

Polk County Public Schools



2022-23 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, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	McKenzie, Victoria Senior Director of Literacy victoria.mckenzie@polk-fl.net (863)534-0018 Ext 656
Elementary English Language Arts (ELA)	Baker-Cunningham, Torsha Curriculum Specialist torsha.baker@polk-fl.net (863)534-0018 Ext 664
Secondary ELA	Valk, Mieke Curriculum Specialist mieke.valk@polk-fl.net (863) 534-0018 Ext. 662
Reading Endorsement	Eiland, Stephanie District Based Reading Coach stephanie.eiland@polk-fl.net (863) 647-4099
Reading Curriculum	Plowden, Diane Curriculum Specialist 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	McKenzie, Victoria Senior Director of Literacy victoria.mckenzie@polk-fl.net (863) 534-0018 Ext 656
Summer Reading Camp	Noel, Julie Curriculum Specialist julie.noel@polk-fl.net (863) 534-0018 Ext 678
Third Grade Promotion	Baker-Cunningham, Torsha Curriculum Specialist torsha.baker@polk-fl.net (863) 534-0018 Ext. 664
Multi-Tiered System of Supports (MTSS)	Plowden, Diane Curriculum Specialist diane.plowden@polk-fl.net 863-534-0018

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 41%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 42%

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

To reduce the gap between the district and the state, the district's Foundational Learning and Education Systems department will:

- Utilize the Creative Curriculum with fidelity across all preschool programs, documenting student progress using the Teaching Strategies GOLD platform.
- Implement STAR-EL in the PreK classrooms to support students' functional use of a computer for assessment purposes.
- Align State Prekindergarten standards to kindergarten entry expectations.
- Provide staff professional development for State Standards for 4-year-Olds.
- Develop Pre-kindergarten coaching staff to model and support the implementation of developmentally appropriate instructional skills.

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	28	23	28	16	4	27	22	30	17	4
4	33	21	24	16	6	32	20	25	17	6
5	30	26	24	15	5	29	25	25	16	5
6	32	25	21	18	5	31	24	23	17	5
7	38	24	20	13	5	37	23	21	14	5
8	36	23	22	12	6	35	22	24	13	6
9	32	24	21	17	6	31	23	22	18	6
10	35	26	19	14	5	34	25	21	15	5

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:2022- 58% to 2023-60%

First Grade:2022-48% to 2022-50% (above grade level students assessing with Star Reading and not reflected in this assessment group)

Second Grade:2022-17% to 2023-19% (on-grade level students access with Star Reading and are not reflected in this assessment group)

District Budget for Evidence-Based Reading Instruction Allocation

Budget		
1	Estimated proportional share distributed to district charter	\$979,523.68
	FTE	2022-23
		\$979,523.68
2	Reading coaches assigned to elementary schools	\$130,000.00
	FTE	2022-23
	2.0	\$130,000.00
3	Reading coaches assigned to secondary schools	\$0.00
4	Intervention teachers assigned to elementary schools	\$130,000.00
	FTE	2022-23
	2.0	\$130,000.00
5	Intervention teachers assigned to secondary schools	\$1,334,261.00
	FTE	2022-23
	30.0	\$1,334,261.00
6	Supplemental materials or interventions for elementary schools	\$1,500,000.00
	FTE	2022-23
		\$1,500,000.00
7	Supplemental materials or interventions for secondary schools	\$0.00
8	Intensive interventions for elementary students reading below grade level	\$500,000.00
	FTE	2022-23
		\$500,000.00
9	Intensive interventions for secondary students reading below grade level	\$0.00
10	Professional development	\$132,044.32
	FTE	2022-23
		\$132,044.32
11	Helping teachers earn the reading endorsement	\$500,000.00
	FTE	2022-23
		\$500,000.00

12	Summer reading camps		\$742,594.00
		FTE	2022-23
			\$742,594.00
13	Additional hour for 300 lowest-performing elementary schools		\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		\$173,600.00
		FTE	2022-23
			\$173,600.00
Total:			\$6,122,023.00

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 Evidence-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 and Istation (for monthly assessments with data reports, as well as for instructional resources) which includes PD for district and school-based staff.

These 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-embedded model of best practice.

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 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

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 (for monthly assessments and data reports), Renaissance Star Reading (for grades 3-12), 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.

Professional Development Offerings:

- 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: Observation Tool: Polk” to support effective feedback using data after a classroom observation centered around an identified indicator.
- 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.

Literacy Leadership Teams will identify mentor teachers and model classrooms. Training and resources will

be provided in coach and administrative meetings.

Based on Reflection Tool findings, in collaboration with the State Regional Literacy Directors, Professional Development for school-based literacy teams with focus on:

- Science of Reading and Foundations of Reading (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)
- Standards-based Instruction (B.E.S.T. ELA Standards)
- Evidence-based Reading Instruction Practices and Strategies

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: 8-5-22 (Contact Day), 9-2-22 and 2-17-23.

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.

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

Charter Schools

Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2. a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Does the district ensure charter schools will utilize their proportionate share of the evidence-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! literacy coach 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 instructional team of regional senior coordinators 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 Coordinators in each region 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 Coordinators 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. 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?
	K-2	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
	3-5	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
	6-12	Progress Monitoring, Diagnostic	Vocabulary, Comprehension	Monthly
	Kindergarten	Progress Monitoring, Summative	Oral Language	Monthly
	1-12	Progress Monitoring, Diagnostic	Oral Language	Annually
	4-12	Progress Monitoring	Comprehension	3 x A Year
	3-10 and Retakers	Formative Assessment	Comprehension	Annually
	6-12 Tier 3-Intensive Reading Students	Screener	Phonological Awareness, Phonics, Fluency, Comprehension	Annually
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year

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

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 been adopted and implemented, 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 regional senior coordinators conduct 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 senior coordinators and coaches also collaborate with the science, social studies and math district senior coordinators and 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 on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

The Polk District K-12 CERP Reflection Tool facilitated the discussion and group decision that the top priority for improved literacy outcomes was to focus on Literacy Leadership: to develop school-based

instructional leadership. Through continued collaboration with the State Regional Literacy Directors, professional development for school-based literacy teams will focus on:

- Science of Reading and Foundations of Reading (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)
- Standards-based Instruction (B.E.S.T. ELA Standards)
- Evidence-based Reading Instruction Practices and Strategies
(See section 4: Professional Development)

School-Level Monitoring of Plan Implementation

School-level Reading Plan 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, 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 of Literacy.

Weekly reading walkthroughs by administrators - 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 and support needs of students - 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

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 below the 50th 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 fifteen elementary schools and is scheduled for June 6-June 30, Monday-Friday, 8:00am-1:00pm. 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)

Benchmark's Act Now (multisensory components) (Reading Comprehension Strategies, Annotation, Discussion)

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?

No

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

Summer Reading Camp provided for 3rd grade retained students only.

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.)

1,158

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

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.)

100%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Family Engagement through a Read-At-Home Plan

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.

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.

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/>

New Worlds Reading Initiative:<https://www.newworldsreading.com/fl/en/home.html>

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
- B.E.S.T. Book Literacy Lesson-including manipulative phonics lessons 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 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 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 with adoption and implementation of McGraw Hill curriculum, Florida Wonders, which has infused many content area texts.

The district's Request for Application for High Quality Early Literacy grant has provided the purchase of books from the B.E.S.T. Standards Book lists and training for 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 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 walkthroughs 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 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, diagnostic, 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, differentiated instruction, and corrective feedback; 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);
- **Supplemental Instruction/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 corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** 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 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel 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 continued implementation of the B.E.S.T. Standards for

K-12, with professional development for all administrators, literacy coaches and teachers. The district's Request for Application for High Quality Early Literacy has funded 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-12 will implement the B.E.S.T. Standards, supported in the Reading Plan with state approved and standards-aligned

instructional materials (McGraw Hill's Florida Wonders and StudySync), curriculum maps, and professional development for B.E.S.T. standards and adopted instructional materials.

Tier 2 and tier 3 instructional materials are also state approved and aligned to standards. McGraw Hill Florida Wonders 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 curriculum department supports with instructional materials, curriculum maps, and resources (in Schoology), and the instructional department provides 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
Senior Coordinator of MTSS

Assessment/Curriculum Decision Trees - Part C

Requirements

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-12. 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, progress monitoring, diagnostic, 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, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1

Core Instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Grade Levels: Kindergarten, 1st, and 2nd**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

District Renaissance Star Early Literacy Assessment (FLKRS-Kindergarten), Unified proficiency benchmark of 40th percentile and above based on scaled score or FAST Reading Assessment equivalency of Level 3 or above.

THEN TIER 1 Only**Core Curriculum**

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Florida Wonders Grade K, 1, 2, 2022, 1st Edition-McGraw Hill School Education, LLC (no ESSA evidence available) Florida state adopted, Polk adopted 2021. Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension.

