

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

(1) through (5) No change.

(6) Students with a Substantial Deficiency in Reading.

(a) Identification. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if the student:

~~1. The student is identified as in need of Tier 3 interventions;~~

~~2. A student in grades K-3 demonstrates through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and~~

1. The student is identified as in need of Tier 3 interventions; or

2. The student was retained the previous school year; or

3. ~~a.~~ For kindergarten through grade 2, the student scores:

a. ~~B~~below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or, middle, ~~or end~~ of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or

b. ~~Level 1 at the end of the year~~ 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 test administration of the coordinated screening and progress monitoring system pursuant to ~~for~~ s. 1008.25(9), F.S.; or

4. ~~e.~~ For grade 3, the student scores:

a. ~~B~~below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or

b. ~~3. A student in grade 3 scores a Level 1 on the end-of-year~~ statewide, standardized English Language Arts (ELA) assessment, pursuant to s. 1008.22(3)(a), F.S.

(b) No change.

(c) Required Plan.

1. through 2. No change.

(d) No change.

(7) through (8) No Change.

(9) CERP Submission, Approval, and Evaluation by the Department.

(a) No change.

(b) CERP Requirements. The CERP must demonstrate that the district is able to implement its reading plan with fidelity, that the plan uses data to drive decision-making, that the plan is designed to meet the needs of all students, and that the plan allocates sufficient resources toward each component. In order to be approved, CERPs must comply with the requirements found in subsections (3)-(8) and paragraph (10)(a) and must contain the following:

1. through 2. No change.

3. Descriptions of:

a. through e. No change.

f. How the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), F.S., from kindergarten to grade 2;

f. through n. renumbered g. through o. No change.

p. How the district will provide resources that support informed parent involvement in decision-making processes for students who have difficulty in reading and information about eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., for parents of students who are reading below grade level;

q. p- How the district will provide the required notifications to parents of students identified with a substantial deficiency in reading, including a description of any literacy partnerships or programs the district utilizes to increase support for families to engage in reading at home, such as the New Worlds Reading Initiative pursuant to s. 1003.485, F.S.; and

~~r. q-~~ No change.

4. No change.

(c) No change.

(10) through (11) No change.

Rulemaking Authority 1001.02(1), (2)(n), 1003.4201, 1008.25(11), 1001.215(6), F.S. Law Implemented 1001.215, 1003.4201, 1008.2, F.S. History—New 6-19-08, Amended 4-21-11, 2-17-15, 12-22-19, 2-16-21, 3-15-22, 2-21-23, 2-20-24, 11-18-24, 5-13-25.