

STATE BOARD OF EDUCATION
Action Item
October 15, 2024

SUBJECT: Approval of Amendment to Rule 6A-6.053, District Comprehensive Evidence-Based Reading Plan

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02(1), (2)(n), 1003.4201, 1008.25(11), F.S.

EXECUTIVE SUMMARY

Annually, school districts submit a District Comprehensive Evidence-Based Reading Plan (CERP) to the Department for approval, which is approved by the applicable district school board or charter school governing body, pursuant to section 1003.4201, F.S. The CERP must accurately depict and detail the role of administration (both district- and school-level), professional learning, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards. This information must be reflected for all schools and grade levels including charter schools, unless a charter school elects to submit a plan approved by the governing body to the sponsoring Local Educational Agency (LEA) independently from the school district that complies with all of the plan requirements, and is shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The Department is revising requirements of the District Comprehensive Evidence-Based Reading Plan based on provisions included in Senate Bill 7004. Revised requirements include: identification and requirements for VPK students who demonstrate a substantial deficiency in early literacy skills; the timeline to develop the Individualized Progress Monitoring Plan for students who have a substantial reading deficiency; and the addition of prioritizing VPK students who have a substantial deficiency in early literacy skills when districts allocate remedial and supplemental instruction resources.

Supporting Documentation Included: Proposed Rule 6A-6.053, F.A.C.

Facilitator/Presenter: Dr. Sunny Chancy, Deputy Chancellor for Educator Quality