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

Small group differentiated instruction that enriches and accelerates reading achievement: <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Smarty Ants-Promising: https://go.achieve3000.com/rs/026-SJE-918/images/Bay_County_Study_Final%281%29.pdf

Progress Monitoring**Assessment & Frequency**

FAST Reading Assessment

Kindergarten-FAST: Star Early Literacy* : 3 times per year- Fall, Winter, and Spring

1st Grade- FAST: Star Early Literacy* for PM1 and PM2 and Star Reading for PM3 (Grade 1 students who do not demonstrate sufficient mastery on the PM 3 Star Reading assessment practice items will take Star Early Literacy)

*Students K-1 who score at or above 852 on Star Early Literacy will be transitioned to Star Reading for the next PM window.

2nd Grade: FAST: Star Reading: 3 times per year- Fall, Winter, and Spring

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Student scores equivalency for Level 3 or above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Student scores an equivalency of Level 2 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring**Assessment & Frequency**

District: Renaissance: Star Early Literacy: 3 times per year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

For Fall and Winter Assessments only, a student who has scored a Unified scale score of 852 or higher and achieved the 100 high frequency words will be transitioned to the Star Reading Assessment.

Grade Levels: Kindergarten, 1st, and 2nd**Progress Monitoring****Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students**

Continued proficiency benchmark of 40th percentile and above based on scaled score (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Scale score 25th-39th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 instruction is monitored for effectiveness by school administration, literacy coaches with support from district-based staff through formal observations, walkthroughs, and regular data review, including progress Star Early Literacy/ Reading Reports, Smarty Ants Reports, Florida Wonders Weekly and or Unit Assessments.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Procedures for Tier 1 instruction include instructional coaching, regular data review, and collaborative planning. Schoology, with resources for both teachers and students, supporting core instruction with remediation, enrichment, and reinforcement, is the Learning Management Systems (LMS) platform used for instruction in both in-person and distance learning.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 curriculum is monitored through formative and summative assessments, progress monitoring, data reviews, formal observations, walk-throughs and evaluations by school-based administrators, reviews by regional assistant superintendents, and with support from the Regional and District Literacy Teams.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

The regional assistant superintendents and chief academic officer monitor and work with the school-based administrative/literacy leadership team to identify problems, and with support from the regional and district literacy teams, implement actions to improve effectiveness of Tier 1 curriculum. The district provides support through instructional coaching, regular data review, and collaborative planning for both in-person and distance learning instruction.

How is instruction provided to students who receive instruction through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School. Courses and all content are accessed through the Florida Virtual School Platform. In addition, the ELA curriculum and resources for all brick-and-mortar schools, for both teachers and students, are accessed through the district's single sign-on site, ClassLink, and through the LMS platform, Schoology.

Grade Levels: 3rd

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

District Renaissance Star Reading Assessment, Unified proficiency benchmark of 40th percentile and above based on scaled score or FAST Cambium Reading Assessment equivalency score of Level 3 and above based on fall (or most current) scaled score.

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Florida Wonders Grade 3, 2022, 1st Edition-McGraw Hill School Education, LLC (no ESSA evidence available) Florida state adopted, Polk adopted 2021. Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension.

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

Small group differentiated instruction that enriches and accelerates reading achievement:

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

Istation-Promising- <https://www.istation.com/About/Studies>

Progress Monitoring

Assessment & Frequency

FAST Cambium Reading Assessment: 3 times per year- Fall, Winter, and Spring

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Student scores equivalency of Level 3 and above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Student scores equivalency of Level 2 (with consideration of all available supporting evidence of academic).

Progress Monitoring

Assessment & Frequency

District-Renaissance STAR Reading Assessment: 3 times per year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Continued proficiency benchmark of 40th percentile and above based on scaled score (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Scale score 25th-39th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Grade Levels: 3rd

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 instruction is monitored for effectiveness by school administration, literacy coaches with support from district-based staff through formal observations, walkthroughs, and regular data review, including progress Star Reading Reports, IStation Reports, and Florida Wonders Weekly and/or Unit Assessments.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Procedures for Tier 1 instruction include instructional coaching, regular data review, and collaborative planning. Schoology, with resources for both teachers and students, supporting core instruction with remediation, enrichment, and reinforcement, is the LMS platform used for instruction in both in-person and distance learning.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 curriculum is monitored through formative and summative assessments, progress monitoring, data reviews, formal observations, walk-throughs and evaluations by school-based administrators, reviews by regional assistant superintendents, and with support from Regional and District Literacy Teams.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

The regional assistant superintendents and chief academic officer monitor and work with the school-based administrative/literacy leadership team to identify problems, and with support from the district literacy team, implement actions to improve effectiveness of Tier 1 curriculum. The district provides support through instructional coaching, regular data review, and collaborative planning for both in-person and distance learning instruction.

How is instruction provided to students who receive instruction through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School. Courses and all content are accessed through the Florida Virtual School Platform. In addition, the ELA curriculum and resources for all brick-and-mortar schools, for both teachers and students, are accessed through the district's single sign-on site, ClassLink, and through the LMS platform, Schoology.

Grade Levels: 4th and 5th

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Level 3, 4 or 5 based on 2021-22 or most recent score of Florida Standards Assessment in English Language Arts.

If FSA ELA score unavailable, District Renaissance Star Reading Assessment, Unified proficiency benchmark of 40th percentile and above based on scaled score or FAST: Cambium Reading Assessment equivalency score for Level 3 and above.

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Florida Wonders Grade 4 and 5, 2022, 1st Edition-McGraw Hill School Education, LLC (no ESSA evidence available)- Florida state adopted, Polk adopted 2021. Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension.

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

Small group differentiated instruction that enriches and accelerates reading achievement: <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Istation-Promising- <https://www.istation.com/About/Studies>

Progress Monitoring

Assessment & Frequency

FAST Cambium Reading Assessment: 3 times per year- Fall, Winter, and Spring

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Student scores equivalency of Level 3 and above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Student scores equivalency of Level 2 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Assessment & Frequency

District Renaissance STAR Reading Assessment: 3 times per year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Continued proficiency benchmark of 40th percentile or above based on scaled score (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Grade Levels: 4th and 5th**Progress Monitoring****Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark**

Scale score 25th-39th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring**Assessment & Frequency**

District Text-based Writing Assessment: 3 times a year, September 2022, November 2022, and January 2023

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Based on FAST 4th and 5th Grade Rubric, students score proficient in all categories (information will be updated as soon as rubric is released).

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Based on FAST 4th and 5th Grade Rubric, students score less than proficient in one or more categories (information will be updated as soon as rubric is released).

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 instruction is monitored for effectiveness by school administration, literacy coaches with support from district-based staff through formal observations, walkthroughs, and regular data review, including Star Reading Reports, District Writing Assessments, Istation Reports, and Florida Wonders Weekly and/or Unit Assessments.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Procedures for Tier 1 instruction include instructional coaching, regular data review, and collaborative planning. Schoology, with resources for both teachers and students, supporting core instruction with remediation, enrichment, and reinforcement, is the LMS platform used for instruction in both in-person and distance learning.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 curriculum is monitored through formative and summative assessments, progress monitoring, data reviews, formal observations, walk-throughs and evaluations by school-based administrators, reviews by regional assistant superintendents, and with support from Regional and District Literacy Teams.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

The regional assistant superintendents and chief academic officer monitor and work with the school-based administrative and literacy leadership team to identify problems, and with support from the regional and district literacy teams, implement actions to improve effectiveness of Tier 1 curriculum. The district provides support through instructional coaching, regular data review, and collaborative planning for both in-person and distance learning instruction.

Grade Levels: 4th and 5th

How is instruction provided to students who receive instruction through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School. Courses and all content are accessed through the Florida Virtual School Platform.

In addition, the ELA curriculum and resources for all brick-and-mortar schools, for both teachers and students, are accessed through the district's single sign-on site, ClassLink, and through the LMS platform, Schoology.

Grade Levels: 6th, 7th, and 8th

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Level 3, 4 or 5 based on 2021-22 or most recent score of Florida Standards Assessment in English Language Arts.

If FSA ELA score unavailable, Renaissance Star Reading Assessment, Unified proficiency benchmark of 75th percentile and above based on scaled score or FAST Cambium Reading Assessment equivalency score for Level 3 and above.

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Student is scheduled into MJ Language Arts or MJ Language Arts Advanced for the appropriate grade level.

Core curriculum is a current state adopted textbook, McGraw-Hill School Education’s Florida StudySync, Grades 6, 7, or 8, 2022, 1st Edition (no ESSA evidence available).

