

**STATE BOARD OF EDUCATION**  
**Consent Item**  
January 14, 2015

**SUBJECT:** Approval of Amendment to Rule 6A-6.053, K-12 Comprehensive Research-Based Reading Plan

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**PROPOSED BOARD ACTION**

For Approval

**AUTHORITY FOR STATE BOARD ACTION**

Sections 1001.02(2)(n), 1001.215, 1011.62, Florida Statutes

**EXECUTIVE SUMMARY**

The proposed rule eliminates unnecessary language, aligns the rule to statute and includes the necessary edits concerning the end of year outcomes assessment.

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**Supporting Documentation Included:** Proposed Rule 6A-6.053, FAC.

**Facilitator:** Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

### **6A-6.053 K-12 Comprehensive Research-Based Reading Plan.**

(1) Annually, school districts shall submit a K-12 Comprehensive Research-Based Reading Plan for the specific use of the research-based reading instruction allocation in the format prescribed by the Department for review and approval by the Just Read, Florida! Office pursuant to Section 1011.62, F.S. The K-12 Comprehensive Research-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 English Language Arts Florida Standards (LAFS). This information must be reflected for all schools and grade levels, including charter schools, alternative schools, and juvenile justice facilities. The K-12 Comprehensive Research-Based Reading Plan 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) Professional development is systemic throughout the district and is targeted at individual teacher needs as determined by analysis of student performance data and includes lesson study and professional learning communities;

(d) Measurable student achievement goals are established and clearly described; and

(e) Appropriate research-based instructional materials and strategies are used to address specific student needs.

(2) Research-Based Reading Instruction Allocation. Districts will submit a budget for the K-12 Comprehensive Research-Based Reading Plan, including salaries and benefits, professional development costs, assessment costs, and programs/materials costs. Budgets must be in accordance with the district approved plan.

(3) Reading Leadership Teams. Districts must describe the process the principal will use to form and maintain a Reading Leadership Team ~~and report rosters of Reading Leadership Team members to the Just Read, Florida! Office in the fall of each school year.~~

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

(a) Target specific areas of professional development need based on assessment data and reflect those goals in the Individual Professional Development Plan (IPDP);

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

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

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

(e) Provide teachers with the information contained in the K-12 Comprehensive Research-Based Reading Plan.

(5) Charter schools. Charter schools must be given the opportunity to participate in the district plan, but may opt not to participate. Charter schools that choose to participate in the plan must meet the requirements outlined in the District K-12 Comprehensive Research-Based Reading Plan; however, they may meet these requirements through methods that differ from those in the district plan. One plan must be submitted for each district that includes charter schools that choose to participate. The district will maintain documentation of the following:

(a) through (6)(b) no change.

(c) ~~All reading/literacy coaches must report their time to the Progress Monitoring and Reporting Network (PMRN) on a biweekly basis. Principals will be required to log onto the PMRN prior to the start of each school year to enroll their reading/literacy coach(es). Principals must provide the funding source(s) for each coach at the beginning of the school year.~~ Any reading/literacy coach who is funded through the Research-Based Reading

Instruction Allocation in the Florida Education Finance Program (FEFP) as part of the K-12 Comprehensive Research-Based Reading Plan must be a full-time coach. Reading/literacy coaches who split their time between two (2) schools are considered full-time coaches.

(d) through i. No change.

~~j. Report their coach logs bi-weekly through the Progress Monitoring and Reporting Network (PMRN);~~

~~j. k.~~ Work with all teachers (including ESE, content area, and elective areas) in the school they serve, prioritizing their time to those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in classrooms;

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

~~l. m.~~ Not be asked to perform administrative functions that will confuse their role for teachers; and

~~m. n.~~ Spend limited time administering or coordinating assessments.

(f) through (g) No change.

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

(a) through (b) No change.

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

~~(d) (e)~~ Incorporating reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding. This must include a description of the utilization of leveled classroom libraries and independent reading practice.

~~(e) (d)~~ Reporting of data elements as required by the K-12 Comprehensive Research-Based Reading Plan ~~(as indicated in Section 1001.215, F.S.)~~ within the Automated Student and Staff Data Base System for survey periods 2, 3, and 5. These data elements include:

~~1. Progress Monitoring assessment scores not reported to PMRN;~~

~~1. 2.~~ Student Enrollment in Reading Intervention,

~~2. 3.~~ Reading Endorsement competency status for teachers,

~~3. 4.~~ Reading Certification progress status for teachers, and

~~4. 5.~~ CAR-PD or NGCAR-PD status for teachers, in accordance with Rule 6A-5.090, F.A.C.

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

(a) through (9)(a) No change.

(b) A Comprehensive Core Reading Program (CCRP) must be taught as the major instructional tool for reading instruction. Districts are provided a performance-based flexibility option which may exempt schools from the use of the CCRP. Districts implementing this flexibility must describe their plan for reading instruction, including the intervention for students reading below grade level in grades K-5 or K-6 as applicable. It is a district decision whether to implement the following performance-based flexibility option. Elementary schools meeting all of the following criteria are not required to implement a Comprehensive Core Reading Program:

1. A current school grade of an A or B;

~~2. Adequate Yearly Progress (AYP) in reading met for all subgroups;~~

~~2. 3.~~ Ninety (90) percent of students meeting high standards in reading (a satisfactory or above score on the statewide English Language Arts assessment or an FCAT score of Level 3 or above).

(c) ~~The second performance-based flexibility option may exempt elementary schools from the use of the CCRP as well as the ninety (90) minute reading block. Districts implementing this flexibility must report the reading instruction that will be provided, including the time allotted for reading instruction.~~ It is a district decision whether to implement the following performance-based flexibility option: For students in grades four and five scoring Level 4 or 5 on FCAT or above satisfactory on the statewide English Language Arts assessment reading, districts shall offer enrichment programs that include core steeped in content that continues to develop the child's literacy reading skills. These students are not required to receive instruction from a Comprehensive Core Reading Program, nor are they required to receive ninety (90) minutes of reading instruction.

(d) K-12 reading instruction will align with Florida's Formula for Success, 6+4+ii+iii, which includes six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension; four (4) types of classroom assessments: screening, progress monitoring, diagnosis, and outcome measures; initial instruction (ii) including considerations for background knowledge, motivation, and the provision for print rich, explicit, systematic, scaffolded, and differentiated instruction, and the reading/writing connection; immediate, intensive intervention (iii): including extended time, flexible grouping, accommodations, and more frequent progress monitoring. Data from the results of formative assessments will guide differentiation of instruction in the classroom.

(e) Instructional Materials Charts:

1. Districts are required to submit Instructional Materials Charts that address all research-based instructional materials used to provide reading instruction with a description of how they will be integrated into the overall instructional design:

- a. Comprehensive Core Reading Programs (CCRP) – elementary school level only,
  - b. Middle School Grades Developmental Reading Programs,
  - c. Supplemental Intervention Reading Programs (SIRP),
  - d. ~~Intensive~~ Comprehensive Intervention Reading Programs (CIRP) ~~(IRP)~~,
  - e. Educational technology.
2. through (f) No change.

(g) Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-12. The chart must include:

1. Name of assessment(s),
2. Targeted audience,
3. Performance criteria benchmark used for decision-making,
4. Assessment/curriculum connection,
5. An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

Rulemaking Authority 1001.02(2), 1011.62(9) FS. Law Implemented ~~1001.02~~, 1001.215, 1011.62 FS. History–New 6-19-08, Amended 4-21-11,