell@polk-fl.net (863) 534-0018 Ext. 654
Secondary ELA	Ashley, Ashley Secondary Literacy Curriculum Specialist ashley.ashley@polk-fl.net (863) 534-0018 Ext. 660
Reading Endorsement	Eiland, Stephanie District Based Reading Coach stephanie.eiland@polk-fl.net (863) 647-4099
Reading Curriculum	Plowden, Diane Director of K-12 Literacy diane.plowden@polk-fl.net (863) 534-0018 Ext. 668
Professional Development	Joe, Cheryl Senior Director of Professional Development cheryl.joe@polk-fl.net (863) 647-4270 Ext 478
Assessment	Riley Hawkins, Sandra Senior Director of Assessment, Accountability and Evaluation sandra.rileyhawkins@polk-fl.net (863) 534-0979 Ext 741
Data Element	Everett, Ann Senior Director of Literacy ann.everett@polk-fl.net (863)534-0018 Ext 656
Summer Reading Camp	McDowell, Lindsey Elementary Literacy Curriculum Specialist lindsey.mcdowell@polk-fl.net (863) 534-0018 Ext. 654
Third Grade Promotion	Baker-Cunningham, Torsha Elementary Literacy Curriculum Specialist torsha.baker@polk-fl.net (863) 534-0018 Ext. 664
300 Lowest-Performing Elementary Schools	Plowden, Diane Director of K-12 Literacy diane.plowden@polk-fl.net (863) 534-0018 Ext. 668

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

- Collaboration and sharing with Regional Superintendents; Assessment, Accountability and Evaluation; Pre-K; MTSS; ESE; ESOL departments prior to publishing to all stakeholders
- Presenting to all principals, 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

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 45%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 46%

Describe action steps to meet the district's kindergarten readiness goal.

To reduce the gap between the district and the state, the district's pre-K department will:

- Implement use of STAR -EL in prekindergarten classrooms to support students' functional use of computer for assessments.
- Align State Prekindergarten standards to kindergarten entry expectations.
- Provide staff Professional Development on Prekindergarten standards

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	29	24	27	16	4	28	23	28	17	4
4	35	23	23	15	4	34	22	24	16	4
5	28	29	24	15	5	27	27	25	16	5
6	30	27	20	16	6	29	26	22	17	6
7	35	26	21	13	5	34	25	22	14	5
8	29	24	26	14	7	28	23	27	15	7
9	36	26	20	13	5	35	25	21	14	5
10	32	27	19	16	6	31	26	20	17	6

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

Increase the percentage of students currently scoring at or above proficiency, based on Renaissance Star Early Literacy Assessment, Spring SEL Percentile Rank (Unified SEL Percentile at 40% or greater) by 2% this year.

Kindergarten:2021- 59% to 2022-61%

First Grade:2021-46% to 2022-48% (above grade level students assessing with Star Reading and not reflected in this assessment group)

Second Grade:2021-17% to 2022-19% (on-grade level students access with Star Reading and are not reflected in this assessment group)

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation	\$0.00
2	Estimated proportional share distributed to district charter	\$0.00
3	Reading coaches assigned to elementary schools	\$0.00
4	Reading coaches assigned to secondary schools	\$0.00
5	Intervention teachers assigned to elementary schools	\$0.00
6	Intervention teachers assigned to secondary schools	\$0.00
7	Supplemental materials or interventions for elementary schools	\$0.00
8	Supplemental materials or interventions for secondary schools	\$0.00
9	Intensive interventions for elementary students reading below grade level	\$0.00
10	Intensive interventions for secondary students reading below grade level	\$0.00
11	Professional development	\$0.00
12	Helping teachers earn the reading endorsement	\$0.00
13	Summer reading camps	\$0.00
14	Additional hour for 300 lowest-performing elementary schools	\$0.00
Total:		\$0.00

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

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 3rd Grade Summer Reading Camp, a district-wide program to support and promote retained 3rd graders.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

Ongoing, continuous communication and presentations:

