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| ***Florida Department of Education | Just Read, Florida!*** |
| **District Comprehensive Evidence-Based Reading Plan****Reflection Tool****Form No. CERP-RT****Effective: February 2023****Incorporated in Rule 6A-6.053, F.A.C.** |
| **District:** | **Date:** |

*DIRECTIONS:*

*Complete the District Comprehensive Evidence-Based Reading Plan (CERP) Reflection Tool to summarize and assess your implementation efforts for the current school year. The successful implementation of the CERP relates not only to the fidelity of implementing the plan, but also demonstrating improved literacy outcomes for students. “Fully Implemented” ratings must be supported with evidence of improved student outcomes on assessments. To reflect upon CERP implementation, insert the rating that best describes your implementation progress for each indicator.*

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| **Section A: Literacy Leadership** |
| *District and school leaders establish an organizational culture that supports continuous improvement in student outcomes in reading.*  |
| ***Implementation Indicators***  | ***4=Fully implemented*** | ***3=Partially in place*** | ***2=Minimally in place*** | ***1=Not yet in place*** |
| 1. A district-level Literacy Leadership Team is established and meets  regularly to disaggregate data and make informed decisions on how to  maximize student growth in reading. |  |  |  |  |
| 2. The CERP is disseminated widely, referenced frequently and actively  implemented. |  |  |  |  |
| 3. The district provides support to parents of students identified with a  substantial deficiency in reading with a read-at-home plan to support and  improve family engagement at home.  |  |  |  |  |
| 4. School-based administrators are fully trained on scientifically-based  reading research and evidence-based practices. |  |  |  |  |
| 5. School-based administrators receive additional training and coaching as  necessary when indicated by student achievement data in  reading/literacy. |  |  |  |  |
| 6. School Literacy Leadership Teams are established and meet regularly to  disaggregate data and make informed decisions about how to maximize  student growth in reading. |  |  |  |  |
| 7. Capacity is being built through identifying teachers, coaches and  district personnel who can serve as trainers in the use of evidence-based  curriculum, instruction and intervention aligned to the B.E.S.T. ELA  Standards. |  |  |  |  |
| 8. Additional resources are systematically sought out at the local, state and  federal levels to support literacy goals, first and foremost at the  elementary level. |  |  |  |  |
| **Section B: Literacy Coaching** |
| *District and school leaders create, communicate and work to sustain a coaching model which promotes maximum student growth.* |
| ***Implementation Indicators***  | ***4=Fully implemented*** | ***3=Partially in place*** | ***2=Minimally in place*** | ***1=Not yet in place*** |
| 1. The coaching model adopted by the district is evidence-based and  implemented with fidelity. |  |  |  |  |
| 2. The district has an established plan to provide ongoing professional  development (andragogy and pedagogy) to all literacy coaches. |  |  |  |  |
| 3. Literacy coaches are assigned to schools based on the greatest need and  support all grades at the school. |  |  |  |  |
| 4. All literacy coaches are certified or endorsed in reading. |  |  |  |  |
| 5. Literacy coaches are provided with the time, preparation and continuous  support needed to properly fulfill their role (e.g., district/school monthly  meetings and weekly ongoing support). |  |  |  |  |
| 6. Literacy coaches prioritize time to those teachers, activities and roles that  will have the greatest impact on student achievement in reading, namely  coaching, modeling and mentoring in classrooms daily. |  |  |  |  |
| 7. Literacy coaches 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. |  |  |  |  |
| 8. Literacy coaches train teachers to administer assessments, analyze data  and use data to differentiate instruction. |  |  |  |  |
| **Section C: Standards, Curriculum, Instruction & Intervention** |
| *District and school leaders set expectations for instructional practices and monitor fidelity of implementation.* |
| ***Implementation Indicators***  | ***4=Fully implemented*** | ***3=Partially in place*** | ***2=Minimally in place*** | ***1=Not yet in place*** |
| 1. An instructional model has been established that addresses all the  components of reading: oral language, phonological awareness, phonics,  fluency, vocabulary and reading comprehension. |  |  |  |  |
| 2. Standards-aligned reading, writing, speaking and listening instruction is  systematically integrated throughout the day in all subject areas. |  |  |  |  |
| 3. A minimum amount of dedicated literacy instruction is provided to all  students in addition to literacy connected instruction and practice that  takes place across the content areas (e.g., 90-minute uninterrupted block  for K-5 and additional 30-60 minutes daily for students identified in need  of Tier 2 or 3 instructional supports). |  |  |  |  |
