

K-12 COMPREHENSIVE
EVIDENCE-BASED
READING PLAN
DISTRICT SELF-
REFLECTION TOOL



CONTENTS

Introduction.....2

Implementation Scoring Guide.....3

Section A: Literacy Leadership.....4

Section B: Literacy Coaching.....5

Section C: Standards, Curriculum and Instruction.....6

Section D: Assessment.....8

Section E: Professional Learning.....9

Implementation Progress Average Summary..... 10

Synthesize Your Own Thoughts.....11

District Planning.....13

Bibliography.....14

INTRODUCTION

This Self-Reflection Tool is intended to serve as an example of an evaluation tool for districts to evaluate implementation of the K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP) as required by State Board Rule 6A-6.053, F.A.C. The purpose is to promote reflection regarding current strengths and challenges in the implementation of the district's K-12 CERP, spark conversations among staff and facilitate identification of areas for improvement to support revising K-12 CERP for implementation in the succeeding school year.

The K-12 CERP has been in place since 2005 and was codified into statute s. 1011.62, F.S. in 2006. The plan and its components are delineated in State Board of Education Rule 6A-6.053, F.A.C., which was revised and approved by the State Board of Education and took effect on February 16, 2021. It is incumbent upon districts to annually evaluate the implementation of the district's K-12 CERP. The evaluation must:

1. Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
2. Include input from teachers, literacy coaches and administrators at the school level; and
3. Identify elements in need of improvement and strategies to increase literacy outcomes for students.

The district must use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement. Districts must provide their evaluation of their K-12 CERP to the Just Read, Florida! Office by the deadline established and posted at <https://www.fldoe.org/academics/standards/just-read-fl/readingplan.stml>.

The implementation indicator statements in the Self-Reflection Tool are organized around five functions that district staff perform as they develop and implement evidence-based reading instruction. Those functions are to:

- Establish an organizational culture that supports continuous improvement in student outcomes in reading;
- Create, communicate and work to sustain a coaching model which promotes maximum student growth;
- Set expectations for instructional practices and monitor implementation and outcomes;
- Use data to support schools as they implement the K-12 Comprehensive Evidence-Based Reading Plan; and
- Establish a framework for providing, implementing and monitoring professional learning.

There are two common factors that should be considered when using this Self-Reflection Tool.

First, the ratings in the tool should be based on evidence and not perceptions alone. Each item in the tool has suggested sources of evidence to support rating the implementation indicator for each category.

Second, the use of the tool should include a combination of individual thought, group discussion and consensus. For example, you may want to ask individuals to complete the rating form and synthesize their conclusions on what’s working and what needs to be developed to improve K-12 CERP implementation on the “Synthesize Your Thoughts Worksheet,” located at the end of the Self-Reflection Tool. Finally, summarize your section ratings in the “Implementation Progress Average Summary.”

With your Self-Reflection Tool completed, discuss your findings with others in the district to determine how to sustain successful implementation and also address areas in need of improvement. The “District Planning Worksheet” is furnished to capture consensus from group discussions. Districts then use this information to revise the district’s K-12 CERP for implementation in succeeding year.

IMPLEMENTATION SCORING GUIDE

Directions: In this section, you will rate the extent to which the district has implemented the K-12 CERP. Review the *possible sources of evidence* to aid you in determining a rating (1-4) for each *implementation indicator* in Sections A, B, C, D and E. Then, you will:

- Record your rating on the line next to each indicator.
- Determine a total for the section by adding the ratings for each implementation indicator.
- Calculate an average for the section.
- Record the average for the section.
- On page 10, circle the section average within the box, entitled *Implementation Progress Average*.

Implementation Progress Average			
1	2	3	4

Definitions:

Implementation Indicators – These statements describe aspects of a district’s K-12 CERP as well as a culture of ways and being that support evidence-based reading practices. The indicators help districts determine effectiveness of K-12 CERP implementation. The successful implementation of the K-12 CERP relates not only to the fidelity of carrying out the plan, but also to improving students’ academic outcomes and achievement.