- Weekly District Communication (weekly official news and information publication via email and posted on Polk County Public Schools webpage)
- Regional Superintendents' meetings with administrators

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

Senior Director and Director of Literacy

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

Regional Superintendents
Chief Academic Officer
Senior Director of Literacy
Director of Literacy

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

Polk County Schools offers a variety of professional development opportunities to support literacy instruction. Reading Endorsement Competency 1, 2, 3, 4 and 5 (based on the Performance Indicators) are offered through online courses as well as hybrid courses (on school site) designed to add collegiality and onsite support for teachers, providing flexibility to integrate course content and school-based practices through authentic application of reading instruction.

Professional Development, including on-demand videos, will be provided for all district adopted curriculum content for implementation of K-12 McGraw Hill core curriculum and all reading intervention resources: Smarty Ants, IStation, Renaissance Star Early Literacy and Reading, and Achieve 3000 Literacy, which includes support for integrating phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies using an explicit, systematic and sequential approach, including multisensory intervention strategies.

Literacy coach professional development is provided monthly, focused by regions and specific to current needs and district/school literacy initiatives.

The Professional Development department provides the following opportunities:

- Schoology course for instructional staff: “Formative Assessments: The WHY and HOW”
- Schoology course and in-field coaching for school-based coaches and PEC mentors: “NTC Coaching Tools: The Planning Conversation Guide” to support planning and alignment to standards.
- Schoology course and in-field coaching for school-based coaches and PEC mentors: “NTC Coaching Tools: Analyzing Student Learning” to support analyzing formative assessments and creating a plan to close the achievement gap.
- Schoology course and in-field coaching for school-based coaches and PEC mentors: “NTC Coaching Tools: Content, Strategies, and Alignment” to support effective feedback using data after a classroom observation centered around an identified indicator.
- PD Offering: Discussion & Questions to Evoke Higher-Order Thinking Professional Learning Sessions.
- AVID PD: “Content-Specific Critical Reading” which covers implementing critical reading strategies in order to support content-specific literacy across all content areas.
- AVID PD: “Critical Reading Strategies for the Elementary Classroom” which covers scaffolding critical reading strategies for elementary students to access and process grade- appropriate rigorous tests.
- AVID PD: “Reading and Writing-to-Learn Strategies for the Elementary Classroom” which covers Implementing the key reading strategies, synthesizing and identifying importance, to support students’ access to, and understanding of, rigorous texts.

- Power School Premium Library through “PowerSchool” – Classroom Demonstrations, Professional Learning Courses in Reading, Exceptional Ed. And Experts in Reading Strategies.
- For SAOs, the PD opportunities around the Assessment Literacy work include:
- Readiness pre-assessments
- Formative assessments
- Student Work Analysis
- Data-Driven Differentiated Instruction
- Summative assessments (classroom-based)
- Performance assessments (classroom-based)
- Rubrics

Literacy Leadership Team will identify mentor teachers and model classrooms. Training and resources will be provided in coach and administrative meetings.

Per the Teacher Collective Bargaining Agreement 2019-2022, "the principal may have up to one 45-minute block per week designated for Collaborative Planning, Professional Learning Community (PLC), or Faculty Meetings (one (1) per month) or other data gathering/planning intended to increase student achievement."

Designated staff development days: 8-4-21 (Contact Day), 9-13-21 (Data Day) and 2-18-22.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

Communication shared:

Weekly district communication

Regional Superintendent meetings with administrators

District support is provided through resources and training opportunities provided by the Professional Development and Literacy departments. The online platform NetConnect and Learning Management System Schoology provide access to resources, video training and opportunities for face-to-face and even hybrid, school-site collaborative learning (such as for reading endorsement).

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

Director of Professional Development

Director of Certification

Senior Director of Literacy

Director of Literacy

Charter Schools

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

No

Literacy Coaches

Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- 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; and
- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

Polk County Public Schools currently, using multiple funding sources, provides a literacy coach position (reading endorsement or certification required) at each of our K-12 schools.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B**Requirements of the Just Read, Florida! Coaching Model**

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data;
 - administration and analysis of instructional assessments; and
 - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Regional principal meetings, led by the Chief Academic Officer and Regional Superintendents, with roles and expectations defined, are communicated to the principals.

