# 2021-22 Reading Plan

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## Contact Information, Communication Plan, and Student Achievement Goals

### Contact Information - Part A

#### District Contact Information

> **Reading Contacts**
> Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

| Contact | Name, Title, Email, Phone |
|---|---|
| Main District Reading Contact | LaPorta Edwards, Cheryl<br>Assistant Superintendent of Learning<br>cheryl.edwards@yourcharlotteschools.net<br>9412550808 |
| Elementary English Language Arts (ELA) | Westby, Phebe<br>PK - 5 ELA Curriculum Specialist<br>phebe.westby@yourcharlotteschools.net<br>941-255-0808 |
| Secondary ELA | Garcia, Heather<br>Secondary ELA Curriculum Specialist<br>heather.garcia@yourcharlotteschools.net<br>9412550808 |
| Reading Endorsement | Blunier, Laura<br>Director of Professional Development<br>laura.blunier@yourcharlotteschools.net<br>941-255-7675 |
| Reading Curriculum | Westby, Phebe<br>PK-5 ELA Curriculum Specialist<br>phebe.westby@yourcharlotteschools.net<br>9412550808 |
| Assessment | Dunakey, Doug<br>psychometrician<br>doug.dunakey@yourcharlotteschools.net<br>9412550808 |
| Data Element | Milstead, Darrell<br>Director of Information and Communications Systems<br>darrell.milstead@yourcharlotteschools.net<br>9412550808 |
| Summer Reading Camp | Kisiday, Carmel<br>Director of Elementary<br>carmel.kisiday@yourcharlotteschools.net<br>9412550808 |
| Third Grade Promotion | Kisiday, Carmel<br>Director of Elementary<br>carmel.kisiday@yourcharlotteschools.net<br>9412550808 |

#### Communication of Plan Information

> **Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.**

The contents of K-12 CERP is shared with all stakeholders through a combination of virtual and face-to-face meetings, as well as publication on our district website. It is a standing item on Division of Learning team meeting agendas, as well as principal, assistant principal, guidance counselor, District MTTS Committee, and lead teacher meetings. School administrative teams share the contents of then K-12 CERP with their reading leadership teams, teachers, and parents through a combination of faculty, department, team, and School Advisory Committee (SAC) meetings.

## Student Achievement Goals - Part B

**Measurable Student Achievement Goals**

**For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.**

*Previous School Year*
*Kindergarten - % of Students "Ready" on FLKRS* 50%

*Goal for Plan Year*
*Kindergarten - % of Students "Ready" on FLKRS* 55%

*Describe action steps to meet the district's kindergarten readiness goal.*

Working in partnership with the Campaign for Grade Level Reading, we have prepared kindergarten readiness bags for all students served by our private and district VPK providers. Families who receive the bag also have access to a video that supports families in using the resources included. Utilizing the resources in the Early Learning Coalition Transition to Kindergarten Toolkit, we are making available on our district and school based websites, resources that will help families and caregivers prepare students for kindergarten including how to prepare students for the FLKRS assessment. The Transition to Kindergarten Toolkit resources that we have selected will be sent home with all students currently enrolled within our district VPK classrooms – we are hoping to expand that to include all private VPK providers. Our plan is to develop a Transition to Kindergarten District Committee to strengthen the vertical articulation between families, teachers, community members, and all VPK providers (public and private).

*Statewide English Language Arts Standardized Assessment:*

| Grade | Previous School Year % of Students Scoring | | | | | Goal for Plan Year % of Students Scoring | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Lvl 1 | Lvl 2 | Lvl 3 | Lvl 4 | Lvl 5 | Lvl 1 | Lvl 2 | Lvl 3 | Lvl 4 | Lvl 5 |
| 3 | 14 | 24 | 34 | 22 | 6 | 12 | 23 | 33 | 24 | 8 |
| 4 | 18 | 22 | 30 | 23 | 7 | 17 | 23 | 30 | 23 | 7 |
| 5 | 14 | 24 | 29 | 25 | 9 | 14 | 24 | 28 | 25 | 9 |
| 6 | 23 | 25 | 23 | 21 | 7 | 23 | 25 | 23 | 21 | 7 |
| 7 | 27 | 26 | 24 | 17 | 7 | 24 | 26 | 24 | 16 | 10 |
| 8 | 21 | 26 | 24 | 18 | 10 | 20 | 24 | 27 | 19 | 10 |
| 9 | 31 | 25 | 22 | 16 | 7 | 23 | 25 | 23 | 21 | 9 |
| 10 | 24 | 25 | 23 | 19 | 9 | 23 | 25 | 23 | 20 | 9 |

*Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.*

*Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).*

CCPS primary grade students will increase the percentage of students scoring at or above grade level (according to Benchmark interim assessments) to 55% for this school year.