Possible Sources of Evidence – These documents and additional sources help districts with identifying evidence to support the scoring of district progress in implementing the K-12 CERP.

Implementation Progress Scoring Scale – The ratings of implementation progress range from 1 to 4. Below you will find definitions of each rating and a table of these ratings which will appear on each page as a tool to support self-evaluation.

K-12 COMPREHENSIVE EVIDENCE-BASED READING PLAN DISTRICT SELF-REFLECTION TOOL

Definitions for Ratings:

- **Fully Implemented** – Mark criteria as “fully implemented” if a process or practice has been implemented for at least one year, is a regular and ongoing process or practice within a system, is adopted with fidelity by most individuals within a system, and is a monitored part of the system’s operations.
- **Partially Implemented** – Mark criteria as “partially implemented” if a process or practice has been implemented for more than 6 months and is a regular and ongoing process or practice within a system, is adopted with fidelity by most individuals within a system, and is a monitored part of the system’s operations.
- **Minimally Implemented** – Mark criteria as “minimally implemented” if a process or practice has been put in place but is not a regular and ongoing process or practice within a system
- **Not Yet in Place** – Mark criteria as “not yet in place” if a process or practice is not in place.

To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.	4 = Fully implemented 3 = Partially implemented 2 = Minimally implemented 1 = Not yet in place
---	---

SECTION A – Literacy Leadership

Literacy Leadership: District and school leaders establish an organizational culture that supports continuous improvement in student outcomes in reading.

Implementation Indicators

- ___ School-based administrators are fully trained on scientifically-based reading research and evidence-based practices.
- ___ School-based administrators receive additional training and coaching as necessary when indicated by student achievement data in reading/literacy.
- ___ The K-12 CERP is disseminated widely, referenced frequently and actively implemented.
- ___ School literacy leadership teams are established and meet regularly to disaggregate data and make informed decisions about how to maximize student growth in reading.
- ___ A district Literacy Leadership Team is established and meets regularly to disaggregate data and make informed decisions on how to maximize student growth in reading.
- ___ Capacity is being built through identifying teachers, coaches and/or district personnel who can serve as trainers in the use of evidence-based curriculum, instruction, intervention and enrichment literacy materials.
- ___ Additional resources are systematically sought out at the local, state and federal levels to support literacy goals, first and foremost at the elementary level.

___ **TOTAL** ÷ 7 = ___ **IMPLEMENTATION PROGRESS AVERAGE - SECTION A**

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

Possible Sources of Evidence

- K-12 Comprehensive Evidence-Based Reading Plan
- School Improvement Plan
- Master In-service Plan
- Literacy Leadership Team Agenda and Meeting Notes

To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.

- 4 = Fully implemented**
- 3 = Partially implemented**
- 2 = Minimally implemented**
- 1 = Not yet in place**

SECTION B – Literacy Coaching

Literacy Coaching: District and school leaders create, communicate and work to sustain a coaching model which promotes maximum student growth.

Implementation Indicators

- ____ 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).
- ____ The district has an established plan to provide ongoing professional development (andragogy and pedagogy) to all literacy coaches.
- ____ All literacy coaches are certified or endorsed in reading.
- ____ Literacy coaches are assigned to schools based on the greatest need (low 300, D or F school grade, district assessment data) and support all grades at the school.
- ____ The coaching model adopted by the district is evidence-based and implemented with fidelity.
- ____ Literacy coaches provide initial and ongoing professional development to teachers in each of the six areas of reading.
- ____ Literacy coaches train teachers to administer assessments, analyze data and use data to differentiate instruction.
- ____ Literacy coaches prioritize time to those teachers, activities and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- ____ Literacy coach and mentor teachers daily.
- ____ Literacy coaches work with teachers to ensure that evidence-based reading programs and practices are implemented with fidelity.
- ____ 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 as defined in 20 U.S.C. §7801(21)(A)(i).