Progress Monitoring

Assessment & Frequency

FAST: Cambium Reading Assessment: 3 times per year- Fall, Winter, and Spring

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Student scores equivalency of Level 3 and above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Student scores equivalency of Level 2 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Assessment & Frequency

District: STAR Reading Assessment: 75th percentile and above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Student scores 75th percentile and above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Student scores 50th-74th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Assessment & Frequency

District Writing Assessment: 3 times per year-August-September 2022, October-November 2022, and January-February 2023

Grade Levels: 6th, 7th, and 8th**Progress Monitoring****Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students**

Based on FAST 6th-8th Grade Rubric, student scores proficient in all categories (information will be updated as soon as rubric is released).

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Based on FAST 6th-8th Grade Rubric, student scores less than proficient in one or more categories (information will be updated as soon as rubric is released).

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 instruction is monitored for effectiveness by school administration, literacy coaches with support from district-based staff through formal observations, walkthroughs, and regular data review, including progress monitoring from Cambium Reading and District Writing Assessments.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Procedures for Tier 1 instruction include instructional coaching, regular data review, and collaborative planning. Schoology, with resources for both teachers and students, supporting core instruction with remediation, enrichment, and reinforcement, is the LMS platform used for instruction in both in-person and distance learning.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 curriculum is monitored through formative and summative assessments, progress monitoring, data reviews, formal observations, walk-throughs and evaluations by school-based administrators, reviews by regional assistant superintendents, and with support from Regional and District Literacy Teams.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

The regional assistant superintendents and chief academic officer monitor and work with the school-based administrative and literacy leadership team to identify problems, and with support from the regional and district literacy team, implement actions to improve effectiveness of Tier 1 curriculum. The district provides support through instructional coaching, regular data review, and collaborative planning for both in-person and distance learning instruction.

How is instruction provided to students who receive instruction through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School. Courses and all content are accessed through the Florida Virtual School Platform.

In addition, the ELA and Intensive Reading curriculum and resources for all brick-and-mortar schools, for both teachers and students, are accessed through the district's single sign-on site, ClassLink, and through the LMS platform, Schoology.

Grade Levels: 9th and 10th

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Level 3, 4 or 5 based on 2021-22 or most recent score of Florida Standards Assessment in English Language Arts.

If FSA ELA score unavailable, District Renaissance Star Reading Assessment, Unified proficiency benchmark of 75th percentile or above based on scaled score or FAST: Cambium Reading Assessment equivalency score for Level 3 and above.

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Student is scheduled into English 1 or 2 (based on appropriate grade level) if they score a Level 1 or 2 on FSA ELA.

Student is scheduled into English Honors 1 or 2 (based on appropriate grade level) if they score a 3, 4, or 5 on FSA ELA.

Core curriculum is a current state adopted textbook, McGraw-Hill School Education's Florida StudySync, Grades 9 or 10, 2022, 1st Edition (no ESSA evidence available).

Progress Monitoring

Assessment & Frequency

Standards-based literacy instruction/small groups (based on student need)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
 Student demonstrates proficiency on formative assessments.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Student does not demonstrate proficiency on formative assessments.

Progress Monitoring

Assessment & Frequency

District Writing Assessment: 3 times per year-August-September 2022, October-November 2022, and January-February 2023

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
 Based on FAST 9th-10th Grade Rubric, students score proficient in all categories (information will be updated as soon as rubric is released).

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Based on FAST 9th-10th Grade Rubric, students score less than proficient in one or more categories (information will be updated as soon as rubric is released).

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: 9th and 10th

Tier 1 instruction is monitored for effectiveness by school administration, literacy coaches with support from district-based staff through formal observations, walkthroughs, and regular data review, including progress monitoring and District Writing Assessments.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Procedures for Tier 1 instruction include instructional coaching, regular data review, and collaborative planning. Schoology, with resources for both teachers and students, supporting core instruction with remediation, enrichment, and reinforcement, is the LMS platform used for instruction in both in-person and distance learning.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 curriculum is monitored through formative and summative assessments, progress monitoring, data reviews, formal observations, walk-throughs and evaluations by school-based administrators, reviews by regional assistant superintendents, and with support from Regional and District Literacy Teams.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

The regional assistant superintendents and chief academic officer monitor and work with the school-based administrative and literacy leadership team to identify problems, and with support from the district literacy team, implement actions to improve effectiveness of Tier 1 curriculum. The district provides support through instructional coaching, regular data review, and collaborative planning for both in-person and distance learning instruction.

How is instruction provided to students who receive instruction through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School. Courses and all content are accessed through the Florida Virtual School Platform. In addition, the ELA and Intensive Reading curriculum and resources for all brick-and-mortar schools, for both teachers and students, are accessed through the district's single sign-on site, ClassLink, and through the LMS platform, Schoology.

Grade Levels: 11th and 12th

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Level 3, 4 or 5 based on most recent year’s score of Florida Standards Assessment in English Language Arts (or concordant score for graduation requirement has been met).

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Student is scheduled into English 3 or English 4 (based on appropriate grade level) if they score a Level 1 or 2 on FSA ELA.

Student is scheduled into English 3 Honors or English 4 Honors (based on appropriate grade level) if they score a 3, 4, or 5 on FSA ELA.

Core curriculum is a current state adopted textbook, McGraw-Hill School Education’s Florida StudySync, Grades 11 or 12, 2022, 1st Edition (no ESSA evidence available).

Progress Monitoring

Assessment & Frequency

Standards-based literacy instruction/ Small groups (based on student need)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Student demonstrates proficiency on formative assessments (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Student does not demonstrate proficiency on formative assessments (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Assessment & Frequency

District Writing Assessment: 3 times per year-August-September 2022, October-November 2022, and January-February 2023

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Student scores a 3 and higher in PFO, 3 and higher in EE and 2 in Conventions.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Student scores below a 3 in PFO, below a 3 in EE or below a 2 in Conventions.

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 instruction is monitored for effectiveness by regional assistant superintendents and the chief academic officer with school administration through formal observations, walkthroughs, and regular data review, including progress monitoring from STAR and District Writing Assessments.

Grade Levels: 11th and 12th**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?**

Procedures for Tier 1 instruction include instructional coaching, regular data review, and collaborative planning. Schoology, with resources for both teachers and students, supporting core instruction with remediation, enrichment, and reinforcement, is the LMS platform used for instruction in both in-person and distance learning.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 curriculum is monitored through formative and summative assessments, progress monitoring, data reviews, formal observations, walk-throughs and evaluations by school-based administrators, reviews by regional assistant superintendents, and with support from Regional and District Literacy Teams.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

The regional assistant superintendents and chief academic officer monitor and work with the school-based administrative and literacy leadership team to identify problems, and with support from the regional and district literacy teams, implement actions to improve effectiveness of Tier 1 curriculum. The district provides support through instructional coaching, regular data review, and collaborative planning for both in-person and distance learning instruction.

How is instruction provided to students who receive instruction through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School. Courses and all content are accessed through the Florida Virtual School Platform. In addition, the ELA and Intensive Reading curriculum and resources for all brick-and-mortar schools, for both teachers and students, are accessed through the district's single sign-on site, ClassLink, and through the LMS platform, Schoology.

Tier 2***Supplemental Instruction/Intervention:***

- *is standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: Kindergarten, 1st, and 2nd

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Renaissance Star Early Literacy Assessment, Unified proficiency benchmark of 25th-39 percentile based on scaled score or FAST Reading Assessment equivalency of Level 2.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
 FAST: Star Early Literacy and Star Reading Assessment

Assessment & Frequency
 FAST Reading Assessment
 Kindergarten-FAST: Star Early Literacy* : 3 times per year- Fall, Winter, and Spring
 1st Grade- FAST: Star Early Literacy* for PM1 and PM2 and Star Reading for PM3 (Grade 1 students who do not demonstrate sufficient mastery on the PM 3 Star Reading assessment practice items will take Star Early Literacy)
 *Students K-1 who score at or above 852 on Star Early Literacy will be transitioned to Star Reading for the next PM window.
 2nd Grade: FAST: Star Reading: 3 times per year- Fall, Winter, and Spring

Performance Criteria to discontinue Tier 2 interventions
 Student scores equivalency of Level 3 and above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
 Student scores equivalency of Level 2 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 3 interventions
 Student scores equivalency of Level 1 and is consistently not meeting proficiency on needed focus skills from Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
 District: Renaissance: Star Early Literacy Platform/Assessment and Lessons/Throughout Year

Assessment & Frequency
 District: Renaissance: Star Early Literacy Assessment: 3 times a year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

Performance Criteria to discontinue Tier 2 interventions
 Student scores benchmark of 40th percentile and above based on scaled score (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
 Student scores scale score of 25th -39th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Grade Levels: Kindergarten, 1st, and 2nd

Progress Monitoring

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores scale score of 24th percentile and below (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Smarty Ants Platform/Initial and Final Assessment and Reading Lessons/ Throughout Year

Assessment & Frequency

Smarty Ants Initial (August-September) and Back to School (January) Assessments

Performance Criteria to discontinue Tier 2 interventions

Student demonstrates proficiency on foundational skills.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student does not demonstrate proficiency on foundational skills.

