2023-2024
CHARLOTTE COUNTY PUBLIC SCHOOLS
K-12 COMPREHENSIVE EVIDENCE-BASED READING PLAN

The Division of Learning

This document is approved by the School Board of Charlotte County

CCPS K-12 Comprehensive Evidence-Based Reading Plan: Rule 6A-6.053, F.A.C.

Annually, the school district shall submit to the Florida Department of Education a K-12 Comprehensive Evidence-Based Reading Plan (CERP). The CCPS K-12 CERP outlines the specific use of district resources based on a root-cause analysis for the purpose of supporting increased student achievement in literacy and closing achievement gaps.

The CCPS K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in *Rule 6A-1.09401, Student Performance Standards, F.A.C.* This information is reflected for all schools and grade levels and shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents. The CCPS K-12 CERP ensures that:

(a) Leadership at the district and school level is guiding and supporting the initiative;

(b) The analysis of data drives all decision-making;

(c) All intensive reading interventions is delivered by a teacher who is certified or endorsed in reading in accordance with Section (s.) 1011.62(8)(e), F.S., or instructional personnel pursuant to Section 1012.01(2), F.S., who possess a literacy micro-credential. For instructional personnel who possess a literacy micro-credential and provide intensive reading interventions, supervision must be provided by an individual certified or endorsed in reading;

(d) Measurable student achievement goals are established and clearly described;

(e) Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in 20 U.S.C. s. 7801(21)(A)(i) and comply with Section 1001.215(8), F.S.

1) District Literacy Leadership Team - Contact Information

The Main District Reading Contact will be the Florida Department of Education's contact for the *CCPS K-12 CERP* and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Point of Contact	Name	Position	Email	Phone
Main Reading Contact	Cheryl Edwards	Assistant Superintendent for Learning	cheryl.edwards@yourcharlotteschools.net	941-255-0808
Data Element	Darrell Milstead	Director, Information & Communications	darrell.milstead@yourcharlotteschools.net	941-255-0808
PK-5 Curriculum & Instruction, Elementary Literacy Coaches, Third Grade Promotion, Summer Reading Camp	Carmel Kisiday	Director, Elementary Teaching and Learning	carmel.kisiday@yourcharlotteschools.net	941-255-0808
6-12 Curriculum & Instruction, Secondary Literacy Coaches	Lisa Oberdier	Director, Secondary Teaching and Learning	lisa.oberdier@yourcharlotteschools.net	941-255-0808
Professional Learning & Reading Endorsement	Laura Blunier	Director, Professional Learning	laura.blunier@yourcharlotteschools.net	941-255-7675
PK-5 English Language Arts & Reading Decision Trees, Progress Monitoring	Phebe Westby	Curriculum & Instruction Specialist, PK-5	phebe.westby@yourcharlotteschools.net	941-255-0808
6-12 English Language Arts & Reading Decision Trees, Progress Monitoring	Heather Garcia	Curriculum & Instruction Specialist, 6-12	heather.garcia@yourcharlotteschools.net	941-255-0808
Data Analysis	Doug Dunakey	Psychometrician	doug.dunakey@yourcharlotteschools.net	941-255-0808
Exceptional Student Education	Kristy Johnson	Director, Exceptional Student Education	kristy.johnson@yourcharlotteschools.net	941-255-0808
Multi-Tiered System of Supports	Kim Gilliland	Assistant Director, Exceptional Student Education	kim.gilliland@yourcharlotteschools.net	941-255-0808

2) Budget for The *CCPS K-12 CERP* (Rule 6A-6.053(2), F.A.C.)

Reading Budget

Annually, and driven by a root cause analysis of literacy outcomes, the District Literacy Leadership Team (DLLT) through the Division of Learning will submit to the Superintendent and the Chief Financial Officer a budget worksheet to generate a district reading budget created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12, assisting the district with implementation of a comprehensive system of reading instruction pursuant to section 1003.4201, F.S. The budget will prioritize K-3 students with substantial deficiencies in reading as well as target curricular and instructional needs to support secondary reading initiatives developed to increase reading achievement leading towards higher graduation rates and post-secondary success. Areas considered in the budget will include, but not be limited to, the following:

- Literacy Coaches
- Reading Intervention Teacher Allocations
- Scientifically researched and evidence-based supplemental instructional materials to assist all students at increasing student performance in literacy and ensuring all schools have the supports necessary to close achievement gaps.
- Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)
- Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction
- Tutoring programs to accelerate literacy learning
- Additional ELA allocations for the purpose of smaller class size
- Family engagement activities

3) Measurable Student Achievement Goals (Rule 6A-6.053(1)(d), F.A.C.)

For each grade, PreK-10, clear and measurable student literacy achievement goals are based on the Florida Assessment of Student Thinking (FAST). Goals for the current plan year increase from the previous year in order to meet districtwide literacy achievement goals. *For the purpose of literacy goal setting, The Division of Learning's District Literacy Leadership Team conducts a systems level problem solving and planning approach. To this end, we goal-set based upon student cohort performance.*

	Florida Assessment of Student Thinking (FAST)				
Grades PreK-2	**Grade**	**Previous School Year 22-23 – % of Students Scoring: *PM3 – End of the Year (EOY)**		**GOAL for Plan Year 23-24 – % of Students Scoring *PM3 – End of the Year (EOY)**	
		Urgent Intervention <10th percentile	**At & Above Benchmark** 40th percentile & above	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above
	PreK	7%	74%	5%	75%
	K	9%	70%	5%	75%
	1	13%	68%	7%	73%
	2	10%	70%	7%	75%

	Grade	Previous School Year 22-23 % of Students Scoring: *PM3 – End of the Year (EOY)	GOAL for Plan Year 23-24 % of Students Scoring: *PM3 – End of the Year (EOY)
		Levels 3-5	Levels 3-5
Grades 3-10	3	56%	60%
	4	61%	62% *(+6, 4th grade)*
	5	58%	62% *(+1, 5th grade)*
	6	45%	59% *(+1, 6th grade)*
	7	52%	50% *(+5, 7th grade)*
	8	47%	55% *(+3, 8th grade)*
	9	48%	50% *(+3, 9th grade)*
	10	51%	54% *(+6, 10th grade)*

4) Literacy Leadership – District and School

A. School Literacy Leadership Teams (Rule 6A-6.053(3), F.A.C.)

Schools are required to establish a School Literacy Leadership Team. School principal or designee will submit monthly meeting minutes to the District Literacy Leadership Team upon request.

1. **Describe how the School Literacy Leadership Team (SLLT) requirement is communicated to principals, and describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.**

The School Literacy Leadership Team (SLLT) requirement is communicated to principals via the release of the school board approved *CCPS K-12 CERP* at a combined principal meeting.

Each principal develops a School Literacy Leadership Team to include membership that represents the school's stakeholders and vision of school literacy goals. Membership may include the following:

- school administrators
- literacy coaches (if applicable)
- lead teachers

- department chairs/program planners
- media specialists
- teachers representing each area of the core curriculum (science, social studies, math, and ELA)
- students
- other relevant members as the principal deems appropriate.

The principal shall have the autonomy to form the SLLT as he/she sees fit, and will maintain the SLLT through participation in membership and monitoring of monthly (minimum) meetings and action plans developed, as necessary.

2. Describe how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.

Annually, under the guidance of the school principal or designee, the School Literacy Leadership Team (SLLT), will ensure the following:

- ☐ The creation of the SLLT' vision and mission statement which defines the purpose and alignment of the team with the *CCPS K-12 CERP.*
- ☐ The goals outlined by the SLLT are highlighted in the School Improvement Plan annually and include action plans to improve student achievement in literacy.
- ☐ The establishment of literacy goals taking into consideration the goals of the *CCPS K-12 CERP* and data from the school's grade as well as the school's Federal Percent of Points Index.
- ☐ A focused attention on subgroup performance to include Students with Disabilities, English Language Learners, Economically Disadvantaged, and the seven (7) major racial/ethnic groups (as applicable).
- ☐ The development of a literacy action plan developed through trend and cohort data that allows for and accepts the following:

    - State & district support to reduce achievement gaps if the school is identified as ATSI, TSI, or CSI.
    - State, district, and school-based professional learning opportunities that provides clarity on "Florida's Formula for Success" in literacy and support for identified teachers, literacy coaches, etc.
    - Systems level problem solving and planning:

    - Monitoring of the school's implementation of and alignment with the expectations of the *CCPS K-12 CERP* to include FDOE's "Definition of a Literacy Coach" (Appendix D) and "The School Leader's Literacy Walk-Through Tool" (Appendix A).

B. Plan Implementation and Monitoring (Rule 6A-6.053(7), (8), F.A.C.)

The Division of Learning, through the District Literacy Leadership Team, monitors the implementation of the *CCPS K-12 CERP* at the district and school level through frequent collections of data and intentional actions for continuous support and improvement.

