



K-12 READING PLAN (CERP): SECONDARY LEVEL SUMMARY



Main Contact: Fabian Cone

Secondary Level Contact: Marie Garrido Zoeller



Per Rule: 6A-6.053 the *District Comprehensive Evidence-Based Reading Plan* (CERP) is approved and monitored by the state each year.



Expenditures: Over 15 Million dollars prioritized to grades k-3 by statute



Measurable Student Achievement Goals:

Decrease Level 1 students by 2%
Increase Level 3 and above by 3%



Plan Implementation Monitoring:

- Data from FAST, MAP, Code Placement, and I-Ready
- Program Usage Data
- District Walk-Through Data
- Coaching Cycles Data



Areas of Improvement from CERP Reflection Tool & Root Cause Analysis:

1. School Literacy Teams meet regularly to disaggregate data and make informed decisions to maximize student growth in reading.
2. Literacy Coaches are provided time, preparation, and continuous support to fulfill their role.
3. Literacy Coaches prioritize their time to those activities and roles that have greater impact on student achievement in reading: coaching, modeling, and mentoring.



Literacy Coach Model: Aligned to the Just Read, Florida! model, which includes data analysis, co-planning, modeling, co-teaching, and observation & feedback cycles and facilitation of professional learning.

Literacy Coach Support: I DO: Literacy Coach Forums build knowledge and skill, **We DO:** Coach Huddles allow for practice and collaboration. **You Do:** Follow-Up activities to be implemented back at the school.



Identification of Students with Needs in Literacy: Schools use the *Secondary Reading Decision Charts* to place students into the appropriate tier of instruction and adjust as needed three times per year.

Tier 1- Into Literature for ALL students and I-Lit ELL for beginning ELLs

Tier 2- Read 180 for students with deficits in comprehension and vocab

Tier 3- The Code for students with deficits in decoding and fluency



Assurances:

- Reading instruction is grounded in the Science of Reading.
- Students with substantial deficits in reading are provided with an Individualized Progress Monitoring Plan.
- Each school has a literacy team that meets regularly.
- Literacy coaches are prohibited from performing tasks that detract from their role.
- Time is provided for teachers to meet weekly for PD.
- The Reading Plan is shared widely across stakeholders.



- Student placement using the Recommended Student Placement spreadsheet
- Hiring qualified teachers and coaches
- Planning the Master Schedule to allow for teacher collaboration
- Seasons of Learning PD
- Collaborative Planning



Aligned to the district's Comprehensive Evidence-Based Literacy Plan



Data-Driven Implementation based on FAST, MAP, and Phonics Assessment data for PM 1, PM 2, and PM3.



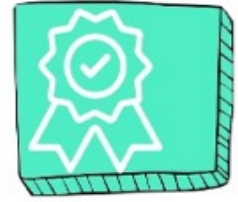
PM 1

- Adjust student intervention
- Survey 2 Intervention Reporting
- PMP letters sent home
- SIP: Read and discuss K-12 Reading Plan and submit contact list
- Ongoing Coaching Cycles and PD
- Coach Forums and Dept Meetings
- Classroom walk-throughs using the district guidance documents
- Use of pacing guides to plan and prepare instruction
- District PD



PM 2

- Analyze and disaggregate by teacher and adjust support
- Adjust student intervention
- Survey 3 Intervention Reporting
- Ongoing Coaching Cycles and PD
- Coach Forums and Dept Meetings
- Classroom walk-throughs using the district guidance documents
- Use of pacing guides to plan and prepare instruction
- District PD



PM 3

- Analyze and disaggregate data by teacher and adjust support
- Place students using the Secondary Reading Intervention Decision Charts
- Ongoing Coaching Cycles and PD
- Coach Forums and Dept Chair Meetings
- Classroom walk-throughs using the district guidance documents
- Use of pacing guides to plan and prepare instruction