Performance Criteria that prompts the addition of Tier 3 interventions

Student consistently performs below proficiency on foundational skills.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Florida Wonders/ Florida Wonders Tier 2 Resources/ Throughout Year

Assessment & Frequency

Florida Wonders/ Florida Wonders Weekly and Unit Assessments (Teacher and/or school-based discretion)

Performance Criteria to discontinue Tier 2 interventions

Student demonstrates proficiency of standards taught with 80% or higher proficiency.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student does not demonstrate proficiency of standards taught with a 60-79% proficiency.

Performance Criteria that prompts the addition of Tier 3 interventions

Student performs below 60% proficiency on standards taught.

Number of times per week intervention provided

5

Number of minutes per intervention session

15-20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Grade Levels: Kindergarten, 1st, and 2nd

The effectiveness of Tier 2 intervention is monitored by the regional assistant superintendents and chief academic officer, who facilitate the processes to identify and solve the problems with support of the regional and district literacy teams and through the school-based administration, MTSS team, literacy leadership team, and literacy coaches.

Tier 2 instruction is supported through district adopted core curriculum, with teacher training, coaching, collaborative planning and the MTSS process, and is used for both in-person and distance learning instruction.

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

Florida Wonders Grade K, 1, 2, 2022, 1st Edition-McGraw Hill School Education, LLC (no ESSA evidence available) Florida state adopted, Polk adopted 2021. Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension.

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

Small group differentiated instruction that enriches and accelerates reading achievement: <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Smarty Ants-Promising: <https://go.achieve3000.com/rs/026-SJE-918/images/>

Bay County Study_Final%281%29.pdf

STAR Early Literacy Suggested Skills:

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

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

Daily small group intensive instruction targeted to meet the students' needs: <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

Provide data driven teacher led small group instruction (4-6 students) 15-20 minute daily: <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Phonics, Comprehension, Vocabulary, Writing, Fluency, Oral Language: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School.

Courses and all content are accessed through the Florida Virtual School Platform. Local teachers provide instruction through the internet, email, telephone, instant messaging, online collaboration tools and face-to-face teacher forums for Tier 2 interventions.

In addition, the Tier 2 resources for all brick-and-mortar schools, for both teachers and students, are accessed through the district's single sign-on site, ClassLink, and through the LMS platform, Schoology.

Grade Levels: 3rd**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

District Renaissance Star Reading Assessment, Unified proficiency benchmark of 25th-39 percentile based on fall (or most current) scaled score or FAST Cambium Reading equivalency score of Level 2 based on fall (or most current) score.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

FAST: Cambium Reading Assessment

Assessment & Frequency

Cambium Reading Assessment: 3 times per year- Fall, Winter, and Spring

Performance Criteria to discontinue Tier 2 interventions

Student scores equivalency of Level 3 or above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student scores equivalency of Level 2 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores equivalency of Level 1 and is consistently not meeting proficiency on needed focus skills from Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

District-Renaissance: Star Reading Assessment

Assessment & Frequency

Star Reading Assessment: 3 times per year- Fall (September 2022), Winter (January 2023), Spring (April 2023)

Performance Criteria to discontinue Tier 2 interventions

Student scores in the 40th percentile or above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student scores 25th-39th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 3 interventions

Student is scores 24th percentile or below and is consistently not meeting proficiency on needed focus skills from Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Grade Levels: 3rd

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Istation Platform/ISIP Assessments/Istation Online Lessons/Skill and Standards-based teacher led lessons/Throughout the Year

Assessment & Frequency

ISIP: Monthly

Performance Criteria to discontinue Tier 2 interventions

Student demonstrates proficiency on foundational or standards-based reading skills.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student does not demonstrate proficiency on foundational or standards-based reading skills and is demonstrating some growth or progress.

Performance Criteria that prompts the addition of Tier 3 interventions

Student consistently does not demonstrate proficiency on foundational or standards-based reading skills and demonstrates no growth or progress.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Reading Wonders/ Reading Wonders Tier 2 Resources/ Throughout Year

Assessment & Frequency

Reading Wonders Weekly and Unit Assessments (Teacher and/or school-based discretion):
Throughout the Year

Performance Criteria to discontinue Tier 2 interventions

Student demonstrates proficiency of standards taught with 80% or higher proficiency.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student does not demonstrate proficiency of standards taught with a 60-79% proficiency and demonstrates some growth or progress.

Performance Criteria that prompts the addition of Tier 3 interventions

Student performs below 60 % proficiency on standards taught and demonstrates no growth or progress.

Number of times per week intervention provided

5

Number of minutes per intervention session

15-20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Grade Levels: 3rd

The effectiveness of Tier 2 intervention is monitored by the regional assistant superintendents and chief academic officer, who facilitate the processes to identify and solve the problems with support of the regional and district literacy teams and through the school-based administration, MTSS team, literacy leadership team, and literacy coaches.

Tier 2 instruction is supported through district adopted core curriculum, with teacher training, coaching, collaborative planning and the MTSS process, and is used for both in-person and distance learning instruction.

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

Florida Wonders Grade 3, 2022, 1st Edition-McGraw Hill School Education, LLC (no ESSA evidence available) Florida state adopted, Polk adopted 2021. Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension.

Star Reading-Suggested Skills-Promising, Florida state approved reading assessment:

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

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

Istation- (State approved Good Cause Assessment): Foundational Skills to Support Reading for Understanding: <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

https://www.istation.com/Content/downloads/studies/G1-8_TX_Growth.pdf

Small group differentiated instruction that enriches and accelerates reading achievement:

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

Provide data driven teacher led small group instruction (4-6 students) 15-20 minute daily: <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Focus on skills of Phonics, Comprehension, Vocabulary, Writing, Fluency, Oral Language:

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

Scaffolded direct instruction and guided practice to meet student needs

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School. Courses and all content are accessed through the Florida Virtual School Platform. Local teachers provide instruction through the internet, email, telephone, instant messaging, online collaboration tools and face-to-face teacher forums for Tier 2 interventions.

In addition, the Tier 2 resources for all brick-and-mortar schools, for both teachers and students, are accessed through the district's single sign-on site, ClassLink, and through the LMS platform, Schoology.

Grade Levels: 4th and 5th

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Level 2 based on 2021-22 or most recent score of Florida Standards Assessment in English Language Arts

If FSA ELA score unavailable, District Star Reading Assessment, Unified proficiency benchmark of 25th-39th percentile based on scaled score or FAST: Cambium Reading Assessment equivalency score for Level 2.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

FAST: Cambium Reading Assessment

Assessment & Frequency

Cambium Reading Assessment: 3 times per year- Fall, Winter, and Spring

Performance Criteria to discontinue Tier 2 interventions

Student scores equivalency of Level 3 or above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student scores equivalency of Level 2 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores equivalency of Level 1 and is consistently not meeting proficiency on needed focus skills from Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

District: Renaissance Star Reading Assessment

Assessment & Frequency

Star Reading:
3 times per year- Fall (September 2022), Winter (January 2023), Spring (April 2023)

Performance Criteria to discontinue Tier 2 interventions

Student scores in the 40th percentile or above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student scores 25th-39th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 3 interventions

Student is scores 24th percentile or below and is consistently not meeting proficiency on needed

Grade Levels: 4th and 5th

Progress Monitoring

focus skills from Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

District Text-based Writing Assessment

Assessment & Frequency

District Text-based Writing Assessment: 3 times a year, September 2022, November 2022, and January 2023

Performance Criteria to discontinue Tier 2 interventions

Based on FAST4th-5th Rubric, student scores a proficient in all categories (information will be updated when rubrics are released)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Based on FAST4th-5th Rubric, student scores improve and are not proficient in all categories (information will be updated when rubrics are released)

Performance Criteria that prompts the addition of Tier 3 interventions

Based on FAST4th-5th Rubric, student scores show no growth or improvement and are not proficient in all categories (information will be updated when rubrics are released)

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Istation Platform/ISIP Assessments/Istation Online Lessons/Skill and Standards-based teacher led lessons/Throughout the Year

Assessment & Frequency

ISIP: Monthly

Performance Criteria to discontinue Tier 2 interventions

Student demonstrates proficiency on foundational or standards-based reading skills.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student does not demonstrate proficiency on foundational or standards-based reading skills.

Performance Criteria that prompts the addition of Tier 3 interventions

Student consistently does not demonstrate proficiency on foundational or standards-based reading skills.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Florida Wonders/ Florida Wonders Tier 2 Resources/ Throughout Year

Assessment & Frequency

Florida Wonders Weekly and Unit Assessments (Teacher and/or school-based discretion)

Performance Criteria to discontinue Tier 2 interventions

Student demonstrates proficiency of standards taught with 80% or higher proficiency.

Grade Levels: 4th and 5th**Progress Monitoring****Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**

Student does not demonstrate proficiency of standards taught with a 60-79% proficiency.