## District Budget for Research-Based Reading Instructions Allocation

| **Budget** | | |
|---|---|---|
| 1 | **Research-Based Reading Instruction Allocation** | $0.00 |
| 2 | **Estimated proportional share distributed to district charter** | $0.00 |
| 3 | **Reading coaches assigned to elementary schools** | $0.00 |
| 4 | **Reading coaches assigned to secondary schools** | $0.00 |
| 5 | **Intervention teachers assigned to elementary schools** | $0.00 |
| 6 | **Intervention teachers assigned to secondary schools** | $0.00 |
| 7 | **Supplemental materials or interventions for elementary schools** | $0.00 |
| 8 | **Supplemental materials or interventions for secondary schools** | $0.00 |
| 9 | **Intensive interventions for elementary students reading below grade level** | $0.00 |
| 10 | **Intensive interventions for secondary students reading below grade level** | $0.00 |
| 11 | **Professional development** | $0.00 |
| 12 | **Helping teachers earn the reading endorsement** | $0.00 |
| 13 | **Summer reading camps** | $0.00 |
| 14 | **Additional hour for 300 lowest-performing elementary schools** | $0.00 |
| | **Total:** | $0.00 |

**The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.**

**Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.**

CCPS will fund 10 ESE and reading certified push-in teachers to support K-3 students identified with a substantial deficiency in reading.

## School Literacy Leadership Teams

**How is the School Literacy Leadership Team requirement communicated to principals?**

The K-12 C.E.R.P. is a standing agenda item on the monthly principal and assistant principal meetings and the School Literacy Leadership requirement has been shared and reviewed with school-based administration.

**To whom at the district level is the roster of School Literacy Leadership Teams communicated?**

Assistant Superintendent of Learning

Director of Elementary Education

**Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?**

Assistant Superintendent of Learning

Director of Elementary Education

## Professional Development

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

- ◦ Provide professional development required by Section 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;

- ◦ 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 will be provided through implementation training and follow up support with our newly adopted textbooks series (Benchmark and Savvas). Training will also be provided with our intervention programs (SIPPS, LLI, Read 180). Additional opportunities for teachers are also available through Beacon Educator with Reading Endorsement courses, Reading Challenges 1 & 2 and our own KEY Literacy program.

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 Teacher Education (NET) program. The district Reading Leadership Team will develop a rubric for use in identification of model classrooms.

Principals provide time for teachers to meet weekly for professional development through intentional master scheduling by providing common planning time for teacher teams at each building level.

**Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.**

**How are professional development requirements communicated to principals?**

Professional development requirements are initially communicated to principals at the annual welcome back meeting in July. Updates and reminders are communicated throughout the year at regularly scheduled principal meetings.

**Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?**

Laura Blunier, Director of Professional Development

## Charter Schools

**Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?**

Yes

## Literacy Coaches

**Literacy Coaches - Part A**

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

**Coaches must possess the following:**

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

**How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.**

K-12 CERP funds are not utilized by the district to purchase literacy coaches. Literacy coaches are funded by the district/schools through alternative means. The district will identify schools with the greatest need based on various data points, including student performance data, and will assign allocations of literacy coaches at a school site for a 2-3 year period (rubric attached). The district will monitor the school's use of the literacy coach allocation to ensure fidelity with the allocation's purpose and effectiveness with the school's implementation process and procedures. The district will conduct instructional reviews at schools identified for a district-funded literacy coach to ensure compliance. Additionally schools that have Reading Recovery teachers may elect to utilize those teachers as coaches in K-2 classrooms based upon need.

**Upload rubric, if applicable**

The following documents were submitted as evidence for this section:

| CCPS_-_REFERENDUM_FUNDED_-_INTERVENTION_COACH.pdf |
|---|
| *CCPS Rubric for Coaches* |
| [Document Link](Document Link) |

**Literacy Coaches - Part B**

**Requirements of the Just Read, Florida! Coaching Model**

- 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 intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.

- Help to increase instructional density to meet the needs of all students.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- 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.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- 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.

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

**Is the district using the Just Read, Florida! coaching model?**

Yes

**If no, please attach the evidence-based model the district is using.**
The following documents were submitted as evidence for this section:

*No files were uploaded*

**If yes, please complete the next section:**

**How are these requirements being communicated to principals?**

District administration shares the requirements embedded within the JRF Coaching Model with school based administration.