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	Tier 1 Data School, grade band, and grade level • FAST (STAR, CAI) • District Benchmark Interims *After each window closing* • District Common Assessment Data *After each unit closing* Tier 2 & 3 Data • Intervention Data – District MTSS Committee *monthly meetings*	Tier 1 Data Grade level, by teacher, by student • FAST (STAR, CAI) • District Benchmark Interims *After each window closing* • District Common Assessment Data *monthly meeting* Tier 2 & 3 Data • Intervention Data – School MTSS Committee *As part of the individual MTSS meetings for students* *School-based Literacy Leadership teams look at all data that is available (core and intervention) every time they meet.*
Actions for continuous support and improvement	District Learning Communities (DLCS) are held for grade level teams and reading coaches to analyze and respond to data. Professional learning opportunities for teachers, coaches, and school leaders are developed through a needs analysis resulting from data diving. Adopted curriculum and evidence-based non-adopted materials are monitored for fidelity of usage and standards-based instruction. Progress monitoring (district, school) is facilitated through expectation, data report-outs, school site visits, and other measures of accountability as necessary.	Collaborative planning for grade level teams to include literacy coaches to analyze and respond to data – including identifying opportunities for coaching and professional development opportunities.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Tier I and II Data School, grade band, and grade level • FAST (PM1, PM2, PM3) • District Formative Assessments (Savvas' MyPerspective's Florida Customizable Reading Assessments- after each window closing) Tier III Data	Tier I and II Data School, grade band, and grade level FAST (PM1, PM2, PM3) District Formative Assessments (Savvas' MyPerspective's Florida Customizable Reading Assessments- after each window closing) Tier III Data School, grade band, and grade level

	School, grade band, and grade level • Bi-Weekly Formative Assessments (Mastery Connect- quarterly)	• Bi-Weekly Formative Assessments (Mastery Connect- quarterly) • *School-based Literacy Leadership teams look at all data that is available (core and intervention) every time they meet.*
Actions for continuous support and improvement	District Learning Communities (DLCS) are held for grade level teams and reading coaches to analyze and respond to data. Professional learning opportunities for teachers, coaches, and school leaders are developed through a needs analysis resulting from data diving. Adopted curriculum and evidence-based non-adopted materials are monitored for fidelity of usage and standards-based instruction. Progress monitoring (district, school) is facilitated through expectation, data report-outs, school site visits, and other measures of accountability as necessary.	Collaborative planning available before school for grade level teams and reading coaches (as applicable) to analyze and respond to data – including identifying opportunities for coaching and professional development opportunities.
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	<u>Tier I and II Data</u> School, grade band, and grade level • FAST (PM1, PM2, PM3) • District Formative Assessments (Savvas' MyPerspective's Florida Customizable Reading Assessments- after each window closing) <u>Tier III Data</u> School, grade band, and grade level • Bi-Weekly Formative Assessments (Mastery Connect- quarterly)	<u>Tier I and II Data</u> School, grade band, and grade level • FAST (PM1, PM2, PM3) • District Formative Assessments (Savvas' MyPerspective's Florida Customizable Reading Assessments- after each window closing) <u>Tier III Data</u> School, grade band, and grade level • Bi-Weekly Formative Assessments (Mastery Connect- quarterly) *School-based Literacy Leadership teams look at all data that is available (core and intervention) every time they meet*
Actions for continuous support and improvement	District Learning Communities (DLCS) are held for grade level teams and reading coaches to analyze and respond to data. Professional learning opportunities for teachers, coaches, and school leaders are developed through a needs analysis resulting from data diving.	Collaborative planning available before school for grade level teams and reading coaches (as applicable) to analyze and respond to data – including identifying opportunities for coaching and professional development opportunities.

	Adopted curriculum and evidence-based non-adopted materials are monitored for fidelity of usage and standards-based instruction. Progress monitoring (district, school) is facilitated through expectation, data report-outs, school site visits, and other measures of accountability as necessary.	

1. **How are concerns communicated if it is determined that the *CCPS K-12 CERP* is not being implemented with fidelity?**

The Division of Learning leadership team communicates implementation concerns via district required monthly meetings with school leadership teams and/or instructional leaders. These monthly meetings are supplemented with more frequent site visits regarding implementation concerns, if necessary. Additional stakeholders have an opportunity to share feedback on the implementation of the *CCPS K-12 CERP* and are encouraged to participate in action planning for change.

2. **Describe what has been revised to improve literacy outcomes for students in the *CCPS K-12 CERP* based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.**

Based upon our root cause analysis, Just Read Florida (JRF) trained literacy coaches will focus on improving Tier 1 instruction at the K-2 elementary levels. In addition, for the secondary levels, intensive reading teachers will receive regularly scheduled professional development facilitated by a JRF trained literacy coach/curriculum & instruction specialist. This professional development will build upon foundational skills needed at the secondary level for striving readers.
Professional development for secondary schools will extend beyond the target audience of intensive reading teachers for grades 6-10. Based on the 2023 FAST data for PM3 and the overall decline in 6th-grade achievement, it is evident that students need additional support in ELA as they transition from elementary school to middle school. As students transition to 6th grade, the state standards become more rigorous, and the text supports within the textbook become less explicit; therefore, teachers need evidence-based strategies to scaffold this transition for students. To enhance the transition, professional development will occur for all 6th grade Language Arts teachers through a bi-weekly PLC that focuses specifically on the Science of Reading and evidence-based strategies to support students as they read on-grade-level texts. Topics for these meetings will include, but are *not* limited to:

- Strategies for teaching students how to decode unfamiliar words
- Strategies for building background knowledge for students
- Strategies for teaching students how to break apart difficult sentences (syntax study)
- Strategies for teaching students how to conduct a close reading
- Strategies for teaching students how to tackle longer reading passages
- Strategies for teaching students the B.E.S.T. Standards at the rigor of the standard while providing adequate scaffolds (24 Standards)

3. **Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.**

Principals monitor implementation of the reading plan by ensuring the master schedule supports tiered intervention as well as assigning teachers with reading endorsement to Tier 3 courses. Principals will convene his/her MTSS committee on a regular basis to discuss individual student data to monitor effectiveness of interventions with students. School leaders conduct informal reading walkthroughs and collect data, some of which is shared with the School Literacy Leadership Team. The Division of Learning provides the *K-12 Literacy Walk-Through Tool* as a reference or resource that principals may choose to use (Appendix A)

4. **In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.**

When the School Leadership Literacy Teams meet, they analyze the progress monitoring data, district interim data, unit assessment data, intervention data, and data gathered from literacy walk-through tools to inform instructional needs in order to support the various learning styles and needs of students. In addition to their walk throughs, principals work with the psychometrician and the Curriculum and Instruction Specialist to identify areas of both strength and improvement in both state testing data and district formative assessment data. Principals, in collaboration with their School Literacy Leadership Teams, look for grade level and school wide trends regarding strengths and weaknesses in both the state testing data as well as the district formative assessment data. The School Literacy leadership teams, with the guidance of the principals, analyze the data and use their conclusions to determine where additional student and staff support is needed and troubleshoot ways to provide that additional support. Additional support may come in the form of peer-observations to observe reading strategies, additional professional development provided by the Curriculum and Instruction Specialist or organized by the Professional Development Center, a targeted book study conducted by a school-based PLC, or any number of other evidence-based strategies.

5) Literacy Coaches/Coaching (Rule 6A-6.053(6), F.A.C.)

Literacy Coaches (Rule 6A-6.053(6)(a), F.A.C.)

The literacy coach will serve as a stable resource for professional learning throughout a school to generate improvement in reading and literacy instruction and student achievement. Coaches will support and provide initial and ongoing professional learning to teachers. Literacy coaches are assigned to schools determined to have the greatest need based on student performance data in reading. All district allocated literacy coaches (regardless of the funding source) will be trained in and will follow the *Just Read, Florida! Literacy Coach Model* and FDOE's *Definition of a Literacy Coach* (Appendix D).

Focus of Literacy Coaching in the 2023-2024 SY: The District Literacy Leadership Team's root cause analysis of intervention data indicates that core instruction needs to be strengthened while also providing support for differentiation of instruction across the MTSS framework, K-12.

Providing all elementary schools with highly qualified literacy coaches will help raise the efficacy of instruction across all tiers. Due to budget constraints, only 3 elementary schools will be allocated a literacy coach in the 2023-2024 school year (referendum funded – 1; general funded – 2).

At the elementary level, schools are identified as benefitting from coaching support through FAST PM3 performance utilizing the following assessments: STAR Early Literacy, STAR Reading, and FAST Grade 3 ELA. The District Interim Assessment (Developmental Reading Assessments DRA K-2) and the District Formative Assessment (Benchmark unit assessments) student outcomes are also incorporated into data-analysis and decision-making. Through improved instructional practice of elementary teachers, the literacy coach will focus on increasing the number of students that are performing "At/Above Benchmark" in grades K-2 and increasing the number of students exiting third grade as reading "On-Grade Level and Above."

At the secondary level, student data in grades 6-12 also elicit the need for significant concentrated effort in Tier 1 across all reading levels and abilities to ensure reading success in more rigorous coursework and post-secondary requirements.

Through referendum funding, the district is able to provide one (1) literacy coach at one (1) middle school as well as at one (1) high school. As of present day, the district's general budget will not support additional literacy coaches at the secondary level. If applicable, schools may also use Title funding to fund a literacy coach position within their school site.

The assignment of literacy coaches at secondary schools is data-driven and based on the following data points:

- The percentage of students scoring at levels 3-5 on the FAST PM3 ELA assessment
- Trends in school grade component performance in Achievement, Learning Gains, and Learning Gains of the L25
- School identification as ATSI, TSI, or CSI within the Federal Percent of Points Index (FPPI) due to student performance in ELA at 40% or below achievement among one or more of the following subgroups:
    - Students w/ Disabilities
    - English Language Learners
    - Economically Disadvantaged
    - Major racial and ethnic groups
- Teacher effectiveness in instructional practice as determined by results generated through District Formative Assessments.

The Just Read, Florida! Literacy Coach Model (Rule 6A-6.053(6)(c), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:

- 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 interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;

- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

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

1. How is the literacy coach model communicated to principals?

The literacy coach model is embedded within CCPS' Literacy Coach job description. In addition, a meeting among the Director of Elementary Learning and the Director of Secondary Learning, in conjunction with the appropriate Curriculum and Instruction Specialist, the literacy coach, and the school leadership team will occur. During this meeting, the FDOE's *Definition of a Literacy Coach* (Appendix D) will be shared with all parties. In addition, the *Just Read, Florida! Literacy Coach Model* (roles and responsibilities) will be reviewed and discussed.

2. How does the district support literacy coaches throughout the school year and monitor implementation of the literacy coach model?

Monthly meetings focused on the pillars of literacy coaching will occur in the format of a District Learning Community. Membership of the *Literacy Coach District Learning Community (LC-DLC)* consist of the following, at minimum: • District Literacy Coaches (all grade level bands – K-5, 6-8, 9-12) • Elementary ELA Curriculum & Instruction Specialist • Secondary ELA Curriculum & Instruction Specialist

- Director of Elementary Learning
- Director of Secondary Learning
- Director of Professional Learning
- School principal or designee

Meeting agendas will focus on the following elements, at minimum:

- ✓ Analysis of walk-through and coaching data
- ✓ Student performance data
- ✓ Barriers to effective literacy coaching
- ✓ Celebrations of effective literacy coaching
- ✓ Best practices
- ✓ Coaching strategies from the Flamingo Literacy Coaching program and the Flamingo Literacy Playbooks. The literacy playbooks provide foundational knowledge, strategies, and sample lessons for the domains of reading including: Phonological Awareness, Early Decoding, Advanced Decoding, Fluency, Vocabulary, and Comprehension. The LC-DLC will focus on studying one each month during the coaching sessions (resources inside each playbook are applicable for all coaches, K-12).