Performance Criteria that prompts the addition of Tier 3 interventions

Student performs below 60 % proficiency on standards taught.

Number of times per week intervention provided

5

Number of minutes per intervention session

15-20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The effectiveness of Tier 2 intervention is monitored by the regional assistant superintendents and chief academic officer, who facilitate the processes to identify and solve the problems with support of the regional and district literacy teams and through the school-based administration, MTSS team, literacy leadership team, and literacy coaches.

Tier 2 instruction is supported through district adopted core curriculum, with teacher training, coaching, collaborative planning and the MTSS process, and is used for both in-person and distance learning instruction.

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

Florida Wonders Grade 4 and 5, 2022, 1st Edition-McGraw Hill School Education, LLC (no ESSA evidence available)- Florida state adopted, Polk adopted 2021. Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension.

Star Reading-Suggested Skills-Promising, Florida state approved reading assessment:

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

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

Istation- (State approved Good Cause Assessment): Foundational Skills to Support Reading for Understanding: <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

https://www.istation.com/Content/downloads/studies/G1-8_TX_Growth.pdf

Small group differentiated instruction that enriches and accelerates reading achievement:

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

Daily small group intensive instruction targeted to meet the students' needs: <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Provide data driven teacher led small group instruction (4-6 students) 15-20 minute daily:<https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Focus on skills of Phonics, Comprehension, Vocabulary, Writing, Fluency, Oral Language:

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

Scaffolded direct instruction and guided practice to meet student needs

Grade Levels: 4th and 5th

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School. Courses and all content are accessed through the Florida Virtual School Platform. Local teachers provide instruction through the internet, email, telephone, instant messaging, online collaboration tools and face-to-face teacher forums for Tier 2 interventions.

In addition, the Tier 2 resources for all brick-and-mortar schools, for both teachers and students, are accessed through the district's single sign-on site, ClassLink, and through the LMS platform, Schoology.

Grade Levels: 6th, 7th, and 8th

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

High Level 2 on FSA ELA 2021-2022 (or most recent).

6th Grader (5th grade FSA):313-320

7th Grader (6th grade FSA): 318-325

8th Grader (7th grade FSA): 326-332

If FSA ELA score unavailable, District Renaissance Star Reading Assessment, Unified proficiency benchmark of 50th-74th percentile based on scaled score or FAST Cambium Reading Assessment equivalency score for Level 2.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

FAST: Cambium Reading Assessment

Assessment & Frequency

Cambium Reading Assessment: 3 times per year- Fall, Winter, and Spring

Performance Criteria to discontinue Tier 2 interventions

Student scores equivalency of Level 3 and above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student scores equivalency of Level 2 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores equivalency of Level 1 and is consistently not meeting proficiency on needed focus skills from Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

District: Renaissance: STAR Reading Assessment

Assessment & Frequency

Star Reading: 3 times per year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

Performance Criteria to discontinue Tier 2 interventions

Student scores in the 75th percentile or above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student scores 50th -74th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores 49th percentile or below and is consistently not meeting proficiency on needed focus

Grade Levels: 6th, 7th, and 8th

Progress Monitoring

skills from Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Small Groups (based on student need)
ELA: Using StudySync resources
Intensive Reading: Using Achieve 3000 Literacy Boost resources

Assessment & Frequency

Weekly teacher created standards -based Formative Assessments

Performance Criteria to discontinue Tier 2 interventions

Student demonstrates proficiency on formative assessments.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student does not demonstrate proficiency on formative assessments.

Performance Criteria that prompts the addition of Tier 3 interventions

Student is consistently not meeting proficiency on formative assessments.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

District Writing Assessment

Assessment & Frequency

3 times per year-August-September 2022, October-November 2022, and January-February 2023

Performance Criteria to discontinue Tier 2 interventions

Based on FAST 6th-8th Rubric, student scores proficient in all categories (information will be updated when rubrics are released)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Based on FAST 6th-8th Rubric, student scores improve and are not proficient in all categories (information will be updated when rubrics are released)

Performance Criteria that prompts the addition of Tier 3 interventions

Based on FAST 6th-8th Rubric, student scores show no growth or improvement and are not proficient in all categories (information will be updated when rubrics are released)

Number of times per week intervention provided

1-3

Number of minutes per intervention session

5-15 (15 per week minimum)

Grade Levels: 6th, 7th, and 8th

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The effectiveness of Tier 2 intervention is monitored by the regional assistant superintendents and chief academic officer, who facilitate the processes to identify and solve the problems with support of the regional and district literacy teams and through the school-based administration, MTSS team, literacy leadership team, and literacy coaches.

Tier 2 instruction is supported through district adopted core curriculum, with teacher training, coaching, collaborative planning and the MTSS process, and is used for both in-person and distance learning instruction.

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

Student is scheduled into MJ Language Arts for the appropriate grade level.

Core curriculum is a current state adopted textbook, McGraw-Hill School Education's Florida StudySync, Grades 6, 7, or 8, 2022, 1st Edition (no ESSA evidence available).

Intensive Reading: Achieve 3000 Literacy Boost-Secondary-Strong, <https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

Renaissance STAR Reading is research and evidence-based and is approved for use by the state of Florida: <http://doc.renlearn.com/KMNet/R003559501GF7925.pdf>

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

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School.

Courses and all content are accessed through the Florida Virtual School Platform. Local teachers provide instruction through the internet, email, telephone, instant messaging, online collaboration tools and face-to-face teacher forums for Tier 2 interventions.

In addition, the Tier 2 ELA resources for all brick-and-mortar schools, for both teachers and students, are accessed through the district's single sign-on site, ClassLink, and through the LMS platform, Schoology.

Grade Levels: 9th and 10th

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

High Level 2 on FSA ELA 2021-2022 (or most recent).

9th Grader (8th grade FSA):330-336

10th Grader (9th grade FSA):336-342

If FSA ELA score unavailable, Renaissance Star Reading Assessment, Unified proficiency benchmark of 50th-74th percentile based on scaled score or FAST: Cambium Reading Assessment equivalency score for Level 2.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

FAST: Cambium Reading Assessment

Assessment & Frequency

Cambium Reading Assessment: 3 times per year- Fall, Winter, and Spring

Performance Criteria to discontinue Tier 2 interventions

Student scores equivalency of Level 3 or above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student scores equivalency of Level 2 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores equivalency of Level 1 and is consistently not meeting proficiency on needed focus skills from Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

District: Renaissance: STAR Reading Assessment

Assessment & Frequency

Star Reading:

3 times per year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

Performance Criteria to discontinue Tier 2 interventions

Student scores in the 75th percentile or above (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student scores 50th-74th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores 49th percentile or below and is consistently not meeting proficiency on needed focus

Grade Levels: 9th and 10th

Progress Monitoring

skills from Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Small Groups (based on student need)
ELA: Using StudySync resources
Intensive Reading: Using Achieve 3000 Literacy Boost resources

Assessment & Frequency

Weekly teacher created standards-based Formative Assessments

Performance Criteria to discontinue Tier 2 interventions

Student demonstrates proficiency on formative assessments.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student does not demonstrate proficiency on formative assessments.

Performance Criteria that prompts the addition of Tier 3 interventions

Student is consistently not meeting proficiency on formative assessments.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

District Text-based Writing Assessment

Assessment & Frequency

3 times per year-August-September 2022, October-November 2022, and January-February 2023

Performance Criteria to discontinue Tier 2 interventions

Based on FAST 9th-10th Rubric, student scores a proficient in all categories (information will be updated when rubrics are released)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Based on FAST 9th-10th Rubric, student scores improve and are not proficient in all categories (information will be updated when rubrics are released)

Performance Criteria that prompts the addition of Tier 3 interventions

Based on FAST 9th-10th Rubric, student scores show no growth or improvement and are not proficient in all categories (information will be updated when rubrics are released)

Number of times per week intervention provided

1-3

Number of minutes per intervention session

5-15
(15 per week minimum)

Grade Levels: 9th and 10th

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The effectiveness of Tier 2 intervention is monitored by the regional assistant superintendents and chief academic officer, who facilitate the processes to identify and solve the problems with support of the regional and district literacy teams and through the school-based administration, MTSS team, literacy leadership team, and literacy coaches.

Tier 2 instruction is supported through district adopted core curriculum, with teacher training, coaching, collaborative planning and the MTSS process, and is used for both in-person and distance learning instruction.

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

Core curriculum is a current state adopted textbook, McGraw-Hill School Education's Florida StudySync, English 1 or 2, 2022, 1st Edition (no ESSA evidence available).

Intensive Reading: Achieve 3000 Literacy Boost-Secondary-Strong, <https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

Renaissance STAR Reading is research and evidence-based and is approved for use by the state of Florida: <http://doc.renlearn.com/KMNet/R003559501GF7925.pdf>

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

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School.

