



From Plan to Practice: District Comprehensive Evidence-Based Reading Plan

Florida Organization of Instructional Leaders

May 27, 2026



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

Objectives

- Examine the leadership implications of Rule 6A-6.053, Florida Administrative Code (F.A.C.), and the District Comprehensive Evidence-Based Reading Plan (CERP).
- Identify what leaders need to know, support and monitor to move the plan into practice.
- Explore tools and resources that strengthen literacy implementation across school settings.
- Collaborate with colleagues to examine current implementation and identify actions that could strengthen district practice.

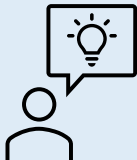
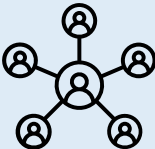
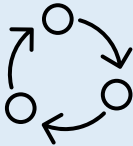


BE IN THE KNOW

Know What's Important About CERPs

Common Perception	• CERPs are often viewed as a yearly requirement managed by a few individuals.
True Purpose	• CERPs outline the district's comprehensive system of reading instruction across schools and grade levels.
Leadership Role	• Leaders influence how expectations are communicated, aligned and implemented in practice.
Common Barriers	• A strong plan can struggle when expectations, roles or routines are unclear.
Opportunity to Strengthen	• There may be opportunities to strengthen how the CERP is communicated and used to guide implementation across the district.

Know, Support and Monitor

Know	Support	Monitor
• Rule 6A-6.053, F.A.C. (CERP Rule) • Strong Literacy System • District Role vs. School Role • Literacy Expectations for Kindergarten Through Grade 12 	• People • Structures • Professional Learning • Resources 	• Implementation • Evidence • Feedback • Reflection • Improvement 

Know How the Rule and CERP Connect

Rule 6A-6.053, F.A.C.	District Comprehensive Evidence-Based Reading Plan
• Purpose • Definitions • Assessment, Curriculum and Reading Instruction • Literacy Coaches • Students with a Substantial Deficiency in Early Literacy Skills • Students with a Substantial Deficiency in Reading • Students with Characteristics of Dyslexia • Summer Reading Camps • CERP Submission, Approval and Evaluation • CERP Implementation and Monitoring • CERP Reflection Tool	• Contact Information • District Expenditures • Literacy Leadership – District and School • Plan Implementation and Monitoring • Literacy Coaches • Florida’s Formula for Reading Success and Reading Instruction • Assessment/Curriculum Decision Trees ○ Substantial Reading Deficiency ○ Characteristics of Dyslexia ○ Multi-Tiered System of Supports (MTSS) • Summer Reading Camps • Professional Learning • Tutoring Programs • Family Engagement • Highly Effective Teachers • Assurances

Know the Purpose Behind the Plan

- The CERP is a district implementation framework to guide:
 - Literacy priorities;
 - Instruction and intervention;
 - Decision-making criteria; and
 - Monitoring.
- If leaders understand the plan only as a compliance document, they will miss its value as an implementation guide.

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2 a.](#) and [1003.4201](#), Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401](#), [Florida Administrative Code \(F.A.C.\)](#), [Student Performance Standards](#). This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact			
Data Element			
Third Grade Promotion			
Multi-Tiered System of Supports			
Other (Enter Responsibility)			

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3 b.](#), F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The [appendixes](#) must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