How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

The district literacy curriculum team facilitates monthly regional professional development sessions for the school-based literacy coaches with focus on district and state initiatives, such as analyzing and using data to inform instructional planning, action plans, coaching cycles, and facilitation of professional development, based on instructional needs.

The district will provide and monitor a monthly coaching log to support the prioritization of these high impact priorities and use the data from these logs to review, analyze, and suggest adjustments as needed.

Who at the district level is supporting and monitoring coach time and tasks?

Regional Superintendents conduct walk-throughs and confer with administration.
Senior Director and Director of Literacy will monitor and evaluate coach time logs.

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

Coaching time, tasks, and impact data will be reported and reviewed monthly.

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

Senior Director and Director of Literacy will communicate data, issues and concerns with Regional Superintendents.
Communication and problem solving protocols will be led by the Regional Superintendents working with school-based administration.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
STAR Early Literacy	K, 1, 2	Screeners, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FLKRS	K	Screeners, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
STAR Reading	3-12	Screeners, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Smarty Ants Initial and Back to School Assessments	K-2	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
IStation ISIP	3-5	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Achieve 3000	6-12	Progress Monitoring, Diagnostic	Vocabulary, Comprehension	Monthly
Kindergarten Florida Wonders Assessment	Kindergarten	Progress Monitoring, Summative	Oral Language	Monthly
Teacher Created Assessment	1-12	Progress Monitoring, Diagnostic	Oral Language	Annually
District Developed Assessment	4-12	Progress Monitoring	Comprehension	3 x A Year
FSA	3rd-10th and Retakers	Formative Assessment	Comprehension	Annually
FastBridge	6-12 Tier 3-Intensive Reading Students	Screeners	Phonological Awareness, Phonics, Fluency, Comprehension	Annually

District-Level Monitoring - Part B

Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

Chief Academic Officer
Regional Superintendents
Senior Director of Literacy
Senior Director of AAE
Director of Literacy

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

The district offers ongoing training and support to ensure all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based. The district provides standards-based curriculum maps, outlining the expectations, and training and support with evidence based instruction. State approved instructional materials have recently been adopted, and resources for evidence based instruction is being demonstrated and employed. The expectations are communicated with district staff, school-based administrators, school-based literacy coaches and teachers. These expectations are communicated and supported in monthly principal and school-based coach meetings and professional development. The principals and regional superintendents conduct walk-throughs and evaluate reading skills instruction.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

Through the MTSS process, school teams evaluate data monthly, assign tiered placement for intervention, and plan for differentiated instruction. The district supports this process through training and coaching. This process is guided by the literacy coaches and administrators who then report to their regional superintendent.

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

The district conducts monthly literacy coach meetings and professional development, which includes how to support literacy instruction in the content areas (with focus on social studies, science, and math). The district literacy coaches also collaborate with the science, social studies and math district coaches and provide training for other content school-based coaches. The principals and regional superintendents conduct walk-throughs and evaluate effective incorporation of literacy instruction in the content areas.

How are concerns communicated if the plan is not being implemented to meet the needs of students?

Through the MTSS process, tiered data will be shared with the Regional Superintendents after each progress monitoring window. Walkthrough data will also be shared and considered by the Regional Superintendents who will work with school administration for effective implementation.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level; and
- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

To evaluate the K-12 Reading Plan, Polk County Public schools will create and implement a survey, including ratings for implementation in leadership, assessment, curriculum, instruction intervention, professional development and family engagement. The survey will be offered to teachers, literacy coaches and administrators, as well as the district literacy team. The Senior Director and Director of Literacy will collect data from the survey and use to review implementation of the Reading Plan. This

data will be used by the Reading Plan committee to identify elements that need improvement or additional strategies to improve literacy outcomes for students in the following year. This survey and its evaluation will be based on the state's rubric for evaluation.