Courses and all content are accessed through the Florida Virtual School Platform. Local teachers provide instruction through the internet, email, telephone, instant messaging, online collaboration tools and face-to-face teacher forums for Tier 2 interventions.

In addition, the Tier 2 ELA resources for all brick-and-mortar schools, for both teachers and students, are accessed through the district's single sign-on site, ClassLink, and through the LMS platform, Schoology.

Grade Levels: 11th and 12th

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Level 2 on FSA ELA (most recent) and is enrolled in a regular English III or English IV course (based on appropriate grade level).

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
 District: Renaissance STAR Reading Assessment

Assessment & Frequency
 Star Reading: 3 times per year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

Performance Criteria to discontinue Tier 2 interventions
 Student scores in the 75th percentile or above in Star or meets FSA ELA or concordant score graduation requirement (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
 Student scores a 50th-74th percentile and FSA ELA or concordant score for graduation requirement not yet met.

Performance Criteria that prompts the addition of Tier 3 interventions
 Student scores a 49th percentile or below and is consistently not meeting proficiency on needed focus skills from Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
 Small Groups (based on student need)
 ELA: Using StudySync resources
 Intensive Reading: Using Achieve 3000 Literacy Boost resources

Assessment & Frequency
 Weekly teacher created standards-based formative assessments

Performance Criteria to discontinue Tier 2 interventions
 Student demonstrates proficiency on formative assessments.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
 Student does not demonstrate proficiency on formative assessments.

Performance Criteria that prompts the addition of Tier 3 interventions
 Student is consistently not meeting proficiency on formative assessments.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
 District Writing Assessment

Grade Levels: 11th and 12th**Progress Monitoring****Assessment & Frequency**

3 times per year-August-September 2022, October-November 2022, and January-February 2023

Performance Criteria to discontinue Tier 2 interventions

Student scores a 3 or higher in PFO, 3 or higher in EE and 2 or higher in Conventions.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student does not score at least a 3 in PFO, 3 in EE or 2 in Conventions.

Performance Criteria that prompts the addition of Tier 3 interventions

Student consistently performs below proficiency.

Number of times per week intervention provided

1-3

Number of minutes per intervention session

5-15 (15 per week minimum)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The effectiveness of Tier 2 intervention is monitored by the regional assistant superintendents and chief academic officer, who facilitate the processes to identify and solve the problems with support of the regional and district literacy teams and through the school-based administration, MTSS team, literacy leadership team, and literacy coaches.

Tier 2 instruction is supported through district adopted core curriculum, with teacher training, coaching, collaborative planning and the MTSS process, and is used for both in-person and distance learning instruction.

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

Core curriculum is a current state adopted textbook, McGraw-Hill School Education's Florida StudySync, English 3 or 4, 2022, 1st Edition (no ESSA evidence available). Achieve 3000 Boost - Secondary-Strong, <https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>
Renaissance STAR Reading is research and evidence-based and is approved for use by the state of Florida: <http://doc.renlearn.com/KMNet/R003559501GF7925.pdf>

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

Small group differentiated instruction that enriches and accelerates reading achievement:

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

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School. Courses and all content are accessed through the Florida Virtual School Platform. Local teachers

Grade Levels: 11th and 12th

provide instruction through the internet, email, telephone, instant messaging, online collaboration tools and face-to-face teacher forums for Tier 2 interventions.

In addition, the Tier 2 ELA resources for all brick-and-mortar schools, for both teachers and students, are accessed through the district's single sign-on site, ClassLink, and through the LMS platform, Schoology.

Tier 3

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

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

Grade Levels: Kindergarten, 1st, and 2nd

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Renaissance Star Early Literacy Assessment, Unified proficiency benchmark of 24th percentile and below based on scaled score or FAST: Reading Assessment equivalency of Level 1.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
 FAST Star Early Literacy and Star Reading Assessment

Assessment & Frequency
 FAST Reading Assessment
 Kindergarten-FAST: Star Early Literacy* : 3 times per year- Fall, Winter, and Spring
 1st Grade- FAST: Star Early Literacy* for PM1 and PM2 and Star Reading for PM3 (Grade 1 students who do not demonstrate sufficient mastery on the PM 3 Star Reading assessment practice items will take Star Early Literacy)
 *Students K-1 who score at or above 852 on Star Early Literacy will be transitioned to Star Reading for the next PM window.
 2nd Grade: FAST: Star Reading: 3 times per year- Fall, Winter, and Spring

Performance Criteria to discontinue Tier 3 interventions
 Student scores equivalency of Level 2 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions
 Student continues to score equivalency of Level 1 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts intensified Tier 3 interventions
 Student demonstrates no growth or progress and continues to score equivalency of Level 1 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
 District: Renaissance: Star Early Literacy

Assessment & Frequency
 Star Early Literacy Assessment: 3 times per year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

Performance Criteria to discontinue Tier 3 interventions
 Students scores a scale score of 25th -39th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions
 Student scores a scale score of 24th percentile or below (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Grade Levels: Kindergarten, 1st, and 2nd

Progress Monitoring

Performance Criteria that prompts intensified Tier 3 interventions

Student shows no growth or progress and continues to score 24th percentile or below (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Smarty Ants Platform/Initial and Back to School Assessments/Smarty Ants Online Lessons/Skill and Standards-based teacher led lessons/Throughout the Year

Assessment & Frequency

Smarty Ants Initial (Fall) and Back to School (Winter) Assessments

Performance Criteria to discontinue Tier 3 interventions

Student demonstrates proficiency and/or significant growth on foundational or standards-based reading skills.

Performance Criteria indicating continuation of Tier 3 interventions

Student consistently does not demonstrate proficiency on foundational or standards-based reading skills.

Performance Criteria that prompts intensified Tier 3 interventions

Student consistently does not demonstrate proficiency on foundational or standards-based reading skills, with no growth or progress.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Florida Wonders Weekly and Unit Assessments (Teacher and/or school-based discretion)

Assessment & Frequency

Florida Wonders Weekly and Unit Assessments (Teacher and/or school-based discretion):
Throughout Year

Performance Criteria to discontinue Tier 3 interventions

Student demonstrates proficiency of standards taught with 60% or higher proficiency.

Performance Criteria indicating continuation of Tier 3 interventions

Student does not demonstrate proficiency of standards taught with a 60% or higher proficiency.

Performance Criteria that prompts intensified Tier 3 interventions

Student does not demonstrate proficiency of standards taught with a 60% or higher proficiency and shows no growth or progress.

Number of times per week intervention provided

At minimum 3 times a week.

Number of minutes per intervention session

10-20 minutes

Grade Levels: Kindergarten, 1st, and 2nd**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

The effectiveness of Tier 3 intervention is monitored by the regional assistant superintendents and chief academic officer, who facilitate the processes to identify and solve the problems with support of the regional and district literacy teams and through the school-based administration, MTSS team, literacy leadership team, literacy coaches and interventionists.

Tier 3 instruction is supported with district adopted core curriculum, teacher training, coaching, collaborative planning and the MTSS process and is used for both in-person and distance learning instruction.

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

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

Florida Wonders Grade K, 1, 2, 2022, 1st Edition-McGraw Hill School Education, LLC (no ESSA evidence available) Florida state adopted, Polk adopted 2021. Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension.

Wonder Works (McGraw-Hill)

Fountas & Pinnell Leveled Literacy Intervention-Strong: <https://ies.ed.gov/ncee/wwc/Study/78712>

Smarty Ants-Promising: <https://go.achieve3000.com/rs/026-SJE-918/images/>

Bay_County_Study_Final%281%29.pdf

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

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School.

Courses and all content are accessed through the Florida Virtual School Platform. Local teachers provide instruction through the internet, email, telephone, instant messaging, online collaboration tools and face-to-face teacher forums for Tier 3 interventions.

In addition, the Tier 3 resources for all brick-and-mortar schools, for both teachers and students, are accessed through the districts single sign-on site, ClassLink and through the LMS platform Schoology.

Grade Levels: 3rd**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

District Renaissance Star Reading Assessment, Unified proficiency benchmark of 24 percentile and below based on fall (or most current) scaled score or FAST: Cambium Reading Assessment equivalency score of Level 1.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

FAST: Cambium Reading Assessment

Assessment & Frequency

Cambium Reading Assessment:
3 times per year- Fall, Winter, and Spring

Performance Criteria to discontinue Tier 3 interventions

Student scores an equivalency of a Level 2 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions

Student scores an equivalency of Level 1 and demonstrates growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts intensified Tier 3 interventions

Student scores an equivalency of Level 1 and does not demonstrate growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

District-Renaissance: Star Reading Assessment

Assessment & Frequency

Star Reading: 3 times per year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

Performance Criteria to discontinue Tier 3 interventions

Student scores in the 25th-39th percentile in STAR (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions

Student scores a 24th percentile or below in STAR and demonstrates growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts intensified Tier 3 interventions

Student scores a 24th percentile or below in STAR and does not show growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Grade Levels: 3rd

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Istation Platform/ISIP Assessments/Istation Online Lessons/Skill and Standards-based teacher led lessons/Throughout the Year

Assessment & Frequency

ISIP: Monthly

Performance Criteria to discontinue Tier 3 interventions

Student demonstrates proficiency and/or significant growth on foundational or standards-based reading skills.