Monitoring of effective literacy coach implementation of *the Just Read! Florida Literacy Coach Model* will consist of, but not be limited to, the following:

- Submitted agendas and minutes of the School Literacy Leadership Team meetings.
- Monthly professional learning meetings with literacy coaches via the LC-DLC.
- Report-outs at elementary and secondary monthly principal meetings
- Rigorous analysis of progress monitoring data. The implementation of a literacy coach, in conjunction with training and the Impact Cycle, should show results in student data. When teachers are engaged in rigorous lesson planning with on-grade level, evidence-based materials, being guided by a literacy expert, and supported by a School Literacy Leadership team, the district should experience growth in student FAST assessment outcomes at the schools where literacy coaches are placed.
- Anecdotal experiences from the literacy coaches themselves during the monthly LC-DLC professional development sessions will monitor effective implementation.
- Literacy coach logs of the teachers they meet with and/or non-evaluatively observed and on which days those meetings/classroom visits took place. These records will be shared with the school principal on a regular basis.
- Requested assistance made by the school principal of the District Literacy Leadership Team if a re-focus of the literacy coach's time is required.
- The District Literacy Leadership Team will conduct instructional reviews at school sites concentrating on implementation effectiveness of the literacy coaching model.

3. **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 Just Read Florida Coaching Endorsement program, which is a requirement for all CCPS Literacy Coaches, has an entire module of study dedicated to assisting coaches in conducting data analysis, creating goals, creating action plans, and following through with a coaching cycle. This coaching cycle mirrors the coaching cycle our coaches have already been trained in through Jim Knight's *Instructional Coaching Group with the Impact Cycle.* Additionally, our State Regional Literacy Directors will be called upon as needed to provide support. Finally, state offered trainings on literacy coaching will be attended by members of the District Literacy Leadership Team and literacy coaches.

6) Priority Areas in K-12 Literacy Assessment, Curriculum, and Instruction

In the spring of each school year, the District Literacy Leadership Team will summarize and assess implementation efforts of the CCPS K-12 CERP for the current school year. This reflection will be conducted using the *Florida Department of Education's District K-12 Comprehensive Evidence-Based Reading Plan Reflection Tool* (Appendix E). The successful implementation of the CCPS 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. Data and discussion elicited from the *Reflection Tool* assists in the identification of top priorities of the next school year's *CCPS K-12 CERP*.

The following top priority areas are identified for the *2023-2024 CCPS K-12 CERP*:

- Section A: Literacy Leadership
- Section B: Literacy Coaching
- Section C: Standards, Curriculum & Instruction

The following strategies are needed to address the identified priorities:

- Literacy Leadership Strategies:
  - Focused, ongoing professional learning opportunities for school-based administrators on what effective literacy instruction looks like in the classroom
  - School-based administration training on Literacy Profiles, scientifically-based reading research and evidence-based practices
- Literacy Coaching:
  - Revise and adopt a new district job description for literacy coaches including the definition of literacy coach per Just Read Florida
  - Train school-based administrators on how to support literacy coaches
  - Continuous and on-going professional learning throughout the year including utilizing our trained trainers for the Literacy Coaching Certification courses offered by the state
  - Continue to advocate for additional literacy coach allocations in an effort to provide support to all teachers and schools
- Standards, Curriculum, & Instruction:
  - Continue to train all teachers on the B.E.S.T. ELA standards and evidence-based instructional strategies

- Focusing on standards-aligned writing instruction that is systematically integrated in all subject areas
- Continue to monitor the effective implementation of the district's core curriculum to support and strengthen Tier 1 instruction
- Continue to monitor the effective implementation of the district's evidence-based interventions to support and strengthen Tier 2 and Tier 3
- Continue to re-evaluate and strengthen practices in progress monitoring to include state (FAST) and district (formative) assessments for the purpose of improving standards-based instruction through the use of pacing guides and the district approved curriculum guides
- Per HB 7039 (2023 Legislative session), the district will prioritize the assignment of highly effective teachers to kindergarten through grade 2. The Director of Elementary Learning will guide and assist principals in master scheduling to address this priority at the greatest extent possible, as needed.

A. Florida's Formula for Success (Rule 6A-6.053(9)(a), F.A.C.)

K-12 reading instruction will align with Florida's 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;
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
    - **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
    - **Supplemental Instruction/Interventions (Tier 2)**: 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 still(s) and receive corrective feedback; occurs in addition to core instruction; and
    - **Intensive, Individualized Instruction/Interventions (Tier 3)**: 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. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in s. 1003.485, F.S., or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.

All students, including those with an identified disability and those that are English Language learners, will follow Florida's Formula for Success as outlined in statute. Additionally, students with a federal plan (IEP, 504, or LEP) will have the additional supports required by their plan to include accommodations, specialized instruction, and teachers will utilize the universal design for learning in their instruction.

2. Describe the public school PreK program's plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners.

- Within the first 45 days of school, preferably prior to the child's first day, the teacher and parent work together to administer the ASQ-3, a developmental screening tool and the ASQ-SE a social emotional screening tool. Data collected provides a baseline that assists teachers in planning for and supporting children's learning.
- The AIM Assessment system is used throughout the year as an ongoing progress monitoring tool. Using observation and documentation, teachers track each child's development and create individual learning plans accordingly. PreK students also complete STAR assessments three times throughout the year. This tool gauges kindergarten readiness and provides teachers with additional data to support children regardless of developmental level.
- Programs use the research-based Frog Street curriculum which is aligned with both state and national early learning standards. Teachers are expected to refer to and use the standards when planning lessons. Frog Street provides alternative activities, lessons and resources for children below, at, and above expected developmental levels. Conscious Discipline is used as a social-emotional curriculum. This system helps create a "school family" grounded in respect and kindness. In order to best ensure that the curricula are being implemented as intended, each team is assigned an Educational Specialist who acts as a coach/mentor and provides support and feedback. Specialists utilize a coaching-to-fidelity tool which is aligned with the curricula as a means to guide observations and support improvement planning.
- The CLASS observation tool is administered twice each year to assess teacher-child interactions and instructional quality. Ed Specialists are trained and reliable CLASS observers and conduct one administration per year. The program hires an outside agency to administer the second CLASS to ensure reliable and accurate data is being collected. Information gathered is shared with teachers and indicated coaching and support follows.

7) Decision Trees (Rule 6A-6.053(9)(d), F.A.C.)

Decision Trees demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Decision Trees address ALL students.

Decision Trees contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to s. 1008.25(8)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- 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 or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in 20 U.S.C. s. 7801(21)(A)(i):

(A) …an activity, strategy or intervention that –
(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

**Refer to Appendix B: Elementary Decision Tree*
**Refer to Appendix C: Secondary Decision Tree*

8) Screening and Progress Monitoring

Grades PreK-5

1. **The chart below indicates the assessment(s) used to screen and progress monitor grades PreK-5 students.**

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	☒ PreK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST Star Reading	☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST ELA Reading	☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Mondo Oral Language	☐ PreK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	☐ Grade 5	☐ Comprehension		☐ As Needed ☒ Other (2 x a year)
DRA	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. **Identification of K-5 Students with a Substantial Reading Deficiency (Rule 6A-6.053(10), F.A.C.)**
   In accordance with s. 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an 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 reading deficiency if the following criteria are met:

   - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension;
   - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension; or
   - For grade 3, the student scores:
     - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension; or

- Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

2a. Describe the district's process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

FAST assessment results and district interim assessments, formative assessments, and classroom performance all work together to identify students in grades K-3 needing interventions and those with substantial reading deficiencies.

2b. Describe the district's process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

Students in grades 4/5 are identified as needing tiered support first using their FAST scores – students that score a level 1 receive Tier 2 and Tier 3 interventions, and students scoring at a level 2 receive Tier 2 interventions

3. Summer Reading Camps (Rule 6A-6.053(12), F.A.C.)

Requirements of Summer Reading Camps pursuant to s. 1008.25(7), F.S., include:

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

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized, as defined in 20 U.S.C. s. 7801(21)(A)(i).

Grade 3 students that score a Level 1 on the F.A.S.T. in the PM 3 window will be invited to attend Summer Reading Camp. The evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, and vocabulary is provided by a highly effective teacher endorsed or certified in reading. The programs utilized included: ☐ Benchmark Advance – Moderate to Promising Evidence ○ Unit 10 ○ Phonics Skills Bags ○ ACT NOW – Accessing Complex Text a close reading resource for 3rd grade ☐ Leveled Literacy Intervention (LLI) – Strong Evidence ☐ SIPPS – Systematic Instruction of Phonics and Phonemic Awareness - Moderate

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. The district's instructional plan, including a description of the evidence-based instructional materials that will be utilized is as follows:

CCPS will be offering a Transition to Kindergarten ELA Summer Camp for qualifying VPK students based upon their F.A.S.T. PM 2 scores. We will be utilizing the Benchmark Ready to Advance curriculum which is aimed at supporting incoming kindergarten students

Grades 6-12

4. The chart below indicates the assessment(s) used to screen and progress monitor grades 6-8 students.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District Formative Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

5. Describe the district's process for identifying grades 6-12 students in need of Tier 2/Tier 3 interventions.

Students are considered Tier 2 if they meet the following criteria at the beginning of the school year:

- FAST level 2 from the 2023 May administration of the exam (PM3)

If a student does not have a FAST score, the following criteria will be used:

- 2023-2024 FAST PM1 score of level 2
- 11th/12th grade students: Concordance scores (ACT/SAT)
- High School: ESE Waiver

Students scoring a Level 2 on the FAST Assessment will be in need of Tier 2 interventions. These interventions will occur with an ELA certified teacher in a course earning an ELA credit. The intervention will occur 2-3 times a week for 15-20 minutes (each intervention), and interventions will be provided in small group settings within the class period. Refer to the Secondary Decision Tree (Appendix C) for additional information.

Students are considered Tier 3 if they meet the following criteria at the beginning of the school year:

- FAST level 1 from the 2023 May administration of the exam (PM3)

If a student does not have a FAST score, the following criteria will be used:

- 2023-2024 FAST PM1 score of level 1
- Students with an IEP with Reading Goals
- Students enrolled in an ACCESS ELA course

Students scoring a Level 1 will be placed in an intervention course in addition to their ELA credit bearing course. This class will meet every day for an entire class period and must be taught by a state certified or endorsed reading teacher. This intervention course will provide intensive interventions to ensure the student's reading abilities improve over the course of the school year. The interventions in this course will be personalized and monitored on a bi-weekly basis. Teachers will implement instructional strategies from the *What Works Clearinghouse IES Practice Guide*, "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" which has both Strong and Moderate evidence.

