

6A-6.053 District K-12 Comprehensive Evidence-Based Reading Plan.

(1) Annually, school districts shall submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) for the specific use of the evidence-based reading instruction allocation by June 15. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation, based on a root-cause analysis. By July 1 of each year, the Department shall release to each school district its allocation of appropriated funds pending plan submission. The District K-12 CERP must accurately depict and detail 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, F.A.C. This information must be reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents. The District K-12 CERP must ensure 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 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 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.;

(2) Evidence-Based Reading Instruction Allocation. The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten through grade 12. Districts will submit a budget for the Evidence-Based Reading Instruction Allocation, including salaries and benefits, professional development, assessment, and programs/materials, tutoring and incentives pursuant to Section 1011.62(8)(d), F.S. In accordance with Section 1008.25(3)(a), F.S., budgets must be prioritized for K-3 students with substantial deficiencies in reading as identified in subsection (10) of this rule.

(3) School Literacy Leadership Teams. Districts must describe in the plan the process the principal will use to form and maintain a Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.

(4) Professional Development. The plan must make adequate provisions to require principals to:

(a) Provide the 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;

(b) Differentiate and intensify professional development for teachers based on progress monitoring data;

(c) Identify mentor teachers and establish model classrooms within the school; and

(d) Ensure that time is provided for teachers to meet weekly for professional development including lesson study and professional learning communities.

(5) Charter schools. Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered in accordance with paragraph (1)(c) of this rule.

(6) Literacy Coaches.

(a) If the funding of literacy coaches is part of the Evidence-Based Reading Instruction Allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading.

(b) Districts must use the Just Read, Florida! literacy coach 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.

(c) The Just Read, Florida! literacy coach model is described below:

1. The literacy coach will serve as a stable resource for professional development throughout a school to generate improvement in reading and literacy instruction and student achievement. Coaches will support and provide initial and ongoing professional development to teachers in:

- a. Each of the major reading components, as needed, based on an analysis of student performance data;
- b. Administration and analysis of instructional assessments; and
- c. Providing differentiated instruction and intensive interventions.

2. Coaches will:

- a. Model effective instructional strategies for teachers in whole and small group instruction;
- b. Collect and use data on instructional practices to inform and implement professional learning activities;
- c. Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- d. Coach and mentor teachers daily;
- e. Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- f. Participate in literacy leadership teams;
- g. Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- h. Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- i. 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 as defined in 20 U.S.C. s. 7801(21)(A)(i).

3. 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.

(d) Minimum Qualifications. Literacy coaches must have a minimum of a bachelor's degree and be endorsed or K-12 certified in reading. Literacy coaches must have an effective or highly effective rating from the most recently available evaluation that contains student performance data. Literacy coaches must exhibit specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction, and data management skills. They must have a strong knowledge base in working with adult learners. Coaches must be excellent communicators with outstanding presentation, interpersonal, and time management skills.

(7) District-level monitoring of the District K-12 CERP Implementation. The plan must demonstrate adequate provisions for:

(a) Monitoring the level of implementation of the District K-12 CERP at the school level, including an explanation of the data that will be collected, the frequency of review, and actions for continuous support and improvement. Districts must also explain how concerns are communicated if it is determined that the District K-12 CERP is not being implemented in a systematic and explicit manner, based on data to meet the needs of students.

(b) Reporting of data elements as required by the District K-12 CERP within the Comprehensive Management Information System as provided in Rule 6A-1.0014, F.A.C. These data elements include:

1. Student Enrollment in Reading Interventions;
2. Reading Endorsement competency status for teachers;
3. Reading Certification progress status for teachers; and,
4. Literacy Micro-Credential status for instructional personnel.

(c) Evaluating District K-12 CERP implementation and impact on student achievement.

1. Districts must annually evaluate the implementation of their District K-12 CERP on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions.

2. The evaluation must:

- a. Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, interventions, assessment, professional learning, tutoring services, and family engagement;
- b. Include input from teachers, literacy coaches, and administrators at the school level;
- c. Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- d. Analyze the effectiveness of interventions implemented in the prior year.

3. Districts must submit the District K-12 CERP Reflection Tool to the Just Read, Florida! Office by May 15 of each year.

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

(8) School-level monitoring of District K-12 CERP Implementation.

(a) Districts must describe the process used by principals to monitor implementation of the reading plan, including frequent

reading walkthroughs conducted by administrators.

(b) Districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

(9) Assessment, Curriculum, and Instruction.

(a) K-12 reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 + T2 + T3, which includes the following:

1. Six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

2. Four (4) types of classroom assessments: screening, progress monitoring, diagnostic, and summative;

3. Three (3) 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);

a. 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;

b. 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 skill(s) and receive corrective feedback; occurs in addition to core instruction; and

c. 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 as defined in subsection (10) of this rule. All intensive reading interventions must be delivered in accordance with paragraph (1)(c) of this rule.

(b) Elementary schools must teach reading in a dedicated, uninterrupted block of time of at least ninety (90) minutes duration 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.

(c) Data from the results of progress monitoring and formative assessments will guide differentiation of instruction and interventions in the classroom.

(d) 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-12. The chart must include:

1. Name of assessment(s): screening, progress monitoring, diagnostic, local assessment data, statewide assessments, or teacher observations in use 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 Section 1008.25(8)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.

2. Targeted audience (grade level);

3. Performance criteria used for decision-making for each instrument listed in subparagraph (9)(d)1. of this rule at each grade level;

4. Assessment/curriculum connection;

5. The decision trees must include specific criteria for when students are 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 in accordance with paragraph (1)(c) of this rule.

6. Districts must identify the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading.

(10) Identification of Students with a Substantial Reading Deficiency. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an Individual Educational Plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if the following criteria are met:

(a) 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 Section 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;

(b) 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 Section 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

(c) For grade 3, the student scores:

1. Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to Section 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

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

(11) Family Engagement through a Read-at-Home Plan. In accordance with Section 1008.25(5)(c), F.S., the parent of any student who exhibits a substantial deficiency in reading, as identified in accordance with subsection (10) of this rule, must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

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

(a) Provide instruction to grade 3 students who score Level 1 on the statewide, standardized English Language Arts assessment;

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

(c) Provide instruction by a teacher endorsed or certified in reading.

(13) The following documents are incorporated by reference in this rule:

(a) District K-12 CERP Reflection Tool, Form No. CERP-RT, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-15159>) effective, February 2023;

(b) 20 U.S.C. s. 7801(21)(A)(i) (<http://www.flrules.org/Gateway/reference.asp?No=Ref-12691>), effective, December 10, 2015; and

(c) 34 C.F.R. s. 200.2(b)(2)(ii) (<http://www.flrules.org/Gateway/reference.asp?No=Ref-12692>), effective, December 8, 2016.

These documents may be obtained from the Department at <https://www.fldoe.org/academics/standards/just-read-fl/readingplan.stml>.

Rulemaking Authority 1001.02(1), (2)(n), 1011.62, 1008.25 FS. Law Implemented 1001.215, 1011.62, 1008.25 FS. History—New 6-19-08, Amended 4-21-11, 2-17-15, 12-22-19, 2-16-21, 3-15-22, 2-21-23.