Performance Criteria indicating continuation of Tier 3 interventions

Student consistently does not demonstrate proficiency on foundational or standards-based reading skills and is demonstrating some growth or improvement.

Performance Criteria that prompts intensified Tier 3 interventions

Student consistently does not demonstrate proficiency on foundational or standards-based reading skills and demonstrates no growth or improvement.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Florida Wonders/ Florida Wonders Tier 2 Resources/ Throughout Year

Assessment & Frequency

Florida Wonders Weekly and Unit Assessments (Teacher and/or school-based discretion)

Performance Criteria to discontinue Tier 3 interventions

Student demonstrates proficiency of standards taught with 60% or higher proficiency.

Performance Criteria indicating continuation of Tier 3 interventions

Student does not demonstrate proficiency of standards taught with a 60% or higher proficiency and demonstrates some growth or improvement.

Performance Criteria that prompts intensified Tier 3 interventions

Student does not demonstrate proficiency of standards taught with a 60% or higher proficiency and demonstrates no growth or improvement.

Number of times per week intervention provided

Minimum of 3 times a week

Number of minutes per intervention session

10-20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The effectiveness of Tier 3 intervention is monitored by the regional assistant superintendents and chief academic officer, who facilitate the processes to identify and solve the problems with support of

Grade Levels: 3rd

the regional and district literacy teams and through the school-based administration, MTSS team, literacy leadership team, literacy coaches and interventionists.

Tier 3 instruction is supported with district adopted core curriculum, teacher training, coaching, collaborative planning and the MTSS process and is used for both in-person and distance learning instruction.

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

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

Florida Wonders Grade 3, 2022, 1st Edition-McGraw Hill School Education, LLC (no ESSA evidence available) Florida state adopted, Polk adopted 2021. Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension

Florida Wonders Tier 2 Intervention Resources (Vocabulary, Comprehension)

Wonder Works (McGraw-Hill)

Fountas & Pinnell Leveled Literacy Intervention-Strong: <https://ies.ed.gov/ncee/wwc/Study/78712>

Istation- (State approved Good Cause Assessment): Foundational Skills to Support Reading for Understanding: <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

https://www.istation.com/Content/downloads/studies/G1-8_TX_Growth.pdf

STAR Reading Suggested Skills-Promising: <http://doc.renlearn.com/KMNet/R003559501GF7925.pdf>

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

15-20 minute daily differentiated groups (4-6 students): <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Provide data driven teacher led small group intensive instruction (1-3 students) 10-15 minutes, 2-3 days a week: <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Phonological/Phonemic Awareness, Phonics, Concepts of Print, Oral Language: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School.

Courses and all content are accessed through the Florida Virtual School Platform. Local teachers provide instruction through the internet, email, telephone, instant messaging, online collaboration tools and face-to-face teacher forums for Tier 3 interventions.

In addition, the Tier 3 resources for all brick-and-mortar schools, for both teachers and students, are accessed through the districts single sign-on site, ClassLink and through the LMS platform Schoology.

Grade Levels: 4th and 5th**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Level 1 based on 2021-22 or most recent score of Florida Standards Assessment in Language Arts
If FSA ELA score unavailable, District Renaissance Star Reading Assessment, Unified proficiency benchmark of 24 percentile or below based on scaled score or FAST Cambium Reading Assessment equivalency score for Level 1.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

FAST: Cambium Reading Assessment

Assessment & Frequency

Cambium Reading Assessment: 3 times per year- Fall, Winter, and Spring

Performance Criteria to discontinue Tier 3 interventions

Student scores an equivalency of a Level 2 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions

Student scores an equivalency of Level 1 and shows some growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts intensified Tier 3 interventions

Student scores an equivalency of Level 1 and does not show growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

District: Renaissance: Star Reading Assessment

Assessment & Frequency

Star Reading: 3 times per year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

Performance Criteria to discontinue Tier 3 interventions

Student scores in the 25th-39th percentile in STAR (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions

Student scores a 24th percentile or below in STAR and shows growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts intensified Tier 3 interventions

Student scores a 24th percentile or below in STAR and does not show growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Grade Levels: 4th and 5th

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

District Text-based Writing Assessment

Assessment & Frequency

District Text-based Writing Assessment: 3 times a year, September 2022, November 2022, and January 2023

Performance Criteria to discontinue Tier 3 interventions

Based on FAST 4th-5th Rubric, student scores a 2 or higher in all categories or shows improvement in area of most need. (Information will be updated when rubric is released.)

Performance Criteria indicating continuation of Tier 3 interventions

Based on FAST 4th-5th Rubric, student scores a 1 in one or more category and shows improvement in area of most need. (Information will be updated when rubric is released.)

Performance Criteria that prompts intensified Tier 3 interventions

Based on FAST 4th-5th Rubric, student scores a 1 in one or more category and shows no improvement in areas of most need. (Information will be updated when rubric is released.)

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Istation Platform/ISIP Assessments/Istation Online Lessons/Skill and Standards-based teacher led lessons/Throughout the Year

Assessment & Frequency

ISIP: Monthly

Performance Criteria to discontinue Tier 3 interventions

Student demonstrates proficiency and/or significant growth on foundational or standards-based reading skills.

Performance Criteria indicating continuation of Tier 3 interventions

Student consistently does not demonstrate proficiency on foundational or standards-based reading skills and is showing some growth and improvement.

Performance Criteria that prompts intensified Tier 3 interventions

Student consistently does not demonstrate proficiency on foundational or standards-based reading skills and is showing no growth or improvement.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Florida Wonders/ Florida Wonders Tier 2 Resources/ Throughout Year

Assessment & Frequency

Reading Wonders Weekly and Unit Assessments (Teacher and/or school-based discretion)

Performance Criteria to discontinue Tier 3 interventions

Student demonstrates proficiency of standards taught with 60% or higher proficiency.

Performance Criteria indicating continuation of Tier 3 interventions

Student does not demonstrate proficiency of standards taught with a 60% or higher proficiency and shows some growth and improvement.

Grade Levels: 4th and 5th**Progress Monitoring****Performance Criteria that prompts intensified Tier 3 interventions**

Student does not demonstrate proficiency of standards taught with a 60% or higher proficiency and shows not growth or improvement.

Number of times per week intervention provided

3 times a week

Number of minutes per intervention session

10-20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The effectiveness of Tier 3 intervention is monitored by the regional assistant superintendents and chief academic officer, who facilitate the processes to identify and solve the problems with support of the regional and district literacy teams and through the school-based administration, MTSS team, literacy leadership team, literacy coaches and interventionists.

Tier 3 instruction is supported with district adopted core curriculum, teacher training, coaching, collaborative planning and the MTSS process and is used for both in-person and distance learning instruction.

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

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

Florida Wonders Grade 4 and 5, 2022, 1st Edition-McGraw Hill School Education, LLC (no ESSA evidence available)- Florida state adopted, Polk adopted 2021. Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skill and comprehension.

Florida Wonders Approaching Level Leveled Readers

Florida Wonders Tier 2 Intervention Resources (Vocabulary, Comprehension):

Fountas & Pinnell Leveled Literacy Intervention-Strong: <https://ies.ed.gov/ncee/wwc/Study/78712>

Istation- (State approved Good Cause Assessment): Foundational Skills to Support Reading for Understanding: <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

https://www.istation.com/Content/downloads/studies/G1-8_TX_Growth.pdf

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School.

Courses and all content are accessed through the Florida Virtual School Platform. Local teachers provide instruction through the internet, email, telephone, instant messaging, online collaboration tools and face-to-face teacher forums for Tier 3 interventions.

In addition, the Tier 3 resources for all brick-and-mortar schools, for both teachers and students, are accessed through the districts single sign-on site, ClassLink and through the LMS platform Schoology.

Grade Levels: 6th, 7th, and 8th

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Level 1 or Low Level 2 on FSA ELA 2021-2022 (or most recent).

6th Grader (5th grade FSA): 312 or below

7th Grader (6th grade FSA): 317 or below

8th Grader (7th grade FSA): 325 or below

If FSA ELA score unavailable, Renaissance Star Reading Assessment, Unified proficiency benchmark of 49th percentile and below based on scaled score or FAST Cambium Reading Assessment equivalency score for Level 1.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Achieve 3000 Literacy Boost with Word Studio

Assessment & Frequency

Initial Level Set; monthly Lexile auto adjustments

Performance Criteria to discontinue Tier 3 interventions

Student scores in the 50th-74th percentile in District STAR Reading Assessment (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions

Student scores in the 49th percentile or below and shows growth or improvement such as increased Lexile over month (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts intensified Tier 3 interventions

Student performs below proficiency on formative assessments, decreases in Lexile month over month (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Small Groups (based on student need)

Intensive Reading: Using Achieve 3000 Literacy Boost resources

Assessment & Frequency

Weekly teacher created standards -based Formative Assessments

Performance Criteria to discontinue Tier 3 interventions

Student demonstrates proficiency on formative assessments.