Teachers will also provide interventions for students in grades 6-9 by implementing instructional strategies from the *What Works Clearinghouse IES Practice Guide*, "Providing Reading Interventions for Students in Grades 4-9" which has strong evidence.

All intervention programs utilized must meet ESSA Evidence-Based Interventions Criteria.

7) Professional Development (Rule 6A.6.053(4), F.A.C.)

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

- Provide professional development required by s. 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;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
- 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.

Professional development required by Section 1012.98(4)(b)11., F.S., will be provided through ongoing training and follow up support with our recently adopted textbook series (Benchmark and Savvas). Training will also be provided with our intervention programs (SIPPS, LLI, Read 180).

Additional professional learning opportunities in B.E.S.T. ELA standards and evidence-based reading practices and programs for teachers are also available through the state's high-quality Reading Endorsement pathways for teachers, FCRR's Reading Foundations and Evidence-Based Instructional Practices 2.0 and the UF Flamingo Literacy Matrix as well as through Beacon Educator with Reading

Challenges 1 & 2, our own KEY Literacy program, and job embedded professional learning delivered by our ELA Curriculum and Instruction Specialists, Lead Teachers, and Reading Coaches.

Professional development for teachers will be differentiated and intensified based on progress monitoring data on school-based Data Days. These Data Days will be scheduled following each progress monitoring window. Teachers will meet formally in grade level teams in the mornings to analyze and review data. In the afternoons, differentiated professional learning based on student performance and teacher need will be provided by one or more of the following: Curriculum and Instruction Specialists, Lead Teachers, Reading Coaches.

Mentor teachers have been identified in each school through our New Educator Training (NET) program. The District Literacy Leadership Team will develop a rubric for use in identification of model classrooms.

To the fullest extent possible, principals provide time for teachers to meet weekly for professional learning through intentional master scheduling by providing common planning time for teacher teams at each building level.

School-based administrators will receive formal training from the district's Professional Development Center on scientifically based reading research and evidence-based practices. In addition, training and coaching of school administrators will occur as needed in reading/literacy when FAST PM 1, 2, and 3 data is received. This training will occur during informal site visits, instructional rounds, literacy coaching reflections, etc.

B. List the pathways that are available in the district for earning the Reading Endorsement.

Charlotte County utilizes both of the state's high-quality Reading Endorsement pathways for teachers, FCRR's *Reading Foundations and Evidence-Based Instructional Practices 2.0* (face to face) and the UF *Flamingo Literacy Matrix* (online). As the number of seats for the Literacy Matrix are limited, Reading Endorsement courses are made available to our teachers through Beacon Educator, on an as needed basis.

8) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(2), F.A.C.)

Describe any tutoring programs available within the district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

The district selects and compensates high school students to tutor our striving K-2 students during the elementary school's after care program under the supervision of a reading certified tutor coordinator. High school tutors and tutor coordinators are trained using a blend of the tutoring training programs from Just Read! Florida to include the use of Florida Center for Reading Research (FCRR) literacy games coupled with rich text and opportunities for writing.

9) Family Engagement (Rule 6A-6.053(11), F.A.C.)

In accordance with s. 1008.25(5)(e), F.S., parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, 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 reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

Parents are notified in writing with the criteria that determined their child's deficiency along with the specific area of reading where the deficit lies. Additionally, parents are provided with access to our website Charlotte County Public Schools Read at Home Plan and an invitation to participate in the New World's Reading Initiative. Parents are also updated monthly on their child's progress with the intervention.

APPENDIX A

K-12 LITERACY WALK-THROUGH TOOL

School Leader's Literacy Walkthrough

FLORIDA'S B.E.S.T. STANDARDS ENGLISH LANGUAGE ARTS

Grades K-5

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School Leader's Literacy Walkthrough

Grades K-5

Introduction

The **School Leader's Literacy Walkthrough** tool is designed to assist school leaders in coaching and supporting classroom literacy instruction that is aligned to Florida's B.E.S.T. English Language Arts Standards. For the purposes of this tool, school leaders may include principals, assistant principals, literacy coaches, members of the literacy leadership team, teacher leaders or others. **This tool is not meant to be used in the evaluation of teachers**. Instead, this tool is intended to help school leaders enhance literacy instruction knowledge, establish lines of communication centered on literacy instruction with teachers, and ensure consistent language regarding literacy content and instructional practices. Further, the use of this tool can be the foundation for productive conversations among school leaders and teachers to inform coaching and professional learning needs to improve instruction. Teachers should be given a copy of the walkthrough tool and school leaders should provide an overview of the tool and its purpose.

Overview of the Tool

The tool includes three sections:

- **Pre-Walkthrough Check-in**: The purpose of this guide is to facilitate a brief conversation between the school leader who will conduct the walkthrough and the teacher. The goal is for the school leader to gain an understanding of the focus of the lesson they will see during the walkthrough. The teacher will also have an opportunity to request that the school leader look for specific instructional components to help with effective implementation.
- **Checklist**: The grade-specific checklists contain sections that focus on each B.E.S.T. literacy strand (i.e., Foundations, Reading, Communication, and Vocabulary) and the benchmarks. The school leader may use the section that pertains to the literacy strand and benchmarks that are the focus of the lesson to take notes regarding instruction and student learning during the walkthrough. In addition, the school leader may indicate if they see practices such as explicit instruction, systematic instruction, differentiation, scaffolding, and corrective feedback provided by the teacher. Finally, the checklists allow school leaders to indicate the level of student cognitive engagement in their learning.
- **Post-Walkthrough Check-in**: This guide provides reflection questions for the school leader, and questions to discuss with the teacher after the walkthrough. Additional questions may be added to guide a collaborative conversation with the teacher. Lastly, if needed, an action plan can be completed with the teacher.

Using the Tool

This tool can be used for frequent 5 to15-minute walkthroughs. It may be used to focus on either one literacy component (e.g., Foundations) or multiple literacy components (e.g., Communication and Vocabulary). The school leader should not expect to see every benchmark and strand during a walkthrough; however, benchmarks should be combined purposefully and may cross strands.

Space is provided for school leaders to record evidence in the form of notes and reflections. These comments are essential to the effective use of this tool and will help guide the post-walkthrough reflection with the teacher. In addition, school leaders will use the check boxes in the instructional delivery column to note when explicit, systematic, and/or differentiated instruction is demonstrated. They will also check boxes when they see the teacher providing scaffolding for students and corrective feedback. These teacher practices are aligned with the **Florida Practice Profile**.

Core Components of the Florida Practice Profile

Core Component	Accomplished Use	Ineffective Use
EXPLICIT INSTRUCTION is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills. One example is the gradual release model.	1. Introduces the new or previously taught content, concept or skill clearly and directly. 2. Models or demonstrates use of the new or previously taught content, concept or skill. 3. Provides clear visual and/or auditory examples (and non-examples when needed) to illustrate specific application of content, concept or skill. 4. Provides learners frequent opportunities for guided and independent practice of new or previously taught content, concept or skill.	1. Introduces new or previously taught content, concept or skill indirectly, relying upon student inferencing; does not provide clear and concise explanation. 2. Provides instruction without modeling or demonstrating new or previously taught content, concepts or skills; does not clarify potential misconceptions. 3. Provides instruction without visual and/or auditory examples and non-examples; does not illustrate specific application of new or previously taught content, concepts or skills. 4. Provides instruction without follow-up opportunity for learners to practice new or previously taught content, concepts or skills; does not guide learners toward independence as soon as possible.
SYSTEMATIC INSTRUCTION is a planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals.	1. Uses a logical progression of content, concept and skill, proceeding from simple to more complex. 2. Conducts a cumulative review, enabling learners to make connections to previously learned material. 3. Provides opportunities for students to practice previously taught content, concepts and skills to progress toward learning goals.	1. Teaches content, concepts or skills that do not proceed from simple to more complex. 2. Does not provide cumulative reviews for learners to build content, concepts and skills or make connections to new and previously learned material. 3. Does not provide opportunities for learners to practice new and previously taught content, concepts and skills in order to progress toward learning goals.
SCAFFOLDED INSTRUCTION is the intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.	1. Identifies learners who are having difficulty carrying out a task or solving a problem on their own. 2. Provides intentional support matched to the learner's need, such as asking an open-ended question, providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing an example or offering encouragement. 3. Monitors the learner's response to the scaffold and provides the next level of support needed on a scale from intense to moderate, gradually releasing ownership of learning to the student until they are able to perform the task independently.	1. Overlooks learners having difficulty carrying out a task or solving a problem on their own. 2. Does not provide appropriate support that relates to the needs of the learner. 3. Does not monitor learner response to scaffolding; does not identify next level of requisite support for further learning; does not empower the learner to perform the task independently.

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Core Component	Accomplished Use	Ineffective Use
CORRECTIVE FEEDBACK is clearly communicated, timely and developmentally appropriate information aligned to learning goals or objectives that specifically addresses learners' errors or misconceptions. It is one type of ongoing instructional feedback.	1. Identifies learner's misunderstanding/error relative to the target instructional goal. 2. Communicates immediate/timely feedback clearly using student-friendly language. 3. Provides the learner the opportunity for timely self-correction. 4. Repeats the process as needed or confirms accuracy based on learner response.	1. Overlooks learner's misunderstanding/error relative to the target instructional goal. 2. Provides no feedback to learner response. 3. Provides the learner no opportunity for self-correction. 4. Provides no confirmation or follow-up correction of the learner's accurate or inaccurate response.
DIFFERENTIATED INSTRUCTION is adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.	1. Delivers individualized instruction using one or more of the following adaptations to meet specific learning needs of each learner or group of learners: the content (what is taught), process (how learning is structured), product (what is produced and assessed) and/or the physical learning environment. 2. Monitors the ongoing understandings and progress toward meeting specific learning goals to determine further adaptations.	1. Delivers generalized instruction using none of the following adaptations: content, process, product or physical environment; does not address specific needs of individual learners or groups of learners. 2. Does not monitor learner's ongoing understandings and progress toward meeting specific learning goals to determine further adaptations.