Self Reflection Tool

Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

No files were uploaded

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

The expectation for each principal at each school is to conduct weekly walkthroughs, capturing data using a district created form, stored and computed into useful reports. The data includes information for implementation of effective reading instruction, in compliance of the district Reading Plan. The MTSS process is used to determine intervention and support needs of students. The principal reports this data, along with progress monitoring data, to the Regional Superintendent for further analysis and consideration in instructional actions, changes and goals.

Who at the district level supports effective implementation?

Regional Superintendents and Chief Academic Officer monitor and evaluate implementation. Senior Director and Director of Literacy, Senior Director of AAE and Senior Director of Professional Development support implementation through communication, resources and professional development.

What process is in place to identify areas in need of improvement for effective implementation?

Regional Superintendents will communicate and facilitate all needs of improvement with principals. Regional Superintendents, Chief Academic and principals request additional district support. Regional Superintendents and Chief Academic Officer will communicate any needs for improvement on the support level or to improve Reading Plan with Senior Director and Director of Literacy.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Monitoring implementation and compliance of the reading plan includes weekly walkthroughs by administrators. Polk County uses a specific platform, Support Tracker, with a specific walkthrough form that includes indicators for the reading plan implementation.

Who at the district level supports effective implementation?

The Regional Superintendents conduct monthly walkthroughs/meetings with the principals and evaluate and analyze the data from the Support Tracker to evaluate effective implementation and needs of support.

What process is in place to identify areas in need of improvement for effective implementation?

In monthly meetings, Regional Superintendents review the Support Tracker data and communicate needs of improvement. The Regional Superintendents and principals request any additional needed support from appropriate district departments.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The district uses an online platform, Focus, to collect all assessment data and reports, which is used for MTSS, tiered intervention, and to identify students' needs for instructional support.

Who at the district level supports effective implementation?

Chief Academic Officer
Regional Superintendents
Senior Director of Assessment, Accountability and Evaluation
Senior Coordinator of MTSS
Senior Director of Literacy
Director of Literacy

What process is in place to identify areas in need of improvement for effective implementation?

The Chief Academic Officer, Regional Superintendents and Senior Directors evaluate implementation after each progress monitoring window and collaborate to determine areas of improvement, notifying principals and district support teams as needed.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

Polk County Public Schools is providing an opportunity for retained and/or targeted 3rd grade students to participate in the Summer Learning program. The district will invite students with a Star Reading scale score at or below the 24th percentile to participate in the program. Students attending the third grade Summer Learning program will receive targeted instruction in reading and mathematics, as well as a preview of fourth grade skills.

The Summer Learning program will take place at nineteen elementary schools and is scheduled for June 9-July 16, Monday-Friday, 8:00am-1:00pm (no school July 5-9). Transportation will be provided from each student's home school to their assigned Summer Learning site.

Curriculum utilized includes:

Teacher Created Materials: Building Vocabulary Foundations (multisensory components)

Scholastic Lit Camp (multisensory components)(Writing component:https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf)

Benchmark's Act Now (multisensory components) (Reading Comprehension Strategies, Annotation, Discussion: <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>)

Freckle Math and ELA (online-multisensory)

IStation (online-multisensory)(state approved for 3rd grade Alternative Assessment for Good Cause Promotion)

B.E.S.T. Literature Books

Job description requires highly effective teacher, reading endorsed/certified.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

Yes

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

Polk County Public Schools is providing an opportunity for 2nd and 4th grade students to participate in a Summer Learning program. The district will invite students with a Star Reading scale score at or below the 24th percentile to participate in the program. Students attending the Summer Learning program will receive targeted instruction in reading and mathematics, as well as a preview of the upcoming (third or fifth) grade skills.

The Summer Learning program will take place at nineteen elementary schools and is scheduled for June 9-July 16, Monday-Friday, 8:00am-1:00pm (no school July 5-9). Transportation will be provided from each student's home school to their assigned Summer Learning site.