____ **TOTAL ÷ 11 = ____ IMPLEMENTATION PROGRESS AVERAGE - SECTION B**

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

K-12 COMPREHENSIVE EVIDENCE-BASED READING PLAN DISTRICT SELF-REFLECTION TOOL

	<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none">• K-12 Comprehensive Evidence-Based Reading Plan• Master In-service Plan• Literacy Coach Logs• School Master Schedules• Literacy Walk-Throughs
<p>To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.</p>	<p>4 = Fully implemented 3 = Partially implemented 2 = Minimally implemented 1 = Not yet in place</p>

SECTION C – Standards, Curriculum and Instruction

Standards, Curriculum and Instruction: District and school leaders set expectations for instructional practices and monitor implementation and outcomes.

Implementation Indicators

___ 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.

___ Standards-aligned reading, writing, speaking and listening instruction is systematically integrated throughout the day in all subject areas.

___ An instructional model has been established that addresses all the components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, language and reading comprehension and writing.

___ 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.

___ A minimum amount of literacy instruction is provided to all students dedicated specifically to reading/writing class for all students in addition to literacy connected instruction and practice that takes place across the content areas. Minimum amounts as follows:

- Grades K-5: 90 minutes of daily literacy instruction
- Grade 6-12: 60-90 minutes daily for students identified in need of Tier 2 or 3 instructional supports

___ Evidence-based supplemental and intervention programs are adopted for use with students needing additional instruction beyond core instruction.

___ Tier 2 interventions are provided in addition to core instruction and include explicit, systematic, small group teacher-led instruction matched to student need.

___ Regular progress monitoring (e.g. every 2 months) and multiple opportunities to practice the targeted skill(s) and receive feedback is evident in Tier 2 interventions.

___ Tier 3 interventions are provided one-on-one or in very small groups (1-3 students).

___ 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 (e.g. monthly).

___ Tier 3 interventions are provided by reading endorsed or certified teachers.

___ **TOTAL ÷ 11 =** ___ **IMPLEMENTATION PROGRESS AVERAGE - SECTION C**

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

K-12 COMPREHENSIVE EVIDENCE-BASED READING PLAN DISTRICT SELF-REFLECTION TOOL

	<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none"> • Master In-service Plan • School Improvement Plans • Master Schedule • Literacy Walk-Throughs • K-12 Comprehensive Evidence-Based Reading Plan • Multi-Tiered System of Supports Meeting Notes 	
<p>To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.</p>		<p>4 = Fully implemented 3 = Partially implemented 2 = Minimally implemented 1 = Not yet in place</p>

SECTION D – ASSESSMENT

Assessment: District and school leaders use data to support schools as they implement the K-12 Comprehensive Evidence-Based Reading Plan.

Implementation Indicators

- _____ A district-wide literacy assessment plan has been developed including four measures (e.g. screening, progress monitoring, diagnostic and outcomes), schedules and procedures.
- _____ Duplication of assessment measures is avoided.
- _____ A structure for conducting screening, progress monitoring and diagnostic assessments is in place to identify students with a substantial deficiency in reading.
- _____ A structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs.

_____ TOTAL ÷ 4 = _____ **IMPLEMENTATION PROGRESS AVERAGE - SECTION D**

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

Possible Sources of Evidence

- Documentation of alignment, pacing guides, and review of curricula
- K-12 Comprehensive Evidence-Based Reading Plan
- Literacy Walk-Throughs

To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.