The benchmarks listed on the tool are taught throughout the year and are not expected to be mastered until the end of the school year. Therefore, not every benchmark in a strand will be observed during every walkthrough. In addition, it is appropriate to see different instructional practices during each walkthrough throughout the year. Finally, a school leader may also plan to observe a specific literacy component (e.g., Vocabulary; Phonics and Word Analysis). The school leader should discuss this with the teacher during the pre-walkthrough check-in so the timing of the walkthrough will coincide with that component of instruction.

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Pre-Walkthrough Check-In	Teacher:	Date/Time:
Pre-Walkthrough Guiding Questions		**Pre-Walkthrough Notes**
1. Which of the following reading strands will be observed during the walkthrough? ☐ Foundations ☐ Reading ☐ Communication ☐ Vocabulary		
2. Which benchmark(s) is this lesson designed to help students attain? What is the lesson's specific learning objective?		
3. What instructional materials will be utilized?		
4. What teacher instructional practices should I identify? What student actions will be present?*		
The Walkthrough will take place: Date:	Time:	

Post-Walkthrough Reflection	Teacher:	Date/Time:
School Leader Reflection Questions		**Evidence/Reflection Notes**
1. Which of the benchmarks taught were reflected in student work?		
2. Did the teacher implement instructional practices in addition to those that would support benchmarks on the checklist?		
3. Which instructional practice(s) can be continued to achieve literacy learning goals (i.e., student mastery of benchmarks listed on the checklist)?		
4. Which instructional practice(s) can be refined to achieve literacy learning goals (i.e., student mastery of benchmarks listed on the checklist)?		
5. Which instructional practice(s) can be scaffolded to achieve literacy learning goals (i.e., student mastery of benchmarks listed on the checklist)?		
The Post-Walkthrough check-in will take place: Date:	Time:	

Reflection and Planning Check-In	Check-In Date:	Check-In Time:
School Leader & Teacher Discussion Questions		**Check-In Notes**
1. Which data demonstrated that students achieved the learning objective? (Mention strengths noted for question #1 in table above.)		
2. What are the next learning goals for students to continue to make progress?		
3. What support do you need (e.g. coaching, professional learning, resources, etc.)?		

Action Planning (If Needed)

Teacher Next Steps	Due Date	School Leader Next Steps	Due Date
Follow up on: Date:	Time:		

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School Leader's Literacy Walkthrough

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School Leader's Literacy Walkthrough

Grades 6-12

Introduction

The **School Leader's Literacy Walkthrough** tool is designed to assist school leaders in coaching and supporting classroom literacy instruction that is aligned to Florida's B.E.S.T. English Language Arts Standards. For the purposes of this tool, school leaders may include principals, assistant principals, literacy coaches, members of the literacy leadership team, teacher leaders or others. **This tool is not meant to be used in the evaluation of teachers**. Instead, this tool is intended to help school leaders enhance literacy instruction knowledge, establish lines of communication centered on literacy instruction with teachers, and ensure consistent language regarding literacy content and instructional practices. Further, the use of this tool can be the foundation for productive conversations among school leaders and teachers to inform coaching and professional learning needs to improve instruction. Teachers should be given a copy of the walkthrough tool and school leaders should provide an overview of the tool and its purpose.

Overview of the Tool

The tool includes three sections:

- **Pre-Walkthrough Check-in**: The purpose of this guide is to facilitate a brief conversation between the school leader who will conduct the walkthrough and the teacher. The goal is for the school leader to gain an understanding of the focus of the lesson they will see during the walkthrough. The teacher will also have an opportunity to request that the school leader look for specific instructional components to help with effective implementation.
- **Checklist**: The grade-specific checklists contain sections that focus on each B.E.S.T. literacy strand (i.e., Foundations, Reading, Communication, and Vocabulary) and the benchmarks. The school leader may use the section that pertains to the literacy strand and benchmarks that are the focus of the lesson to take notes regarding instruction and student learning during the walkthrough. In addition, the school leader may indicate if they see practices such as explicit instruction, systematic instruction, differentiation, scaffolding, and corrective feedback provided by the teacher. Finally, the checklists allow school leaders to indicate the level of student cognitive engagement in their learning.
- **Post-Walkthrough Check-in**: This guide provides reflection questions for the school leader, and questions to discuss with the teacher after the walkthrough. Additional questions may be added to guide a collaborative conversation with the teacher. Lastly, if needed, an action plan can be completed with the teacher.

Using the Tool

This tool can be used for frequent 5 to 15-minute walkthroughs. It may be used to focus on either one literacy component (e.g., Foundations) or multiple literacy components (e.g., Communication and Vocabulary). The school leader should not expect to see every benchmark and strand during a walkthrough; however, benchmarks should be combined purposefully and may cross strands.

Space is provided for school leaders to record evidence in the form of notes and reflections. These comments are essential to the effective use of this tool and will help guide the post-walkthrough reflection with the teacher. In addition, school leaders will use the check boxes in the instructional delivery column to note when explicit, systematic, and/or differentiated instruction is demonstrated. They will also check boxes when they see the teacher providing scaffolding for students and corrective feedback. These teacher practices are aligned with the **Florida Practice Profile**.

Core Components of the Florida Practice Profile

Core Component	Accomplished Use	Ineffective Use
Description of the Component	Activities and behaviors that exemplify adult practitioners who are able to generalize required skills and abilities to a wide range of settings and contexts; skills are used consistently and independently – skills are sustained over time while continuing to grow	Activities and behaviors that exemplify adult practitioners who are not yet able to implement the required skills or abilities in context
EXPLICIT INSTRUCTION is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills (e.g., the gradual release model).	1. Teacher will communicate goals and expectations for student learning. 2. Teacher will provide clear explanations of goals and expectations for student learning. 3. Teacher will model or demonstrate, providing examples and non- examples. 4. Teacher will provide opportunities for student practice with guidance.	1. Teacher indirectly communicates goals and expectations for student learning. 2. Teacher provides explanations of goals and expectations that are unclear. 3. Teacher models or demonstrates but does not provide clear examples and non-examples. 4. Teacher provides opportunities for student practice without guidance.
SYSTEMATIC INSTRUCTION is a planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals.	1. Teacher will activate the student's prior knowledge. 2. Teacher conducts a cumulative review, enabling learners to make connections to previously learned material. 3. Teacher uses a logical progression of content, concept and skill, proceeding from simple to more complex. 4. Teacher will provide multiple and varied opportunities for student practice.	1. Teacher provides instruction without activating the student's prior knowledge. 2. Teacher does not conduct a cumulative review, preventing learners from making connections to previously learned material. 3. Teacher does not use a logical progression of content, concept and skill, proceeding from simple to more complex. 4. Teacher does not provide multiple and varied opportunities for student practice.
SCAFFOLDED INSTRUCTION is the intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.	1. Teacher uses formative assessments to identify the student's need and adjusts support based on the student's response. 2. Teacher uses temporary written or verbal prompts, tools or resources to provide appropriate support (think alouds, cue cards, checklists, examples). 3. Teacher engages students in interactive, content-centered learning (dialogue, exchange of ideas, opportunities to question and clarify). 4. Teacher intentionally and gradually decreases support and transfers responsibility to students as self- sufficiency is developed (I do–we do–you do).	1. Teacher uses formative assessments to identify the student's need but does not adjust support based on the student's response. 2. Teacher does not use temporary written or verbal prompts, tools or resources to provide appropriate support (think alouds, cue cards, checklists, examples). 3. Teacher does not engage students in interactive, content-centered learning (dialogue, exchange of ideas, opportunities to question and clarify). 4. Teacher intentionally and gradually decreases support but does not transfer responsibility to students as self- sufficiency is developed (I do–we do–you do).

Core Component	Accomplished Use	Ineffective Use
CORRECTIVE FEEDBACK is clearly communicated, timely and developmentally appropriate information aligned to learning goals or objectives that specifically addresses the learner's errors or misconceptions. It is one type of ongoing instructional feedback.	1. Teacher identifies the student's misunderstanding or error relative to the target instructional goal. 2. Teacher communicates feedback clearly and in a timely manner using student-friendly language. 3. Teacher provides students the opportunity for timely self- correction. 4. The teacher repeats the process as needed or confirms accuracy based on the learner's response.	1. Teacher does not identify the student's misunderstanding or error relative to the target instructional goal. 2. Teacher communicates immediate feedback but does not provide it in student-friendly language. 3. Teacher does not provide students with an opportunity for timely self- correction. 4. The teacher repeats the process but does not confirm accuracy based on the learner's response.
DIFFERENTIATED INSTRUCTION is adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.	1. Teacher creates flexible structures and routines that allow for differentiation. 2. Teacher delivers instruction that is adapted through content, process and/or product in order to meet individual student learning needs. 3. Teacher monitors student understanding and progress toward meeting targeted learning goals on a continued basis.	1. Teacher creates flexible structures and routines that do not allow for differentiation. 2. Teacher delivers instruction that is adapted through content, process and/or product but does not meet individual student learning needs. 3. Teacher does not monitor student understanding and progress toward meeting targeted learning goals on a continued basis.

The benchmarks listed on the tool are taught throughout the year and are not expected to be mastered until the end of the school year. Therefore, not every benchmark in a strand will be observed during every walkthrough. In addition, it is appropriate to see different instructional practices during each walkthrough throughout the year. Finally, a school leader may also plan to observe a specific literacy component (e.g., Vocabulary; Phonics and Word Analysis). The school leader should discuss this with the teacher during the pre-walkthrough check-in so the timing of the walkthrough will coincide with that component of instruction.

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Pre-Walkthrough Check-In	Teacher:	Date/Time:

Pre-Walkthrough Guiding Questions	Pre-Walkthrough Notes
1. Which of the following reading strands will be observed during the walkthrough? ☐ Foundations ☐ Communication ☐ Reading ☐ Vocabulary	
2. Which benchmark(s) is this lesson designed to help students attain? What is the lesson's specific learning objective?	
3. What instructional materials will be utilized?	
4. What teacher instructional practices should I identify? What student actions will be present?*	
The Walkthrough will take place: Date: Time:	

Post-Walkthrough Reflection	Teacher:	Date/Time:

School Leader Reflection Questions	Evidence/Reflection Notes
1. Which of the benchmarks taught were reflected in student work?	
2. Did the teacher implement instructional practices in addition to those that would support benchmarks on the checklist?	
3. Which instructional practice(s) can be continued to achieve literacy learning goals (i.e., student mastery of benchmarks listed on the checklist)?	
4. Which instructional practice(s) can be refined to achieve literacy learning goals (i.e., student mastery of benchmarks listed on the checklist)?	
5. Which instructional practice(s) can be scaffolded to achieve literacy learning goals (i.e., student mastery of benchmarks listed on the checklist)?	
The Post-Walkthrough check-in will take place: Date: Time:	

Reflection and Planning Check-In	Check-In Date:	Check-In Time:

School Leader & Teacher Discussion Questions	Check-In Notes
1. Which data demonstrated that students achieved the learning objective? (Mention strengths noted for question #1 in table above.)	
2. What are the next learning goals for students to continue to make progress?	
3. What support do you need (e.g. coaching, professional learning, resources, etc.)?	

