Florida Department of Education | Just Read, Florida!
District K-12 Comprehensive Evidence-Based Reading Plan Reflection Tool

Form No. CERP-RT
Effective: February 2023
Incorporated in Rule 6A-6.053, F.A.C.

District: Clay County District Schools | Date: April 10, 2023

DIRECTIONS:

Complete the District K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP) Reflection Tool to summarize and assess your implementation efforts for the current school year. The successful implementation of the K-12 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 K-12 CERP implementation, insert the rating that best describes your implementation progress for each indicator.

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.	X			
2. The K-12 CERP is disseminated widely, referenced frequently and actively implemented.	X			
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.		X		
4. School-based administrators are fully trained on scientifically-based reading research and evidence-based practices.		X		
5. School-based administrators receive additional training and coaching as necessary when indicated by student achievement data in reading/literacy.		X		
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.		X		
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.	X			
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.	X			

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

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1. The coaching model adopted by the district is evidence-based and implemented with fidelity.		X		
2. The district has an established plan to provide ongoing professional development (andragogy and pedagogy) to all literacy coaches.	X			
3. Literacy coaches are assigned to schools based on the greatest need and support all grades at the school.		X		
4. All literacy coaches are certified or endorsed in reading.	X			
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).		X		
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.		X		
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.		X		
8. Literacy coaches train teachers to administer assessments, analyze data and use data to differentiate instruction.		X		

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.		X		
2. Standards-aligned reading, writing, speaking and listening instruction is systematically integrated throughout the day in all subject areas.		X		
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).		X		
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.		X		
5. Evidence-based supplemental and intervention programs are adopted for use with students needing additional instruction beyond core instruction.		X		
6. Tier 2 interventions are provided in addition to core instruction and include explicit, systematic, small group teacher-led instruction matched to student need.		X		
7. Regular progress monitoring, ample opportunities to practice the targeted skill(s) and formative feedback for students is evident in Tier 2 interventions.		X		
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.		X		

	4=Fully implemented	3=Partially in place	2=Minimally in place	1=Not yet in place
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.		X		
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.		X		

Section D: Assessment

District and school leaders use data to support schools as they implement the K-12 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.		X		
2. A structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs.		X		
3. A structure for conducting screening, progress monitoring and diagnostic assessments are in place to identify students with a substantial deficiency in reading.		X		
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.		X		

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.	X			
2. The District professional development plan prioritizes Reading Endorsement professional learning for teachers required to be endorsed or certified in reading.	X			
3. School-based administrators are provided regular professional learning sessions on the science of reading and evidence-based literacy instruction, materials and assessment.	X			
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.		X		
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.		X		

K-12 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	28	8	3.5
Section B: Literacy Coaching	26	8	3.25
Section C: Standards, Curriculum, Instruction & Intervention	30	10	3
Section D: Assessment	12	4	3
Section E: Professional Learning	18	5	3.6

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

Based on group discussion, identify the top priority areas to develop and improve.

Although each section of the *K-12 CERP* clearly defines and explains the District's well-established literacy infrastructure, feedback provided on each implementation indicator has identified the need to develop and improve stakeholder knowledge and understanding of the following:

1. **Literacy Coaching**: *District and school leaders create, communicate and work to sustain a coaching model which promotes maximum student growth.*
2. **Standards, Curriculum, Instruction & Intervention**: *District and school leaders set expectations for instructional practices and monitor fidelity of implementation.*
3. **Assessment**: *District and school leaders use data to support schools as they implement the K-12 CERP.*

Based on group discussion, what general strategies are needed to address the listed priorities?

Over the course of the 2020-2021, 2021-2022, and 2022-2023 school years, the district has utilized technical strategies such as trainings, providing schools hard copies and digital copies of the *K-12 CERP,* and disseminating information about the *K-12 CERP* to principals to share with teachers and other stakeholders at monthly principals' meetings and through the superintendent's weekly briefing. These technical strategies support the district's top-down leadership perspective and are consistent with transactional management practices by promoting accountability of the district's literacy goals while supporting frontline stakeholders' ability to achieve these goals with competence and quality.

Implementation Strategy: School Literacy Leadership Teams

Based on group discussion, an adaptive strategy is needed to ensure the effective implementation of the identified top priority areas: **Literacy Coaching; Standards, Curriculum, Instruction & Intervention;** and **Assessment**. Establishing School Literacy Leadership Teams will assist with increasing knowledge, understanding, and implementation of the *K-12 CERP* at the local level by engaging the intrinsic motivation and expertise of principals and teachers. The development and implementation of School-Based Literacy Leadership Teams is consistent with transformational management practices that seek to align district literacy goals with the individual literacy needs of schools and the interests, talents, and motivations of principals and teachers to increase ownership in adopting components of the *K-12 CERP* for sustainable long-term use aimed at building principal and teacher literacy capacity for improving literacy outcomes for all students.

Based on the Reflection Tool findings and group discussion, how will the K-12 CERP be revised to improve literacy outcomes for students? How can your State Regional Literacy Directors and Just Read, Florida! help?

Based on the Reflection Tool findings and group discussion, the *K-12 CERP* will be revised to improve literacy outcomes for students by clearly outlining the structure for establishing School Literacy Leadership Teams in section 3) Literacy Leadership – District and School in alignment with (Rule 6A-6.053(3), F.A.C.) for capacity building. The *K-12 CERP will d*escribe the process the principal will use to form and maintain a School Literacy Leadership Team, how the School Literacy Leadership Team requirement will be communicated to principals, including how School Literacy Leadership Teams will use data to establish literacy goals and take strategic action to improve literacy achievement for all students, and how School Literacy Leadership Team will implement and monitor the *K-12 CERP,* Rule 6A-6.053(7), (8), F.A.C.). State Regional Literacy Directors and Just Read, Florida! can assist CCDS by supporting schools with establishing School Literacy Leadership Teams. More specifically, providing professional learning material and resources combined with training and coaching support for principals will be key for establishing sustainable School Literacy Leadership Teams for *K-12 CERP* implementation fidelity.