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| ***Florida Department of Education | Just Read, Florida!*** | |
| **District Comprehensive Evidence-Based Reading Plan (CERP)**  **Reflection Tool**  **Form No. CERP-RT**  **Effective: May 2025**  **Incorporated in Rule 6A-6.053, Florida Administrative Code (F.A.C.)** | |
| **District:** | **Date:** |

*DIRECTIONS:*

*Complete the District Comprehensive Evidence-Based Reading Plan 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. |  |  |  |  |

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| **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 that is grounded in the science of reading and omits   three-cueing for word reading, 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,  or individuals who possess the elementary or secondary literacy micro-  credential. Micro-credentialed individuals must be supervised by an   individual certified or endorsed in reading. |  |  |  |  |
| 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, prioritize the top areas your district needs to develop and improve. Number the highest priority 1, the next highest priority 2, etc. If the area is not a current priority, it may be left blank.** | |
| **Section** | **Priority** |
| Literacy Leadership |  |
| Literacy Coaching |  |
| Standards, Curriculum, Instruction & Intervention |  |
| Assessment |  |
| Professional Learning |  |
| **Based on group discussion, what is the district’s plan to address the listed priorities?**  ***If the area is not a current priority, please mark with NA.*** | |
| **Literacy Leadership:** Click or tap here to enter text. | |
| **Literacy Coaching:** Click or tap here to enter text. | |
| **Standards, Curriculum, Instruction & Intervention:** Click or tap here to enter text. | |
| **Assessment:** Click or tap here to enter text. | |
| **Professional Learning:** Click or tap here to enter text. | |
| **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 assist and support? How can Just Read, Florida! assist and support?** | |
| **Revisions to make to improve the CERP:** Click or tap here to enter text. | |
| **State Regional Literacy Director(s) assistance and support:** Click or tap here to enter text. | |
| **Just Read, Florida! assistance and support:** Click or tap here to enter text. | |