Performance Criteria indicating continuation of Tier 3 interventions

Student does not demonstrate proficiency on formative assessments but is demonstrating growth or improvement in Lexile or other assessments.

Performance Criteria that prompts intensified Tier 3 interventions

Student does not demonstrate proficiency on formative assessments and is demonstrating no growth or improvement in Lexile or other assessments.

Grade Levels: 6th, 7th, and 8th

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

FAST: Cambium Reading Assessment

Assessment & Frequency

Cambium Reading Assessment: 3 times per year- Fall, Winter, and Spring

Performance Criteria to discontinue Tier 3 interventions

Student scores an equivalency of a Level 2 (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions

Student scores an equivalency of Level 1 and is demonstrating growth or improvement on Diagnostic Report.

Performance Criteria that prompts intensified Tier 3 interventions

Student scores an equivalency of Level 1 and does not show growth or improvement on Diagnostic Report.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

District: Renaissance: STAR Reading Assessment

Assessment & Frequency

Star Reading: 3 times per year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

Performance Criteria to discontinue Tier 3 interventions

Student scores in the 50th-74th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions

Student scores a 49th percentile or below and is demonstrating growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts intensified Tier 3 interventions

Student scores a 49th percentile and below in STAR and does not demonstrating growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Number of times per week intervention provided

5 days

Number of minutes per intervention session

45

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Grade Levels: 6th, 7th, and 8th

The effectiveness of Tier 3 intervention is monitored by the regional assistant superintendents and chief academic officer, who facilitate the processes to identify and solve the problems with support of the regional and district literacy teams and through the school-based administration, MTSS team, literacy leadership team, literacy coaches and interventionists.

Tier 3 instruction is supported with district adopted core curriculum, teacher training, coaching, collaborative planning and the MTSS process and is used for both in-person and distance learning instruction.

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

Achieve 3000 Literacy Boost-Secondary-Strong, <https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

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

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

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

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School.

Courses and all content are accessed through the Florida Virtual School Platform. Local teachers provide instruction through the internet, email, telephone, instant messaging, online collaboration tools and face-to-face teacher forums for Tier 3 interventions.

In addition, the Tier 3 ELA and Intensive Reading resources for all brick-and-mortar schools, for both teachers and students, are accessed through the districts single sign-on site, ClassLink and through the LMS platform Schoology.

Grade Levels: 9th and 10th

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Level 1 or Low Level 2 on FSA ELA 2021-2022 (or most recent).

9th Grader (8th grade FSA):329 or below

10th Grader (9th grade FSA):335 or below

If FSA ELA score unavailable, District Renaissance Star Reading Assessment, Unified proficiency benchmark of 49th percentile or below based on scaled score or FAST: Cambium Reading Assessment equivalency score for Level 1.

Student is enrolled in a regular English 1, 2 course (based on appropriate grade level) AND enrolled in an Intensive Reading course.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Achieve 3000 Literacy Boost with Word Studio

Assessment & Frequency

Initial Level Set; monthly Lexile auto adjustments

Performance Criteria to discontinue Tier 3 interventions

Student scores in the 50th-74th percentile in District STAR Reading Assessment (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions

Student scores in the 49th percentile or below in District STAR Reading Assessment and shows growth or improvement such as increased Lexile over month (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts intensified Tier 3 interventions

Student performs below proficiency on formative assessments, decreases in Lexile month over month (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Small Groups (based on student need)

Intensive Reading: Using Achieve 3000 Literacy Boost resources

Assessment & Frequency

Weekly teacher created standard- based Formative Assessments

Performance Criteria to discontinue Tier 3 interventions

Student demonstrates proficiency on formative assessments.

Performance Criteria indicating continuation of Tier 3 interventions

Student does not demonstrate proficiency on formative assessments but is demonstrating growth or improvement in Lexile or other assessments.

Grade Levels: 9th and 10th**Progress Monitoring****Performance Criteria that prompts intensified Tier 3 interventions**

Student does not demonstrate proficiency on formative assessments and is demonstrating no growth or improvement in Lexile or other assessments.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

FAST: Cambium Reading Assessment

Assessment & Frequency

Cambium Reading Assessment: 3 times per year- Fall, Winter, and Spring

Performance Criteria to discontinue Tier 3 interventions

Student scores an equivalency of a Level 2.

Performance Criteria indicating continuation of Tier 3 interventions

Student scores an equivalency of Level 1 and is demonstrating growth or improvement on Diagnostic Report.

Performance Criteria that prompts intensified Tier 3 interventions

Student scores an equivalency of Level 1 and does not show growth or improvement on Diagnostic Report.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

District: Renaissance STAR Reading Assessment

Assessment & Frequency

Star Reading: 3 times per year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

Performance Criteria to discontinue Tier 3 interventions

Student scores in the 50th-74th percentile in STAR (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions

Student scores a 49th percentile or below and is demonstrating growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts intensified Tier 3 interventions

Student scores a 49th percentile or below and is not demonstrating growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Number of times per week intervention provided

5 days

Number of minutes per intervention session

45

Grade Levels: 9th and 10th

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The effectiveness of Tier 3 intervention is monitored by the regional assistant superintendents and chief academic officer, who facilitate the processes to identify and solve the problems with support of the regional and district literacy teams and through the school-based administration, MTSS team, literacy leadership team, literacy coaches and interventionists.

Tier 3 instruction is supported with district adopted core curriculum, teacher training, coaching, collaborative planning and the MTSS process and is used for both in-person and distance learning instruction.

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

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Grade Levels: 11th and 12th

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Student scores a level 1 on FSA ELA (most recent) and is enrolled in a regular English 3 or English 4 course (based on appropriate grade level) AND enrolled in an Intensive Reading course.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
 Achieve 3000 Literacy Boost with Word Studio

Assessment & Frequency
 Initial Level Set; monthly Lexile auto adjustments

Performance Criteria to discontinue Tier 3 interventions
 Student scores in the 50th-74th percentile in District STAR Reading Assessment (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions
 Student scores in the 49th percentile or below in District STAR Reading Assessment and shows growth or improvement such as increased Lexile over month (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts intensified Tier 3 interventions
 Student performs below proficiency on formative assessments, decreases in Lexile month over month (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
 Small Groups (based on student need)
 Intensive Reading: Using Achieve 3000 Literacy Boost resources

Assessment & Frequency
 Weekly teacher created standards -based Formative Assessments

Performance Criteria to discontinue Tier 3 interventions
 Student demonstrates proficiency on formative assessments.

Performance Criteria indicating continuation of Tier 3 interventions
 Student does not demonstrate proficiency on formative assessments but is demonstrating growth or improvement in Lexile or other assessments.

Performance Criteria that prompts intensified Tier 3 interventions
 Student does not demonstrate proficiency on formative assessments and is demonstrating no growth or improvement in Lexile or other assessments.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
 District: Renaissance STAR Assessment

Grade Levels: 11th and 12th**Progress Monitoring****Assessment & Frequency**

Star Reading:

3 times per year- Fall (September 2022), Winter (January 2023), and Spring (April 2023)

Performance Criteria to discontinue Tier 3 interventions

Student scores in the 50th-74th percentile (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria indicating continuation of Tier 3 interventions

Student scores a 49th percentile or below in STAR and is demonstrating growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Performance Criteria that prompts intensified Tier 3 interventions

Student scores a 49th percentile or below in STAR and does not demonstrating growth or improvement on Diagnostic Report (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).

Number of times per week intervention provided

5 days

Number of minutes per intervention session

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What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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How are Tier 3 interventions provided to students who receive interventions through distance learning?

Grade Levels: 11th and 12th

Distance learning is provided through Polk Virtual School, a franchise of Florida Virtual School. Courses and all content are accessed through the Florida Virtual School Platform. Local teachers provide instruction through the internet, email, telephone, instant messaging, online collaboration tools and face-to-face teacher forums for Tier 3 interventions.

In addition, the Tier 3 ELA and Intensive Reading resources for all brick-and-mortar schools, for both teachers and students, are accessed through the districts single sign-on site, ClassLink and through the LMS platform Schoology.

Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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 state assessments to progress monitoring assessments, such as Star Early Literacy and Star Reading assessments, as well as district writing assessments, 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 and the reading foundations. The reading intervention resources, IStation and Achieve 3000 Literacy Boost, provide monthly assessments and daily intervention resources.