Action Planning (If Needed)

Teacher Next Steps	Due Date	School Leader Next Steps	Due Date
Follow up on: Date: Time:			

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APPENDIX B

ELEMENTARY DECISION TREE

Tier 1 Assessments

Charlotte County Public Schools
Elementary ELA Progress Monitoring Guidance Document
2023-2024

Revised May,2023

Assessment	Who?	Components of Reading	Assessment Type	Data Collection
State Interim Assessments				
F.A.S.T. STAR Early Literacy STAR Reading	VPK-2	• Oral language development • Phonological & phonemic awareness • Knowledge of print & letters • Decoding & encoding • Fluency • Vocabulary • Comprehension	Screener & progress monitoring	3 x F.A.S.T. Assessment Platform
F.A.S.T. ELA Reading	3-5	• Vocabulary • Comprehension	Screener & Progress Monitoring & Comprehensive Summative	3 x F.A.S.T. Assessment Platform
District Interim Assessments				
DRA	K-2	Phonics, Fluency, Vocabulary, Comprehension	Progress Monitoring	K 2x a year 1-2 3x a year EDIS
Mondo Oral Language	K & 1	Oral language	Screener & Progress Monitoring	K & 1st 2x a year (BOY & MOY) EDIS
District Formative Unit Assessments **per 6A-6.053 (11)(c) data from the results of formative assessments will guide differentiation of instruction and intervention in the classroom**				
Benchmark Unit Assessments	K-5	Phonological awareness, Phonics, Vocabulary, Comprehension	Formative – grade level standards assessed at the time of instruction **may be taken for a grade*	K-5

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If a child scores...	State Interim Assessments F.A.S.T.		
**Percentile Rankings at PM1 & PM2 that indicate level of support required*			
F.A.S.T.	**Tier 3**	**Tier 2**	**Tier 1**
K-2 *	≤ 10	11-20	≥ 20
3rd *	≤ 20	21-30	≥ 31
***Scores from the previous year's F.A.S.T. assessment PM3*			
4th **	Level 1	Level 2	≥ 3
5th **	Level 1	Level 2	≥ 3
District Interim Assessments			
	Tier 3	**Tier 2**	**Tier 1**
DRA	**PM1 / PM2 / PM3** K: n/a / ≤ A / ≤ 1 1st: A-1 / ≤ 4 / ≤8 2nd: ≤10 / ≤14 / ≤18	**PM1 / PM2 / PM3** K: n/a / A-1 / 3 1st: 2 / 4-8 / <10 2nd: < 14 / < 18 / < 20	**PM1 / PM2 / PM3** K: n/a / 2 / 3 1st: 3 / 10 / 16 2nd: 16-18 / 20 / 28
Mondo Oral Language	Kindergarten: 0-4 1st Grade: Below 8	Kindergarten: 5-7 1st Grade: 8-12	Kindergarten: 8 and above 1st Grade: 13 and above
District Formative Unit Assessments			
Benchmark Unit Assessments	Below 40%	40%-59%	60% and above

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Then….	**Tier 1 instruction 90 minutes dedicated uninterrupted block**		
Curriculum	Benchmark Advance		
Evidence Rating	Moderate to Promising		
How do we gauge the effectiveness of tier 1 instruction?	Looking at the data from F.A.S.T. progress monitoring, district interim data, and Benchmark unit assessments scores along with school administration walk-through data – the effectiveness of tier 1 instruction is monitored.		
Performance Criteria to Add Tier 2 Supports	Coupled with F.A.S.T. progress monitoring data, and applicable district interim assessments, students that score below the 40% on the Benchmark Unit assessments may benefit for the addition of tier 2 supports.		
Tier 1 instruction + Tier 2 interventions provided 2-3 times per week for 15-20 minute sessions			
Supplemental Instruction/Interventions	Targeted, flexible small group instruction of foundational skills	Leveled Literacy Intervention (LLI)	Systematic Instruction of Phonemic Awareness, Phonics, & Sight Words (SIPPS)
Evidence Rating	Strong	Strong	Moderate
How do we gauge the effectiveness of tier 2 interventions?	Looking at the data from intervention assessments, F.A.S.T. progress monitoring, district interim data, and Benchmark unit assessments scores along with school administration walk-through data – the effectiveness of tier 2 instruction is monitored.		
Performance criteria to add tier 3 supports	Students that consistently score in the "intensive" level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.		
Tier 1 instruction + Tier 2 interventions + Tier 3 interventions provided 4-5 times per week for 30-minute sessions *by a reading endorsed teacher*			
Supplemental Instruction/Interventions	Reading Recovery	Leveled Literacy Intervention (LLI)	Systematic Instruction of Phonemic Awareness, Phonics, & Sight Words (SIPPS)

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Evidence Rating	Strong	Strong	Moderate
How do we gauge the effectiveness of tier 3 interventions?	CCPS utilizes the MTSS problem solving process: • Identify problems & establish a goal • Analyze the problem – why is it occurring? • Intervention design (evidence-based) develop a plan • Monitor student response to intervention • School administration ensures alignment with core curriculum and instruction through lesson plans and weekly reading walk-throughs. Multi-disciplinary team meetings to discuss individual students are held at the schools. These team members include grade-level teachers who know the pacing of the core curriculum and instruction and can work to maintain alignment between Tier 1 and Tier 2 instruction.		
Performance Criteria to..	**Discontinue Tier 3 interventions**	**Continue Tier 3 interventions**	**Intensify Tier 3 interventions**
Reading Recovery	End of 20-week lesson series or prior if criteria below is met before 20 weeks. MOY: Text Level 12, Writing Vocabulary 40 EOY: Text Level 18-20 Writing Vocabulary 55	Students are entitled to 20 weeks of lessons. At the conclusion of the intervention, a TST meeting is held to share the outcome and determine if a student should be recommended for an alternative T3 intervention or for further evaluation.	Throughout the lesson series, that Reading Recovery teacher will adjust the individualized lesson series as needed for the student. At the conclusion of the intervention, a TST meeting is held to share the outcome and determine if a student should be recommended for an alternative T3 intervention or for further evaluation.
Leveled Literacy Instruction (LLI) **Systematic Instruction of Phonological Awareness, Phonics, & Sight Words (SIPPS)** ****multisensory, explicit, & systematic interventions**	Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. (meets/exceeds expectations)	Student consistently scores at the 'Strategic' (Yellow) or inconsistently scoring at 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. (Positive response/data suggests that student will meet grade level expectations – continue intervention)	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention. (Negative response or data suggests student is not expected to hit grade level expectations in an appropriate amount of time)

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Reading Component	Name of Assessment to Pinpoint Deficit	Criteria to Move to Tier 2 or Tier 3 Interventions or Exit Interventions	Suggested Interventions		Progress Monitoring Tool
			Tier 2	Tier 3	
Oral Language	**Mondo Oral Language**	**Kindergarten:** The student scores 0-4 on the Mondo screener. **1st grade:** At the beginning of the year the student scores below 8 on the Mondo screener. At mid-year and beyond the student scores below 15 on the Mondo screener. **2nd grade & above:** If the student scores below mastery (15) on the Mondo screener.	• Intentional use of one-to-one conversations and small group language instruction • Intervention to be determined in partnership with school wide support team including the SLP • See Oral Language Resources Stage / Score: Pre-emergent Readers 0-4; Early Emergent Readers 5-7; Emergent Readers 8-12; Beginning Readers 13-15		**Mondo Oral Language Add one sentence reproduction to the beginning of year assessment document**
Phonological Awareness	**Heggerty Phonemic Awareness Assessment**	If the student falls in the Beginning range on the Heggerty Phonological Awareness Screener and they have been exposed to these skills in Tier 1 instruction, intervention should take place. **exit from intervention will be determined by meeting the Proficient criteria listed for the corresponding assessment period identified in Heggerty Phonemic Awareness Assessment or a score in the blue or green in DIBELS*	• Small group double dose of Heggerty Lessons based on targeted deficit skill(s) See Heggerty Guidance for Intervention Heggerty Hand Motion Videos • Benchmark Advance Targeted Intervention for Phonological Awareness • SIPPS		DIBELS Phonemic Segmentation Fluency **Heggerty Phonemic Awareness Assessment**

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Reading Component	Name of Assessment to Pinpoint Deficit	Criteria to Move to Tier 2 or Tier 3 Interventions or Exit Interventions	Suggested Interventions		Progress Monitoring Tool
			Tier 2	Tier 3	
Letter Identification	**Core Phonics Survey Part A&B**	Kindergarten: If the student knows **less** than **40** letters, upper and lower case at **mid-year**, intervention should occur. 1st grade: If at the **beginning** of year, the student knows **less** than **48** letters, upper and lower case, intervention should occur. 2nd grade or above: If the student knows **less** than **52** letters, upper and lower case, intervention should occur.	• Benchmark Advance Targeted Intervention for Letter Identification (found in Phonics and Word Recognition book)		DIBELS Letter Naming Fluency
Phonics	**CORE Phonics Surveys**	**See page 42 of CORE Phonics Surveys for guidance for when to administer each part of the assessment** ****exit from intervention will be determined by meeting Benchmark criteria listed on page 43 of CORE Phonics Surveys or a score in the blue or green in DIBELS***	• Benchmark Phonics Skills Bags • Leveled Literacy Intervention (LLI) • SIPPS		DIBELS Letter Naming Fluency DIBELS Nonsense Word Fluency DIBELS Word Reading Fluency Core Phonics Survey