**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?**

Through the CCPS Coaching Academy, school based coaches receive professional development based upon the JRF modules.

**Who at the district level is supporting and monitoring coach time and tasks?**

The Division of Learning supports and monitors coach time and tasks via the administrative, instructional, and support staff of the Professional Development Center (PDC). The PDC works in partnership with school based administration to support and monitor literacy coaches.

**How often is coaching time, tasks, and impact data being reported and reviewed by the district?**

After each progress monitoring window, school based data is reviewed with the administration and coaches. The district supports the coaches in analyzing that data and identifying possible instructional implications for teachers.

**What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?**

District and school administrators work together to make decisions about coaching time and tasks. District-led Instructional Reviews are conducted at least twice in the school year to observe coaches in action in the classroom as well as with teachers in coaching models. Problem-solving steps include, but are not limited to, school-wide action planning, school-wide improvement plan amendments, evaluation of funding uses, and targeted professional development support.

## District-Level Monitoring of Plan Implementation

**District-Level Monitoring - Part A**

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

**Assessments**

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

| Name of the Assessment | To whom is the assessment administered? | Assessment type | What component of the reading/ strand of standard is being assessed? | How often is the data being collected? |
|---|---|---|---|---|
| District Developed Assessment | kindergarten | Screener | Phonological Awareness, Phonics | Annually |
| Benchmark Advance Interim Assessments | K-2 | Summative | Phonological Awareness, Phonics, Vocabulary, Comprehension | Quarterly |
| Benchmark Advance Interim Assessments | 3-5 | Progress Monitoring | Phonics, Vocabulary, Comprehension | 3 x A Year |
| APM | 3-5 | Summative | Vocabulary, Comprehension | 3 x A Year |
| DRA | K-2 | Progress Monitoring | Phonics, Fluency, Vocabulary, Comprehension | 3 x A Year |
| Mondo Oral Language Assessment | K-1 | Screener | Oral Language | Annually |
| ClearSight | 6-12 | Progress Monitoring | Vocabulary, Comprehension | 3 x A Year |
| SAVVAS - My Perspectives | 6-12 | Formative Assessment | Comprehension | 2 x A Month |
| i-Ready | K-5 | Diagnostic | Phonics, Vocabulary, Comprehension | Annually |

## District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

**Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?**

The Division of Learning Team
• Assistant Superintendent
• Director Elementary Education
• Director of Professional Development
• Director of ESE
• Assistant Director of ESE
• Curriculum & Instructional Specialists

**What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?**

By purchasing programs that are ONLY systematic, explicit, and evidence-based the district is ensuring that the highest quality programs are provided to our teachers and schools. District leadership communicates expectations of instructional strategies to principals and provides professional learning opportunities to schools and teachers in support of those expectations. Through sharing of classroom walk-through data, principals communicate instructional practices to the district.

**What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?**

The psychometrician provides schools with breakdowns of district-required assessments used to identify students with reading deficiencies. Using the RTI model, schools identify students who would benefit

from tiered support via differentiated reading instruction with appropriate interventions. Student progress is monitored using formative assessment data and that data is shared teacher to principal and principal to district.

**What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?**

At the elementary levels, social studies and science have been integrated within our reading curriculum.

The DBQ Project which incorporates reading and writing with social studies and science has been implemented in grades 2-12.

K-12 Media specialists are provided the B.E.S.T civic book lists to ensure the availability of titles.

District curriculum specialists incorporate professional development to show teachers how to help students to read like a scientist, a historian, and a mathematician.

**How are concerns communicated if the plan is not being implemented to meet the needs of students?**

The Division of Learning Leadership Team communicates implementation concerns via district-required monthly meetings with school leadership teams as well as instructional leaders. These monthly meetings are supplemented with more frequent site visits, when necessary. All stakeholders have an opportunity to share feedback on the implementation of the K-12 CERP, and are required to participate in action planning for change.