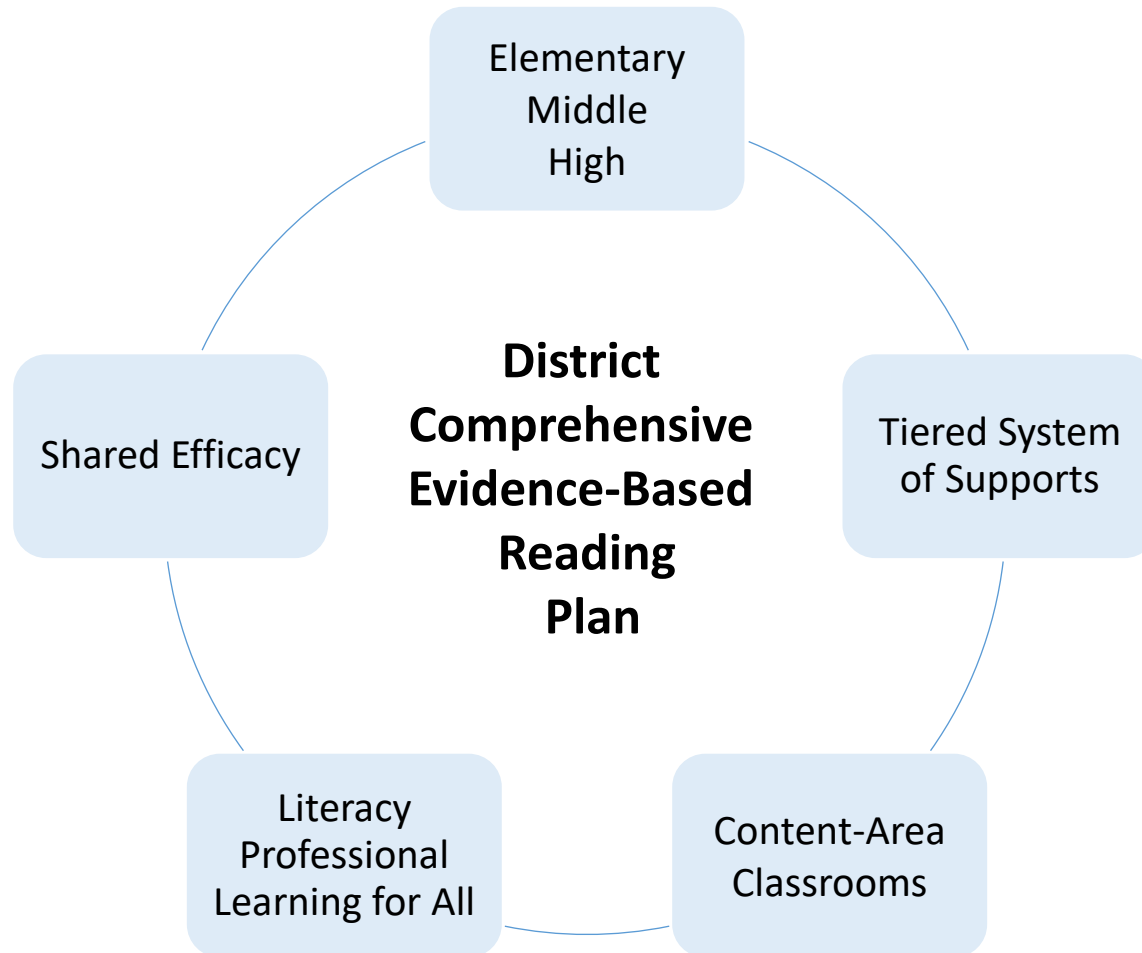
Charter schools must utilize their proportionate share in accordance with ss. [1002.33\(7\)\(a\)2 a.](#), [1003.4201](#) and [1008.25\(3\)\(a\)](#), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches		