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Reading Component	Name of Assessment to Pinpoint Deficit	Criteria to Move to Tier 2 or Tier 3 Interventions or Exit Interventions	Suggested Interventions		Progress Monitoring Tool
			Tier 2	Tier 3	
Fluency	**DIBELS Grade Level Oral Reading Fluency**	If the student scores below the 50th percentile of grade level Oral Reading Fluency Norms, then interventions should occur. *These students have proven a deficit has not been noted in Phonics and/or Phonological Awareness. *Students may be exited from the intervention if they are consistently reading grade level material above the 50th percentile of grade level Oral Reading Fluency Norms.	• Double dose of targeted Fluency Routines from Benchmark Advance (located in the TRS or Benchmark Universe) • Leveled Literacy Intervention - LLI		**DIBELS Oral Reading Fluency** *When a student is demonstrating progress on off-grade-level forms, we advise occasionally administering an on-grade-level progress monitoring form every 4 to 6 weeks. Once a student meets the end of year benchmark goal for the off-grade level with which they are being progress monitored, the student should be moved to on-grade-level progress monitoring.*
Comprehension	**Benchmark Advance Unit Assessments**	If the FAST STAR Reading or Cambium Assessment Incorporated (CAI) data indicates that the student is performing below grade level expectations in Reading and/or the student is demonstrating intensive reading needs in core instruction and requires further support in the area of Comprehension. *These students have proven a deficit has not been noted in Phonics, Fluency, and/or Phonological Awareness. Students may be exited from the intervention if their DIBELS Maze score falls within the green or blue range.	• Leveled Literacy Intervention (LLI) • Benchmark Advance Targeted for Comprehension		**DIBELS Grade Level Maze Benchmark Advance Quick Checks for Comprehension**

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Reading Component	Name of Assessment to Pinpoint Deficit	Criteria to Move to Tier 2 or Tier 3 Interventions	Suggested Evidence Based Interventions		Progress Monitoring Tool
			Tier 2	Tier 3	
Vocabulary	**Benchmark Advance Unit Assessments**	If the STAR Reading or Cambium Assessment Incorporated (CAI) data indicates that the student is performing below grade level expectations in Reading and/or the student is demonstrating intensive reading needs in core instruction and requires further support in the area of Vocabulary. *These students have proven a deficit has not been noted in Phonics, Fluency, and/or Phonological Awareness. **Students may be exited from the intervention if their DIBELS Maze score falls within the green or blue range.	• Double Dose of Benchmark Advance Vocabulary Routines • Benchmark Advance Targeted Intervention for Comprehension focusing on Vocabulary lessons		DIBELS Grade Level Maze Benchmark Advance Quick Checks for Comprehension with a focus on Vocabulary strategies

APPENDIX C

SECONDARY DECISION TREE

Tier 1: Grades 6-10
Core Instruction: Savvas' *myPerspectives*

2023-2024

Definition of Tier 1 Core Instruction:

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

A student is considered Tier 1 if they meet the following criteria at the beginning of the school year:

- FAST level 3 or above from the 2023 May administration of the exam
- If a student does not have a FAST score, the following criteria will be used: 2023-2024 FAST PM1 score of level 3 or higher

How Do We Progress Monitor students for Tier 1 Instruction?

- FAST Assessment 3x per year
- Florida Test prep Reading Banks (Standards-Based Comprehension Assessments) through Savvas administered **monthly** (Goal: 70% average or higher)

Core Curriculum Details:

- All students enrolled in an ELA course in CCPS are taught from the Savvas, myPerspectives textbook which is rated as evidence-based through ESSA (Every Student Succeeds Act). CCPS encourages the use of its content and strategies due to its evidence of impact and effectiveness on students success in literacy. The program operates under a gradual release model for each unit where teachers guide students through the B.E.S.T. Standards being taught in the Whole Group section of the text, then students break into Peer Learning groups to practice those same skills, and then students work independently to practice those same skills individually.
- In an effort to support teachers as they teach the new B.E.S.T. Standards and to assist students as they take ownership of their own learning, CCPS has developed the Critical Concepts Learning/ Proficiency Scales. Charlotte County Public Schools firmly believes that teachers need to deeply understand the grade-level standards put forth by the state to inform how we develop and deliver lessons, to ensure accurate learning progressions, to provide consistency across classrooms, schools, and the district, and to scaffold and support students in their learning.
- PSAT/NMSQT every 9th and 10th grade student with scores linked to KHAN Academy
- Charlotte Virtual School utilizes the core reading program supplied by FLVS

Tier 2: Grades 6-10
Supplemental Instructions/Interventions

2023-2024

Definition of Tier 2 Supplemental Instruction/Intervention:

- is standards-aligned
- occurs during time allotted in addition to core instruction
- provides explicit, systematic, scaffolded, 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; occurs in addition to core instruction
- includes accommodations (IEP, ESOL, or 504)
- incorporates the principles of Universal Design for Learning
- includes specially designed instruction for students with disabilities.

A student is considered Tier 2 if they meet the following criteria at the beginning of the school year:

- FAST level 2 from the 2023 May administration of the exam
- If a student does not have a FAST score, the following criteria will be used: 2023-2024 FAST PM1 score of level 2
- 11th/12th grade students: Concordance scores (ACT/SAT)
- High School: ESE Waiver

How Do We Progress Monitor students for Tier 2 Instruction?

- FAST Assessment 3x per year
- Data From Tier 1: Florida Test prep Reading Banks (Standards-Based Comprehension Assessments) through Savvas administered monthly (Goal: 70% average or higher)

Intervention Details for the ELA Credit Bearing Course:

- Intervention is provided 2-3 times per week for 15-20 minutes each
- Targeted and flexible small group instruction (based on data from the Florida Test Prep Reading Banks)
- Teachers will implement instructional strategies from the What Works Clearinghouse IES Practice Guide, "Improving Adolescent Literacy: Effective Classroom and Intervention Practices". This guide provides instructional strategies with both Strong and Moderate evidence. https://ies.ed.gov/ncee/wwc/PracticeGuide/8
- Teachers will also provide interventions for students in grades 6-9 by implementing instructional strategies from the What Works Clearinghouse IES Practice Guide, "Providing Reading Interventions for Students in Grades 4-9". This guide provides instructional strategies and interventions with Strong evidence. https://ies.ed.gov/ncee/wwc/PracticeGuide/29

Tier 3: Grades 6-10 and 11-12 Retakes
Intensive Interventions

2023-2024

Definition of Tier 3 Intensive Intervention:

- is targeted instruction based on student need
- occurs in addition to core instruction and Tier 2 interventions
- provides explicit, systematic, individualized instruction based on student need, one-to-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring
- includes accommodations (IEP, ESOL, or 504)
- incorporates the principles of Universal Design for Learning
- includes specially designed instruction for students with disabilities.

A student is considered Tier 3 if they meet the following criteria at the beginning of the school year:

- FAST level 1 from the 2023 May administration of the exam
- If a student does not have a FAST score, the following criteria will be used: 2023-2024 FAST PM1 score of level 1
- Students with an IEP with Reading Goals
- Students enrolled in an ACCESS ELA course

How Do We Progress Monitor students for Tier 3 Instruction?

- In addition to the assessments embedded in the intervention programs, Standards-Based District Created Formative Assessments will be administered **bi-weekly**.

IMPORTANT STAFFING CONSIDERATIONS

** **All** intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading in accordance with Section (s.) 1011.62(8)(e), F.S., or instructional personnel pursuant to Section 1012.01(2), F.S. who possesses a literacy microcredential. For instructional personnel who possess a literacy micro-credential and provide intensive reading interventions, supervision must be provided by an individual certified or endorsed in reading.

Intervention Details for the Intensive Intervention Course:

- Intervention is provided daily for an entire class period
- Teachers will implement instructional strategies from the What Works Clearinghouse IES Practice Guide, "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" which has both Strong and Moderate evidence.
- Teachers will also provide interventions for students in grades 6-9 by implementing instructional strategies from the What Works Clearinghouse IES Practice Guide, "Providing Reading Interventions for Students in Grades 4-9" which has strong evidence.
- All intervention programs utilized must meet ESSA Evidence-Based Interventions Criteria

Intervention courses may include:

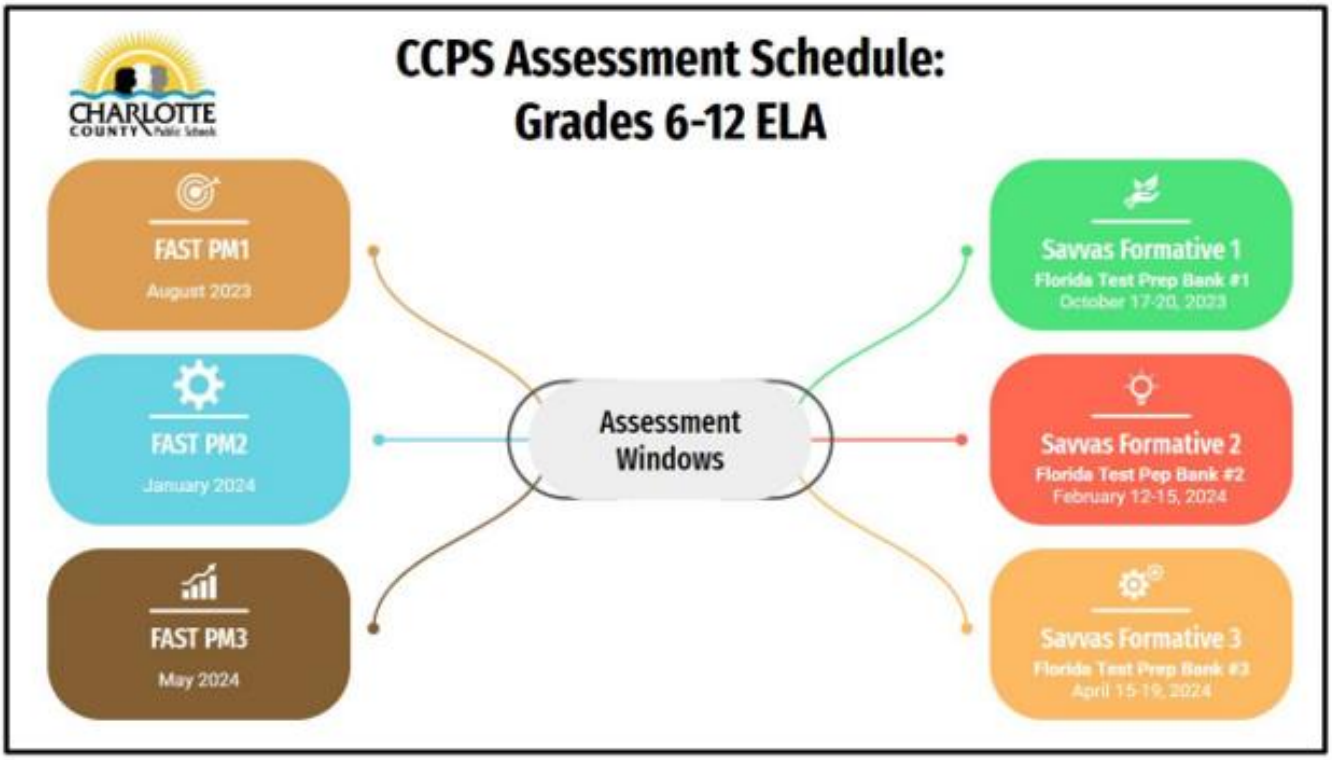
- M/J Intensive Reading 1 #1000010
- M/J Intensive Reading 2 #1000012
- M/J Intensive Reading 3 #1000014
- M/J Developmental language Arts Through ESOL (Reading) #1002181
- Intensive Reading 1 #1000412
- Intensive Reading 2 #1000414
- Intensive Reading 3 #100416
- Intensive Reading 4 #100418
- Learning Strategies #7863090
- Personal, Career and School Development 1 #500500
- Personal, Career and School Development 2 #500510
- Personal, Career and School Development 3 #500520
- Personal, Career and School Development 4 #500530

