

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, on the form entitled District K-12 Comprehensive Evidence Based Reading Plan, Form No. CERP-1. 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 ~~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 CERP ~~Comprehensive Evidence Based Reading Plan~~ must ensure that:

(a) through (b) No change.

(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 s. 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 s. Section 1001.215(8) 1011.67(2), F.S.;

~~(f) Supplemental instructional materials have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in 20 U.S.C. §7801(21)(A)(i) and comply with Section 1001.215(8), F.S.; and~~

~~(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), 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 ~~costs~~, assessment ~~costs~~, and programs/materials, tutoring and incentives pursuant to s. 1011.62(8)(d), F.S. ~~costs.~~ In accordance with s. 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)(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)(e), F.S.~~

(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 reading 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 s. 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) through (d) No change.

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

(6) Literacy Coaches.

(a) No change.

(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) 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. through b. No change.

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

~~Facilitate study groups;~~

c. through d. No change.

e. Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading (~~comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs~~) are implemented with fidelity;

~~f. Help to increase instructional density to meet the needs of all students;~~

~~f. g.~~ Participate in literacy leadership teams;

~~g. h.~~ Continue to grow professionally to increase their knowledge of and ability to apply effective pedagogy and andragogy; ~~base in best practices in reading instruction, intervention, and instructional reading strategies;~~

~~h. i.~~ 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; and~~

~~j.~~ Work frequently with students in whole and small group instruction in the context of modeling and coaching ~~in other teachers' classrooms; and~~

~~i. k.~~ 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, experience as successful classroom teachers. 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 research, special expertise in quality reading instruction grounded in the science of reading, and 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. The coach must have a minimum of a bachelor's degree and be endorsed or K-12 certified in the area of reading. The literacy coach must have a highly effective rating from the most recently available evaluation that contains student achievement data.~~

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

(a) Monitoring the level of implementation of the District K-12 CERP Comprehensive Evidence-Based Reading Plan at the school ~~and classroom~~ level, including an explanation of the data that will be collected, ~~how it will be collected, and~~ 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 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students.

~~(b) Ensuring that 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.~~

~~(c) Ensuring that data from formative assessments are used to guide differentiation of reading instruction.~~

~~(d) Incorporating reading and literacy instruction by content area teachers into subject areas to extend and build discussions of text in order to deepen understanding.~~

~~(b)(e)~~ Reporting of data elements as required by the District K-12 CERP Comprehensive Evidence-Based Reading Plan 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; ~~and~~

3. Reading Certification progress status for teachers; and-

4. Literacy Micro-Credential status for instructional personnel.

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

1. Districts must annually evaluate the implementation of their District K-12 CERP 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, curriculum, instruction, interventions, assessment, professional learning, tutoring services, and family engagement;

b. through d. No change.

3. Districts must submit the District K-12 CERP Reflection Tool to the Just Read, Florida! Office by May 15 of each year. ~~the deadline established in subsection (14) of this rule.~~

4. No change.

(8) School-level monitoring of District K-12 CERP Comprehensive Evidence Based Reading Plan Implementation.

(a) Districts must describe the process used by principals to monitor implementation of, ~~and ensure compliance with~~, the reading plan, including frequent weekly 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 ~~determine intervention~~ 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 s. 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 s. 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in s. 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 s. 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 s. 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 s. 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 s. 1008.22(3)(a), F.S.

(11) Family Engagement through a Read-at-Home Plan. In accordance with s. 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 s. 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.

~~(9) 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.~~

~~(10) 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 (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) 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 (comprehensive core reading program) and small group differentiated instruction in order to meet individual student needs.~~

~~(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/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, 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/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. Intensive, Individualized Instruction/Intervention (Tier 3): 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 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel 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, 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. Targeted audience (grade level);

3. Performance criteria used for decision making for each instrument listed in subparagraph (11)(d)1. of this rule at each grade level;

4. Assessment/curriculum connection;

5. An explanation of how instruction will be modified for students who receive instruction through distance and blended learning; and

6. An explanation of how instruction will be modified for students in grades K-12 who have been identified as having a substantial deficiency in reading who are in need of intensive intervention.

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. 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-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-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) The three hundred (300) lowest performing elementary schools are identified annually based on a three-year average of the points earned by a school in the school grading component of achievement in English Language Arts and the points earned by a school in the school grading component of learning gains in English Language Arts, as set forth in paragraph 6A-1.09981(4)(a), F.A.C. The points for these two school grading components are summed and then averaged for each elementary school. The elementary schools are then ranked from lowest to highest based on this average in order to identify the three hundred (300) lowest performing elementary schools.~~

~~(b) School districts will be notified of the schools in their district that have been identified as one of the three hundred (300) lowest performing elementary schools at the same time districts are notified of school grades, as provided in Rule 6A-1.09981, F.A.C.~~

~~(c) By the date set by the Department as provided in subsection (14) of this rule, school districts that have one or more of the lowest performing elementary schools must amend their District K-12 Comprehensive Evidence-Based Plan to ensure that:~~

~~1. An additional hour per day of intensive reading instruction is provided to students in the school. The additional hour may be provided within the school day;~~

~~2. The additional hour per day of intensive reading instruction is provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading; and~~

~~3. The intensive reading instruction delivered in this additional hour includes evidence based reading instruction~~

that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

a. Differentiated instruction based on screening, 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, 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 and the District K-12 CERP Reflection Tool.

(13)(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-14058>), effective, March 2022;

(a)(b) District K-12 CERP Reflection Tool, Form No. CERP-2RT, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-14059>) effective, February 2023 March 2022;

(b)(e) 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)(d) 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.shtml>.

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,