**District-Level Monitoring - Part C**
Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level; and

- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

**Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.**

The District Literacy Leadership team regularly evaluates the implementation of the K-12 CERP. Additionally, School Literacy Leadership teams submit the minutes of their meetings on a template that addresses all components of the CERP, to the District Literacy Leadership team so that their concerns can be evaluated and addressed. Any questions or clarifications needed will require the District Literacy Leadership team to reach out to the school administration directly. School and district administration continually monitor ELA data after each district assessment window to analyze the effectiveness of instructional practices and curriculum. Members of the District Literacy Leadership Team regularly schedule school visits to conduct instructional reviews and targeted walk-throughs to see literacy instruction in practice. The District Strategic Plan will be amended, as necessary, to ensure each requirement of the implementation of the K-12 CERP is addressed and monitored with fidelity. As the foundational source of student achievement improvement, the District Strategic Plan (which includes reference to and accountability of the K-12 CERP, is studied and applied in School-Wide Improvement Plans.

**Self Reflection Tool**
Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evlauation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

*No files were uploaded*

## School-Level Monitoring of Plan Implementation

**School-level implementation - Part A**
Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

**What process is in place to ensure effective implementation?**

Working with their School Literacy Leadership teams, principals will monitor the implementation of the K-12 CERP.

**Who at the district level supports effective implementation?**

Assistant Superintendent of Learning

Director of Elementary Education

Director/Assistant Director of ESE

Director of Professional Development.

**What process is in place to identify areas in need of improvement for effective implementation?**

Looking at data after district-wide progress monitoring allows for School Literacy Leadership teams to reflect on the effectiveness of the implementation of CERP.

**Weekly reading walkthroughs - Part B**

**What process is in place to ensure effective implementation?**

Principals share walkthrough data with district administration during goal setting meetings and SIP Planning.

**Who at the district level supports effective implementation?**

Assistant Superintendent of Learning

Director of Elementary Education

Director/Assistant Director of ESE

Director of Professional Development.

**What process is in place to identify areas in need of improvement for effective implementation?**

District Literacy Leadership Team school-site visits.

**Use of data to determine interventions - Part C**

**What process is in place to ensure effective implementation?**

Implementation of the District's instructional evaluation process, District & School Based Data Days, District Learning Communities.

**Who at the district level supports effective implementation?**

Assistant Superintendent of Learning

Director of Elementary Education

Director/Assistant Director of ESE

Director of Professional Development

Psychometrician

Curriculum and Instruction Specialists

PD Specialists

**What process is in place to identify areas in need of improvement for effective implementation?**

District Literacy Leadership Team school-site visits, principal evaluation process.

## Summer Reading Camp

**Reading Camp - Part A**

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

**All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.**

Yes

**Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.**

All 3rd Grade Summer Reading Camp teachers are endorsed/certified in reading and have been identified as being highly effective. The curriculum includes SIPPS for phonemic awareness, phonics, and sight word instruction(promising) Benchmark Phonics Skills Bags (under review) , Fountas and Pinnell Leveled Literacy Instruction (strong), Smithsonian STEAM Readers which incorporate social studies and science topics into reading, and Benchmark ACT Now (under review) – a close reading program designed for 3rd grade. https://ies.ed.gov/ncee/wwc/Resources/ResourcesForEducators%7C14

**Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.**

**Will the district implement this option?**

No

**If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.**

NA

**Attendance - Part B**

Complete below depicting the number and percentage of students attending summer reading camps.

**Number of Students Attending Summer Reading Camp**

**Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)**
49

**Students who demonstrate a reading deficiency in grades K-2**
160

**Students who score Level 1 in grades 4-5**
48

**Percentage of Students Attending Summer Reading Camp**

**Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)**
44%

**Students who demonstrate a reading deficiency in grades K-2**
51%

**Students who score Level 1 in grades 4-5**
56%

## Parent Support through a Read-At-Home Plan

**Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.**

In addition to the individualized plan that each school creates for each student identified as having a substantial reading deficiency, Charlotte County Public Schools directs families to the Just Take Twenty website. Families can access these resources at their schools' Family Reading and Resource Center. Each elementary school has a Family Reading and Resource Center. RF Parent Guides are made available to all families on the schools' and district websites and are printed upon request. Secondary families receive information about supporting students with reading deficiencies at Open House/Grade Level Family Nights, orientation days, committee (IEP, ELL, MTSS) meetings, and through individual parent/teacher meetings. Resources will be available on the district and school websites and will be printed upon request.