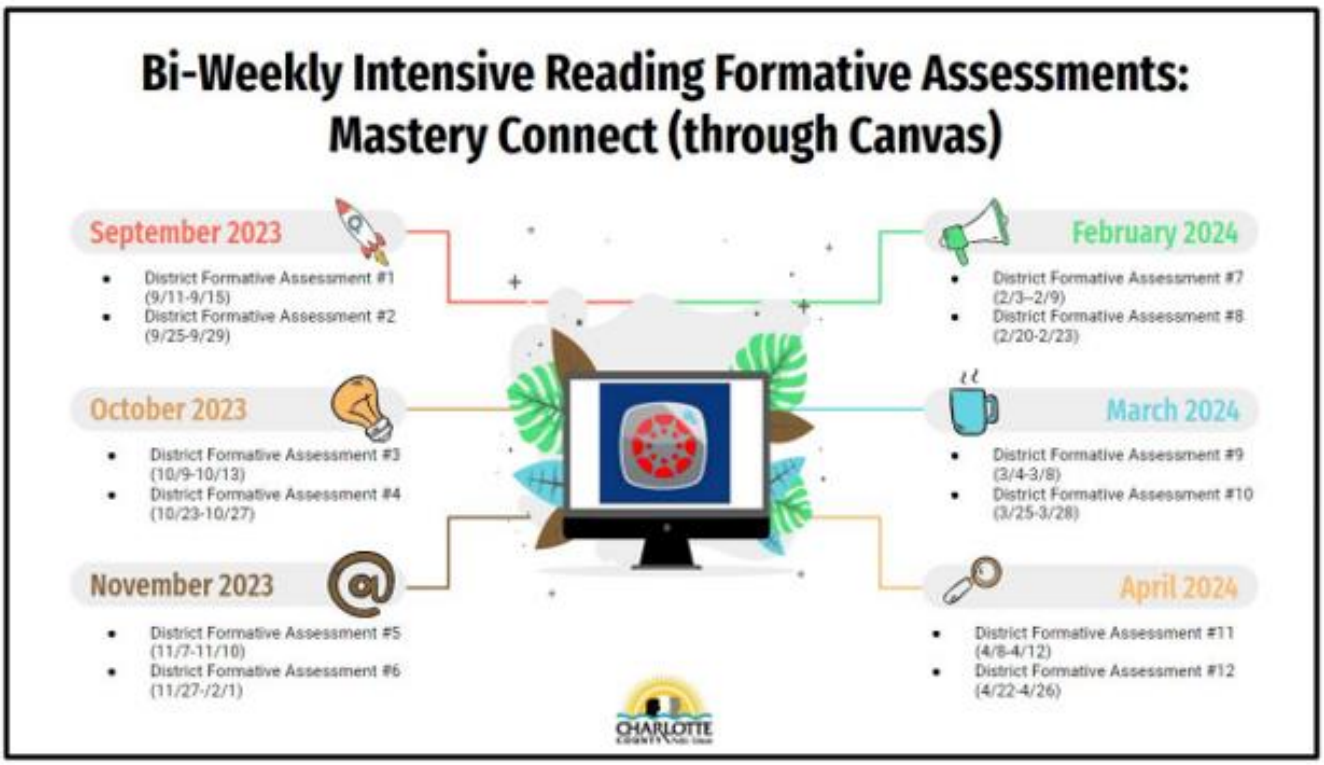
Programs utilized in these courses may include:

- Read180/System44 (Strong)
- iLit (Promising) - on the FL state adopted list
- Passport Reading Journeys (Strong)
- XtremeReading (Strong)
- Achieve 3000 (Strong)

**Schools are not to implement supplemental reading programs that do not hold an ESSA rating of Strong.

CCPS SECONDARY ELA FORMATIVE ASSESSMENT SCHEDULE: GRADES 6-10 AND 11-12 RETAKES





APPENDIX D

DEFINITION OF A LITERACY COACH

FLORIDA DEPARTMENT OF EDUCATION
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Definition of a Literacy Coach

A literacy coach is an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. The coach provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Coaches accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations and data chats with teachers to build teacher and school capacity to improve student achievement for all.

Domains and Standards: Literacy Coaching

A. Knowledge of and ability to apply effective methods for planning, implementing and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices. Coaches will demonstrate their abilities in and understanding of:
    1. Instructional design and planning strategies that support teachers in developing engaging, effective, standards-aligned lessons (e.g., stacking benchmarks, curriculum mapping, vertical progression of the standards).
    2. How to align instruction and intervention to a logical scope and sequence of reading skill development.
    3. The application of standards-aligned systematic instruction and intervention for language and literacy development.
    4. The stages of language and literacy development for all students.
    5. The strategic use of evidence-based instructional practices grounded in the science of reading.
    6. Literacy learning processes and language development of English Language Learners and Students with Disabilities in collaboration with English for Speakers of Other Languages and Exceptional Student Education departments.
    7. Multi-Tiered System of Support and evidence-based practices, programs and interventions.
    8. How to use student data to make instructional decisions.
    9. The role of student motivation and active engagement in developing literacy.
    10. How to analyze the effectiveness of lessons, instructional materials and assessments using a variety of techniques (e.g., lesson plans, formative/summative assessments and student work samples).
    11. How to observe and analyze the implementation of instructional practices and determine the effectiveness of teaching and learning in order to provide instructional support.
    12. Developing a plan for effective coaching conversations informed by observations, data analysis and classroom artifacts.

B. **Ability to effectively collect and use data on instructional practices to inform and implement professional learning opportunities. Coaches will be able to:**
    1. Determine appropriate area of focus based on observational data aligned to goals (e.g. school goals, coaching goals, learning goals, teacher goals).
    2. Identify and apply appropriate student progress monitoring instruments and assist with data analysis after students are assessed.
    3. Evaluate data in addressing specific goals.
    4. Identify and apply appropriate data collection methods that assist colleagues in developing action plans.
    5. Identify and apply appropriate data collection methods that measure the effectiveness of professional learning.
    6. Observe classroom instruction and active student engagement to collect data that informs the analysis of teaching and learning.
    7. Analyze and interpret data to identify trends and patterns.
    8. Collaborate with administration, instructional leaders and teachers to develop a professional learning action plan that is informed by data analysis.
    9. Facilitate the implementation of an action plan based on data analysis.
    10. Analyze and evaluate school, teacher and student outcomes to determine follow-up actions.

C. **Knowledge of and ability to apply effective pedagogy and andragogy. Coaches will be able to:**
    1. Identify and apply foundational principles of how students learn.
    2. Identify and apply foundational principles of adult learning theory.
    3. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth in a variety of settings, including elementary self-contained and departmentalized classrooms, secondary classrooms, content area classrooms, prioritizing English Language Arts and reading.
    4. Identify and apply scaffolding strategies that address the strengths and needs of individual teachers (e.g., differentiation of coaching support based on strengths and areas of growth).
    5. Identify and apply appropriate strategies and resources for planning, facilitating and evaluating professional learning (e.g. use of the Florida's Professional Learning Standards) aligned with school and district goals.
    6. Identify and apply scaffolding strategies that address the strengths and needs of individual students and small groups (e.g., differentiation of instruction for individual students and small groups based on strengths and areas of growth).

D. **Knowledge of and ability to apply principles and practices that foster an inclusive and collaborative culture. Coaches will be able to:**

1. Identify and apply systems that foster an inclusive and collaborative culture (e.g., trust, confidentiality).
2. Identify and apply strategies that build effective teams
3. Identify the strengths and needs of colleagues to engage in effective collaboration.
4. Identify and apply appropriate practices to communicate across lines of difference (e.g., critical reflection, negotiate and clarify meaning, constructively challenge each other's thinking).
5. Determine and use appropriate strategies for facilitating dialogue that ensures equitable participation in small and large group settings (e.g., protocols that ensure all participants contribute to discussion and reflection).
6. Determine and apply strategies that promote collective responsibility for student and professional learning (e.g., Professional Learning Communities, collaborative planning, lesson study).
7. Establish a coach/teacher partnership agreement.
8. Establish a principal/coach partnership agreement.

E. Ability to grow professionally. Coaches will be able to:
   1. Analyze individual performance data to determine and engage in professional learning to broaden personal coaching and instructional knowledge.
   2. Seek and demonstrate understanding of current evidence-based instructional practices.
   3. Seek, determine and utilize appropriate collaborative partnerships with professional learning groups to expand knowledge and improve coaching practices.

APPENDIX E

FLORIDA DEPARTMENT OF EDUCATION'S DISTRICT K-12 COMPREHENSIVE EVIDENCE-BASED READING PLAN REFLECTION TOOL

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: **Date:**

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.				
2. The K-12 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 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.				
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.				

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		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.*

Based on group discussion, identify the top priority areas to develop and improve.
Based on group discussion, what general strategies are needed to address the listed priorities?
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?