Curriculum utilized includes:

Teacher Created Materials: Building Vocabulary Foundations (multisensory components)

Scholastic Lit Camp (multisensory components)(Writing component:https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf)

Benchmark's Act Now (multisensory components) (Reading Comprehension Strategies, Annotation, Discussion: <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>)

Freckle Math and ELA (online-multisensory)

IStation (online-multisensory)

B.E.S.T. Literature Books

Job description for highly effective teacher, reading endorsed/certified (principals' discretion to hire effective teachers if needed).

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

544

Students who demonstrate a reading deficiency in grades K-2

703

Students who score Level 1 in grades 4-5

263

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

32%

Students who demonstrate a reading deficiency in grades K-2

43%

Students who score Level 1 in grades 4-5

15%

Parent Support through a Read-At-Home Plan

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

The district will provide a flyer for schools to send home to parents. Flyer, available in English, Spanish and Haitian-Creole, will include information for family engagement in literacy activities and reading at home. The information will also be published on the district's website and shared on social media.

Links will include:

Just Read, Florida!- Parent Resources: <http://www.fldoe.org/academics/standards/just-read-fl/parents.shtml>

Just Take 20-For Families: <http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/>

Based on our district's approved Request for Application for High Quality Early Literacy, 42 targeted elementary schools will take part in an At Home Connection (all other elementary schools will be invited to participate using school-based funds), which will provide:

Literacy Backpacks for grades K-2 using B.E.S.T. grade level books

- Phonics to Reading workbooks by Wiley Blevins for each student
- Phonics manipulatives for at home use
- Training /information to parents during literacy nights, with following topics:
 - o Child centered read-aloud strategies
 - o Use of Literacy Backpacks
 - o Word/phonics play at home
 - o How to reinforce school learning using the Phonics to Reading Workbooks

The district literacy team will connect with area organizations (Polk State College, Polk Vision, etc.) to develop a video library on use of provided resources.

Who at the district is responsible for monitoring this requirement?

The Senior Director and Director of Literacy is responsible for supporting and monitoring this requirement with support from the Literacy Department and Literacy Leadership teams.

Assessment, Curriculum, and Instruction

Requirements - Part A

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

The district provides reading block schedule guidance, with a minimum of 90 minutes uninterrupted time for all students, with an expectation of 120 minutes total each day for reading instruction. The district literacy department utilizes a Balanced Literacy framework with tiered 1, 2 and 3 instruction, which specifies and defines whole group instruction and small group differentiated instruction. The district adopted curriculum is Florida Wonders 2022, 1st Edition-McGraw Hill School Education, LLC (no ESSA evidence available) Florida state adopted. Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21#tab-summary>), comprehension, as well as integrated writing (<https://ies.ed.gov/ncee/wwc/PracticeGuide/17>). The Regional Superintendents communicate the scheduling expectations and oversee the approval of each school's schedule. The district supports the implementation of whole group instruction utilizing an evidence-based sequence of reading instruction with use of district created curriculum maps, resources shared in the Schoology platform by grade level, and professional development provided to school-based coaches and teachers. The Regional Superintendents conduct walk-throughs with principals and analyze data to ensure implementation.

Who at the district is responsible for supporting and monitoring this requirement?

Regional Superintendent, Chief Academic Officer monitor and support.
Senior Director and Director of Literacy support.

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

The district supports the use of texts to increase students' background knowledge and literacy skills by adopting McGraw Hill curriculum, Florida Wonders, which has infused many content area texts. The district's Request for Application for High Quality Early Literacy grant will also enable the purchase of books from the B.E.S.T. Standards Book lists and train teachers, administrators and parents in evidence-based reading instruction.

The use of social studies, sciences and the arts texts will be monitored primarily through walkthroughs and data collected for implementation.

Who at the district is responsible for supporting and monitoring this requirement?

Regional Superintendents support and monitor.
Senior Director and Director of Literacy support.

