

### **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 for the specific use of the ~~evidence research~~-based reading instruction allocation on the form entitled District K-12 Comprehensive Evidence-Based Reading Plan, Form No. CERP-1, ~~(effective February 2021)~~. The District K-12 Comprehensive Evidence-Based Reading Plan 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 Comprehensive Evidence-Based Reading Plan must ensure that:

(a) through (f) No change.

(g) The identified three-hundred (300) lowest-performing elementary schools provide an additional hour per day of intensive reading instruction in accordance in Section 1011.62(8)(9), F.S.

(2) ~~Evidence Research~~-Based Reading Instruction Allocation. Districts will submit a budget for the ~~Evidence Research~~-Based Reading Instruction Allocation, including salaries and benefits, professional development costs, assessment costs, and programs/materials costs. 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 (12) of this rule. In accordance with Section 1011.62(8), F.S., the Evidence-Based Reading Instruction Allocation may be used to provide early literacy instruction and interventions to students who have completed the Voluntary Prekindergarten Education Program and who are at risk of being identified as having a substantial deficiency in early literacy skills under Section 1008.25(8)(c), F.S.

(3) through (4) No change.

(5) Charter schools. Charter schools must utilize their proportionate share of the ~~evidence research~~-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 by a teacher who is certified or endorsed in reading.

(6) Literacy Coaches.

(a) If the funding of literacy coaches is part of the ~~Evidence Research~~-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. This must include how

communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

(c) through (d) No change.

(7) District-level monitoring of the District K-12 Comprehensive Evidence-Based Reading Plan Implementation. The plan must demonstrate adequate provisions for:

(a) through (e) No change.

(f) Evaluating District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

1. Districts must annually evaluate the implementation of their District K-12 Comprehensive Evidence-Based Reading Plan 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 assessment, curriculum, instruction, intervention, assessment, professional learning development, and family engagement;

b. Include input from teachers, literacy coaches, and administrators at the school level; ~~and~~

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~~provide their evaluation of the District K-12 CERP Reflection Tool~~Comprehensive Evidence Based Reading Plan~~ to the Just Read, Florida! Office by the deadline established in subsection (14) of this rule.

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) through (9) No change.

(10) Family Engagement ~~Parent Support~~ 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 (12) 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.

(11) Assessment, Curriculum, and Instruction.

(a) No change.

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

3. 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, and corrective feedback;~~ 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);

4. Supplemental Instruction/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 corrective feedback; and occurs in addition to core instruction; and

5. ~~Immediate Intensive, Individualized Instruction/Intervention~~ (Tier 3): ~~is provided to students identified as having a substantial deficiency in reading as identified in accordance with subsection (12) of this rule;~~ 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)(e), 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~~ 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel from teachers who are certified or endorsed in reading.

(c) Data from the results of formative assessments will guide differentiation of instruction and intervention 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, ~~diagnostic,~~ progress monitoring, diagnostic, local assessment data, statewide assessments, or teacher observations in use 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 subsection (12) of this rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency in reading. Pursuant to Section 1008.25(4)(a), F.S., the Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12;

2. through 6. No change.

7. The decision trees must include specific criteria for when a student is identified to receive intensive reading intervention, 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 ~~and how the intensive reading interventions are provided~~. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading.

(12) 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 any of the following criteria are met:

(a) The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-~~B~~based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;

(b) The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-~~B~~based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or

(c) The student has demonstrated, through consecutive 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; reading fluency; and reading comprehension.

(13) Three-hundred (300) Lowest-Performing Elementary Schools.

(a) through (c) No change.

1. through 2. No change.

3. The intensive reading instruction delivered in this additional hour includes ~~evidence research~~-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

a. Differentiated instruction based on screening, ~~diagnostic~~, progress monitoring, diagnostic, or student assessment data to meet

students' specific reading needs;

b. 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

c. Coordinated integration of civic literacy~~social studies~~, science, and mathematics text reading, text discussion, and writing in response to reading.

(14) Annually, the Department will post at <https://www.fldoe.org/academics/standards/just-read-fl/readingplan.shtml> the deadlines for school districts to submit their District K-12 Comprehensive Evidence-Based Reading Plan,~~the amendment for the three hundred (300) lowest performing elementary schools,~~ and the District evaluation of plan implementation K-12 CERP Reflection Tool.

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

(a) District K-12 Comprehensive Evidence-Based Reading Plan, Form No. CERP-1 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-12690>), effective, March 2022 ~~February 2021~~;

(b) District K-12 CERP Reflection Tool, Form No. CERP-2, (DOS LINK) effective, March 2022;

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

(~~d~~) 34 C.F.R. §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.shtml>.

*Rulemaking Authority 1001.02(2), 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.*