| 4. All students have access to a rigorous, evidence-based curriculum for  reading and writing, and teachers use curriculum with fidelity as evident  through site-based monitoring data. |  |  |  |  |
| 5. Evidence-based supplemental and intervention programs are adopted for  use with students needing additional instruction beyond core instruction. |  |  |  |  |
| 6. Tier 2 interventions are provided in addition to core instruction and  include explicit, systematic, small group teacher-led instruction matched  to student need. |  |  |  |  |
| 7. Regular progress monitoring, ample opportunities to practice the targeted  skill(s) and formative feedback for students is evident in Tier 2 interventions. |  |  |  |  |
| 8. Tier 3 interventions are provided one-on-one or in very small groups (1-3  students) and are provided only by reading endorsed or certified teachers. |  |  |  |  |
| 9. All Tier 3 interventions are provided in addition to core instruction and  Tier 2 interventions, and include additional guided practice, immediate  corrective feedback and frequent progress monitoring. |  |  |  |  |
| 10. School administrators are supported in conducting regularly scheduled  instructional walkthroughs to ensure that effective instruction is being  provided to all students and evidence-based practices and programs are  being implemented with fidelity. |  |  |  |  |
| **Section D: Assessment** |
| *District and school leaders use data to support schools as they implement the CERP.* |
| ***Implementation Indicators***  | ***4=Fully implemented*** | ***3=Partially in place*** | ***2=Minimally in place*** | ***1=Not yet in place*** |
| 1. A district-wide literacy assessment plan has been developed including  four measures (e.g., screening, progress monitoring, diagnostic and  summative) and designated schedules and procedures. Duplication of  assessment measures is eliminated. |  |  |  |  |
| 2. A structure for ongoing formative assessment is in place to determine  where instruction should be modified to meet individual student needs. |  |  |  |  |
| 3. A structure for conducting screening, progress monitoring and diagnostic  assessments is in place to identify students with a substantial deficiency in  reading. |  |  |  |  |
| 4. Each school has an operational plan for the collection and regular review  of progress monitoring data to evaluate the effectiveness of instruction in  Tier 1 and to monitor progress of students receiving Tier 2 and 3  interventions. |  |  |  |  |
| **Section E: Professional Learning** |
| *District and school leaders establish a framework for providing, implementing and monitoring professional learning.* |
| ***Implementation Indicators***  | ***4=Fully implemented*** | ***3=Partially in place*** | ***2=Minimally in place*** | ***1=Not yet in place*** |
| 1. The District Literacy Leadership Team has developed and executed a plan  for professional development of the B.E.S.T. Standards for ELA  that is grounded in the science of reading. |  |  |  |  |
| 2. The District professional development plan prioritizes Reading  Endorsement professional learning for teachers required to be endorsed  or certified in reading. |  |  |  |  |
| 3. School-based administrators are provided regular professional learning  sessions on the science of reading and evidence-based literacy instruction,  materials and assessment. |  |  |  |  |
| 4. Principals provide training to help teachers integrate phonological  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. |  |  |  |  |
| 5. Professional Learning Communities (PLCs) are guided by assessment data  and are ongoing, engaging, interactive, collaborative, job-embedded and  provide time for teachers to collaborate, research, conduct lesson studies  and plan instruction. |  |  |  |  |

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| **CERP Reflection Implementation Progress Average by Section** |
| **Section Title** | **Total Indicator Points for Section** | **Divided by # of Indicators** | **Implementation Average for Section** |
| Section A: Literacy Leadership |  | 8 |  |
| Section B: Literacy Coaching |  | 8 |  |
| Section C: Standards, Curriculum,  Instruction & Intervention |  | 10 |  |
| Section D: Assessment |  | 4 |  |
| Section E: Professional Learning |  | 5 |  |

*\*\*Note: Estimate the implementation progress average by rounding to the nearest whole number.*

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| **Based on group discussion, identify the top priority areas to develop and improve.** |
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| **Based on group discussion, what general strategies are needed to address the listed priorities?**  |
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| **Based on the Reflection Tool findings and group discussion, how will the CERP be revised to improve literacy outcomes for students? How can your State Regional Literacy Directors and Just Read, Florida! help?**  |
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