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

The district provides reading block schedule guidance, including a designation for small group differentiated instruction. The Regional Superintendents communicate the scheduling expectations and oversee the implementation. The district supports the implementation of small group differentiated instruction utilizing a Balanced Literacy framework that includes evidence-based sequence of reading instruction with resources shared in the Schoology platform by grade level, and professional development provided to school-based coaches and teachers focused on analyzing data, tiering students, and planning for differentiated instruction. The district also provides student resources, such as Star Reading, Istation, and Smarty Ants that provide diagnostic information, reports, and resources for differentiating instruction. The Regional Superintendents conduct walk-throughs with principals and analyze data to ensure implementation.

Who at the district is responsible for supporting and monitoring this requirement?

Regional Superintendent, Chief Academic Officer monitor and support.
Senior Director and Director of Literacy support.

Florida's Revised Formula For Success - Part B

K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 + T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The Six Components of reading are supported with the implementation of the B.E.S.T. Standards for K-2, with professional development for all administrators, literacy coaches and teachers. The district's Request for Application for High Quality Early Literacy will fund training for 42 schools (and all other schools can participate with own funding) for K-2 teachers that will include foundational skills in the six components of reading. The district's support for instruction further supports the six components of reading K-12 through Balanced Literacy frameworks, state approved core curriculum, curriculum maps in Schoology with many attached resources, reading intervention resources, and professional development.

The district supports alignment with the Four types of classroom assessments with required assessments, such as FLKRS, Star Early Literacy and Star Reading, and District Writing Assessments. Through the use of the district's assessment and data platforms, Performance Matters and Focus, assessments can be assigned and data stored and benchmarked for efficient report sharing and data analysis. Assessments from the adopted curriculum and reading intervention platforms, including screening, diagnostic and formative or summative assessments can be used as needed.

Core instruction is standards aligned, based on the current state standards adoption. K-2 will implement the new B.E.S.T. Standards, supported in the Reading Plan with state approved and standards-aligned instructional materials (McGraw Hill's Florida Wonders), curriculum maps, and professional development for new standards and newly adopted instructional materials. In grades 3-12, instruction will be aligned to the Florida Standards, with support using newly adopted instructional materials, aligned curriculum maps and resources, and PD for new instructional materials.

Tier 2 and tier 3 instructional materials are also state approved and aligned to standards. McGraw Hill Florida Wonders and Wonder Works includes resources for reading assessment and intervention. Smarty Ants, IStation and Achieve 3000 Literacy also offer diagnostic assessments that can be used for tier 2 and 3 interventions, with specific small group or individual intervention lessons teachers can access based on individual student data.

The district literacy team provides clear literacy frameworks with specified time for tier 1, 2 and 3 instruction, detailing the type of activities (whole group, small group) that facilitate learning at each tier. With resources and support provided from the Exceptional Education department, the MTSS process is used to analyze data and tier students. The expectation is that tier 3 interventions, from reading endorsed or certified teachers, provide explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring.

Accommodations for students with a disability are supported by the ESE department, and accommodations for ELLs are supported by the ESOL department. The adopted instructional materials, curriculum maps with additional resources and professional development using evidence-based instructional practices, provide print-rich explicit and systematic instruction and guide the teachers in providing scaffolded and differentiated instruction, build background knowledge and incorporate writing in response. The available resources and professional development provide support in the UDL framework, with components for engagement, representation, and action and expression.

How does the district support and monitor implementation?

The district has many layers of support to monitor implementation of the Reading Plan. The Literacy department supports with instructional materials, curriculum maps, resources (in Schoology), ongoing coaching and professional development. The Professional Development department supports with literacy and evidence-based instructional training. The Exceptional Education department provides schools support with the MTSS process and accommodations for ESE students. The ESOL department supports schools with accommodations for English language learners. The Assessment, Accountability and Evaluation department maintains and provides support with the district's assessment and data platforms, and coaches and trains in data analysis. All of the departments collaborate to provide the best support for effective implementation.

The Chief Academic Officer and Regional Superintendents monitor implementation by conducting walkthroughs and gathering and analyzing all of the available data.

Who at the district is responsible for supporting and monitoring this requirement?