- 4 = Fully implemented**
- 3 = Partially implemented**
- 2 = Minimally implemented**
- 1 = Not yet in place**

SECTION E – PROFESSIONAL LEARNING	<p>Professional Learning: District and school leaders establish a framework for providing, implementing and monitoring professional learning.</p>
	<p><u>Implementation Indicators</u></p> <p>_____ A plan has been established for professional development and roll out of the new Florida’s B.E.S.T. ELA standards grounded in the science of reading.</p> <p>_____ A plan has been established to prioritize Reading Endorsement professional learning for teachers required to be endorsed or certified in reading.</p> <p>_____ Professional development is focused on goals from the K-12 Comprehensive Evidence-Based Reading Plan, guided by assessment data, and are ongoing, engaging, interactive, collaborative (including Professional Learning Communities), and job-embedded.</p> <p>_____ School-based administrators are provided professional learning sessions on the science of reading and evidence-based literacy instruction, materials and assessment.</p> <p>_____ Professional Learning Communities (PLC’s) are provided time to collaborate, research, observe model lessons and plan instruction.</p>
	<p>_____ TOTAL ÷ 5 = _____ IMPLEMENTATION PROGRESS AVERAGE - <u>SECTION E</u></p> <p>*Note: Estimate the <i>implementation progress average</i> by rounding to the nearest whole number</p>
	<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none"> • K-12 Comprehensive Evidence-Based Reading Plan • Master In-service Plan • Master Schedule • Professional Learning Community Documentation
<p>To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.</p>	<p>4 = Fully implemented 3 = Partially implemented 2 = Minimally implemented 1 = Not yet in place</p>

K-12 COMPREHENSIVE EVIDENCE-BASED READING PLAN DISTRICT SELF-REFLECTION TOOL

IMPLEMENTATION PROGRESS AVERAGE SUMMARY: SECTIONS A, B, C, D and E

A	Implementation Progress Average			
	1	2	3	4

B	Implementation Progress Average			
	1	2	3	4

C	Implementation Progress Average			
	1	2	3	4

D	Implementation Progress Average			
	1	2	3	4

E	Implementation Progress Average			
	1	2	3	4

<p>To rate K-12 CERP implementation, circle the rating that best describes your implementation progress for each item.</p>	<p>4 = Fully implemented 3 = Partially implemented 2 = Minimally implemented 1 = Not yet in place</p>
---	--

SYNTHESIZE YOUR OWN THOUGHTS

Based on the implementation progress average summary on page 12, complete the following chart.

Leadership Function	What's in Place and Working?	Areas to Develop and/or Improve
<p>A. Literacy Leadership:</p> <p>District and school leaders establish an organizational culture that supports continuous improvement in student outcomes in reading.</p>		
<p>B. Literacy Coaching:</p> <p>District and school leaders create, communicate and work to sustain a coaching model which promotes maximum student growth.</p>		
<p>C. Standards, Curriculum and Instruction:</p> <p>District and school leaders set expectations for instructional practices and monitor implementation and outcomes.</p>		

K-12 COMPREHENSIVE EVIDENCE-BASED READING PLAN DISTRICT SELF-REFLECTION TOOL

Leadership Function	What's in Place and Working?	Areas to Develop and/or Improve
<p>D. Assessment: District and school leaders use data to support schools as they implement the K-12 Comprehensive Evidence-Based Reading Plan.</p>		
<p>E. Professional Learning: District and school leaders establish a framework for providing, implementing and monitoring professional development.</p>		

DISTRICT PLANNING

Based on group discussion, identify the top priority Areas to Develop and/or Improve.

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

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

BIBLIOGRAPHY

Just Read, Florida! (2020). *The K-12 Comprehensive evidence-based reading plan*. Florida Department of Education.

Just Read, Florida! and Office of Early Learning (2020). *The Florida literacy needs assessment*. Florida Department of Education. RMC Research Corporation. (2007). *Sustaining reading first: District level self-assessment tool*. U.S. Department of Education.

Regional Educational Laboratory Southeast. (2021). *Self-study guide for evidence-based coaching for literacy: PreK-grade 12*. National Center for Evaluation and Regional Assistance at Institute of Education Sciences.