**Who at the district is responsible for monitoring this requirement?**

Director of Elementary, Assistant Superintendent of Learning, school-based administration

## Assessment, Curriculum, and Instruction

**Requirements - Part A**
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

**Provide whole group instruction utilizing an evidence-based sequence of reading instruction.**

### How does the district support and monitor implementation?

Professional development is available to all teachers utilizing systematic, explicit, multi-sensory approaches to reading instruction. Our newly adopted ELA resources align with the expectations of the state and ongoing professional development will be provided to our teachers and administrators to ensure that resources are implemented with fidelity. Benchmark Advance is the core curriculum for grades K-5. Currently
EDReports is reviewing Benchmark – HERE Is their statement. https://www.fldoe.org/core/fileparse.php/5574/urlt/20-21ELAAdoptedMaterials.pdf

### Who at the district is responsible for supporting and monitoring this requirement?

The school-based reading team will meet with the district to reflect upon the new BEST standards and the implementation of the six areas of reading.

Director of Elementary Education

**Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.**

### How does the district support and monitor implementation?

With the adoption of our new core curriculum coupled with the implementation of the Florida BEST standards, teachers have opportunity to support literacy in a variety of cross curricular subjects. The BEST Civics books have been purchased for each teacher within our district. Each elementary school has a Scholastic Guided Reading Room for teachers to select books to build background knowledge. Additionally each elementary school has a Family Reading and Resource Room where families can check out books on a variety of subjects and build their at home libraries. All K-5 students have at least a 90 minute block of uninterrupted block of reading instruction and this is verified via master schedules.

### Who at the district is responsible for supporting and monitoring this requirement?

Director of Elementary Education

School-based administration

**Provide small group differentiated instruction in order to meet individual student needs.**

### How does the district support and monitor implementation?

Professional learning opportunities provide teachers with training on how to differentiate instruction using the resources within our newly adopted curriculum. Part of CCPS Comprehensive Literacy

Framework includes training teachers on how to differentiate instruction in small groups with students and how to make sure that the remainder of the class is engaged in meaningful literacy activities.

**Who at the district is responsible for supporting and monitoring this requirement?**

Director of Elementary Education

**Florida's Revised Formula For Success - Part B**

K-12 reading instruction will align with Florida's Revised 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/formative assessment, diagnosis, and summative assessment;

- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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 skill(s) and receive feedback; and occurs in addition to core instruction; and

- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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. In accordance with Section 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 IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

**Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.**

The newly adopted K-12 core ELA curriculums all address the six areas of reading. All students have access to the four types of assessments that will be used to drive and differentiate instruction including ELL and ESE students. A progress monitoring guidance document has been created as a resource for each grade band so that school-based administration and teachers have clarity on what assessments are given for tier 1 students. This progress monitoring guidance document further clarifies what district evidence-based resources and assessments are available for tier 2 and tier 3 students based upon the intervention a student may need in a particular area of reading. Guidance from the district has also been shared with school administration on the new course codes available for tiered instruction. Principals have been encouraged to share master schedules with each other as they plan for the new school year. Working with the District MTSS Committee, guidance has been given to ensure that all interventions are evidence based. New curriculum guides based upon Florida BEST Benchmarks have been created to include proficiency scales that show teachers how to stack standards.

**How does the district support and monitor implementation?**

School-based Literacy Leadership teams report out to the district on how the implementation of the K-12 CERP is happening at their schools. School administrators also share the results of their weekly walk-throughs with district administration during goal setting and one-on-one meetings. Analyzing progress monitoring data enables the district to identify areas of need at each school and provide the necessary support through professional learning and the observation of model classrooms.

**Who at the district is responsible for supporting and monitoring this requirement?**

Assistant Superintendent
Director of Elementary Education
District Literacy Leadership Team.

**Assessment/Curriculum Decision Trees - Part C**
Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

**Upload Decision Tree File in PDF format**
The following documents were submitted as evidence for this section:

| CCPS_K-12_Decision_Trees.pdf |
| --- |
| *CCPS K-12 Decision Trees REVISED* |
| [Document Link](#) |

## Identification of Students with a Substantial Reading Deficiency

**Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.**

CCPS utilizes the MTSS problem solving process:
• Identify the problem and establish a goal
• Analyze the problem – why is it occurring?
• Intervention Design (evidence-based) – develop a plan
• Monitor student response to intervention
After each district-wide progress monitoring window, the district psychometrician shares data with each school so that decisions can be made on appropriate tiered interventions for students. This progress monitoring data is coupled with student performance on classroom formative assessments and teacher observation. Utilizing the data and the MTSS problem solving model, the identification of the component of reading that requires remediation are determined.

## 300 Lowest-Performing Elementary Schools

**Does the district have one or more of the 300 lowest-performing elementary schools?**
If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

No

**Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.**
*Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.*

NA

**The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.**

NA

**The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:**
- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;

- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and

- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

NA