Chief Academic Officer
Regional Superintendents
Senior Director of Assessment, Accountability and Evaluation
Senior Director of Literacy
Director of Literacy
Senior Coordinator of MTSS

Assessment/Curriculum Decision Trees - Part C

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

Polk-K-12_Ddecision_Trees-2021-22.pdf
<i>Polk County Public Schools Decision Trees, K-12, 2021-2022</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

Students are identified with Substantial Reading Deficiency using current, grade level-appointed assessment platforms. Most assessment data, from FSA, FLKRS, to progress monitoring assessments, such as Star Early Literacy and Star Reading assessments, as well as district writing assessment, are tiered by scores and color-coded to facilitate data analysis and deficiency identification in the district learning platform, Performance Matters. The Assessment, Accountability and Evaluation department oversees this platform and works in collaboration with the Literacy department to set the tiered cut scores. The scores indicating deficiencies are color coded, which allows for schools and teachers to easily identify targeted students. The MTSS Process is used to help identify and problem solve for instructional interventions. See Decision Trees for assessments and benchmarks.

The district has adopted curriculum that supports the assessment and instruction for reading competency, including phonological awareness, phonics, vocabulary, oral language skills, fluency and comprehension. The core curriculum adoption of McGraw Hill for K-12 supports the B.E.S.T. Standards (for K-2), L.A.F.S. (for 3-12), and the reading foundations. The reading intervention resources, IStation and Achieve 3000 Literacy, provide monthly assessments and daily intervention resources.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

Yes

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.

Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

1. School start time: 8:00am
2. School dismissal time: 3:00pm
3. Total number of instructional minutes per day: 390
4. Minutes per day of reading instruction (must be at least 150): 180

The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.

The additional hour of instruction is provided by the regular classroom teachers on that grade level. Instruction is provided by reading endorsed or certified teachers. In some cases, students are tiered and the students with the greatest need are placed with the teacher who has the greatest results as determined by state assessments and district progress monitoring data. The district monitors through the regional assistant superintendents reviewing each school's master schedule and district instructional support with collaborative planning and walk-throughs throughout the school year.

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

Differentiated instruction is based on assessment data from Smarty Ants (K-2), Istation reports (3-5, ISIP monthly), Star Early Literacy and/or Star Reading Reports (three times a year), weekly district and/or teacher-made assessments, and district-created progress monitoring writing assessments (three times a year). The district assures this process through providing and requiring these assessments and offering training and coaching support in the collection and analysis of data and how to use the data for differentiated instructional planning. The district also provides a computer-based platform, Performance Matters, so that district and school-based staff have access to state and district data for monitoring and driving instruction.

The research-based reading instruction includes small group rotations with teacher-led explicit instruction

on the students' deficits, error analysis, discussion, feedback, and guided practice with opportunities for independent practice. Instruction is based on data and resources from STAR Early Literacy, STAR Reading, Smarty Ants (K-2), Istation ISIP (3-5), district and teacher-made assessments. Intensive reading instruction includes explicit and systematic instruction in phonics/phonemic awareness, fluency, vocabulary, reading comprehension and writing. This intensive reading instruction is based on state recommendations. The district evaluates the instructional practices and have evidence of accelerated progress based on the schools implementing with the fidelity. Fifty-eight percent of the schools on the list who followed this model, increased in English Language Arts proficiency or English Language Arts learning gains. Eleven percent of the schools on 2017-2018 list improved and do not appear on the 2018-2021 lists.

The integration of social studies, science text reading, text discussion and writing in response to reading are supported through adopted curriculum, Florida Wonders, as well as collaboration with district and school-based content area coaches with support to teachers in resources and professional development.

These schools are included on the Request for Application for High Quality Early Literacy grant and will receive professional development for teaching students academic language skills, developing awareness of the segments of sound in speech and how they are linked to letters, decoding words, analyzing word parts and writing and recognizing words. These schools will receive books from the B.E.S.T. Standards book list for K-2 along with the components of read aloud training for teachers, literacy coaches and administrators.