Know the Instructional Foundation



Know the Plan Supports Literacy Across Grades K-12



Know Where the Plan Drives Decision-Making

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

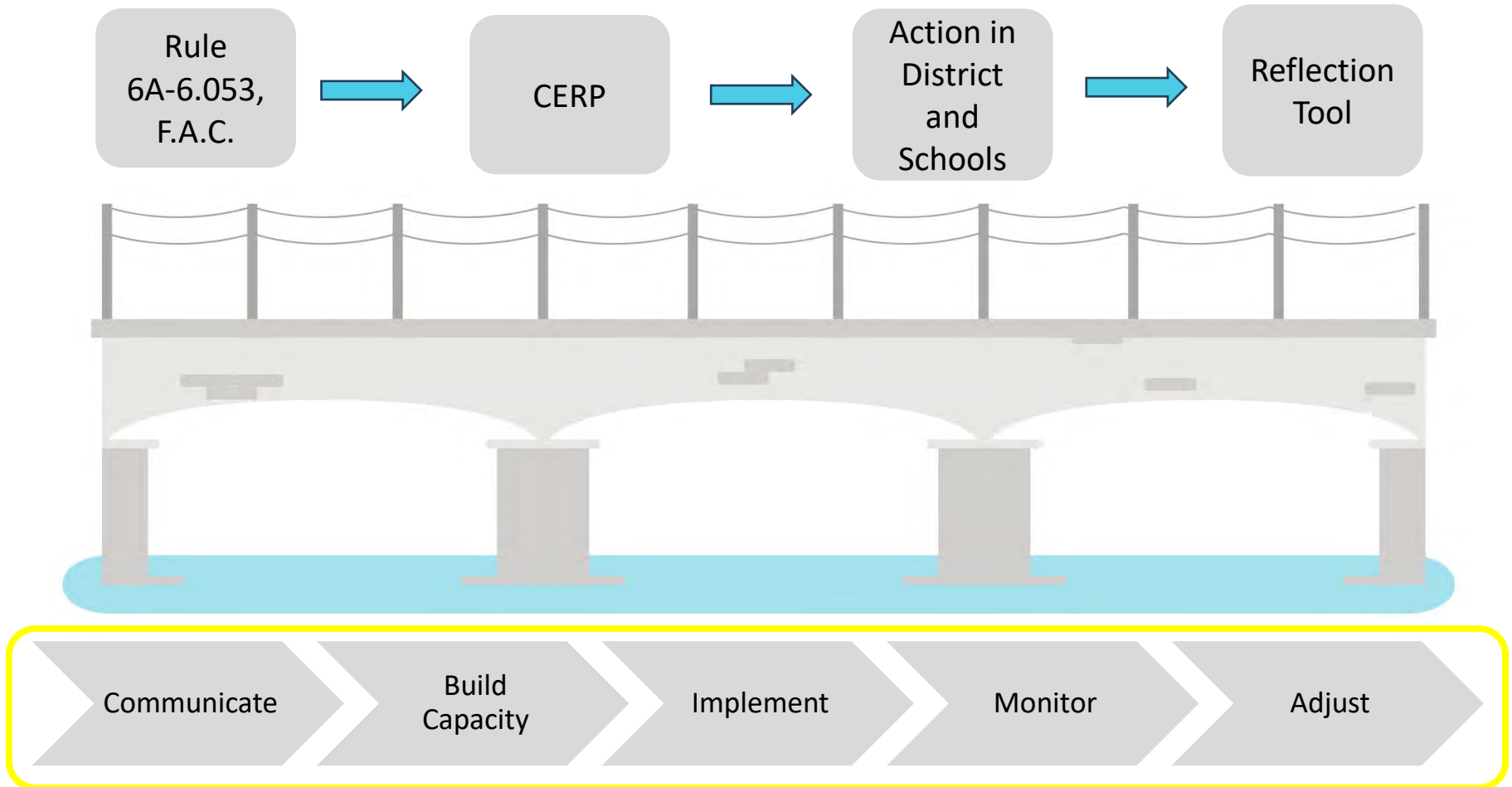
6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes 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.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)	
Number of times per week interventions are provided:	
Number of minutes per intervention session:	

Assessment/Curriculum Decision Trees:

- Explain how data drives decisions;
- Define performance criteria and support levels;
- Outline instructional materials and strategies;
- Provide intervention guidelines; and
- Support conversations about fidelity and effectiveness of instruction and implementation.

Know the Plan to Practice Process





SUPPORT THE WORK

Support the Conditions That Bring the Plan to Life

Fidelity of
Implementation

Data-Driven
Decision Making

Meeting the
Needs of All
Students

Sufficient
Resources

In practice, supporting these conditions might look like calibrating principals and coaches on what high-quality instruction looks like, holding routine data meetings (district → school → grade level) with clear protocols, ensuring Tier 1 instruction is strong, then layering targeted (Tier 2) and intensive (Tier 3) supports and allocating staff strategically (coaches, interventionists, specialists).

Support Leadership Structures for Coherence

Keys to Effective Literacy Leadership Teams:

- Clear Purpose & Aligned Vision
- Data-Driven Focus
- Instructional Expertise
- Collaborative Structures
- Action & Accountability
- Resource Alignment



Data Analysis

Action
Research

Lesson Study

Collaborative
Inquiry

Literacy
Initiatives

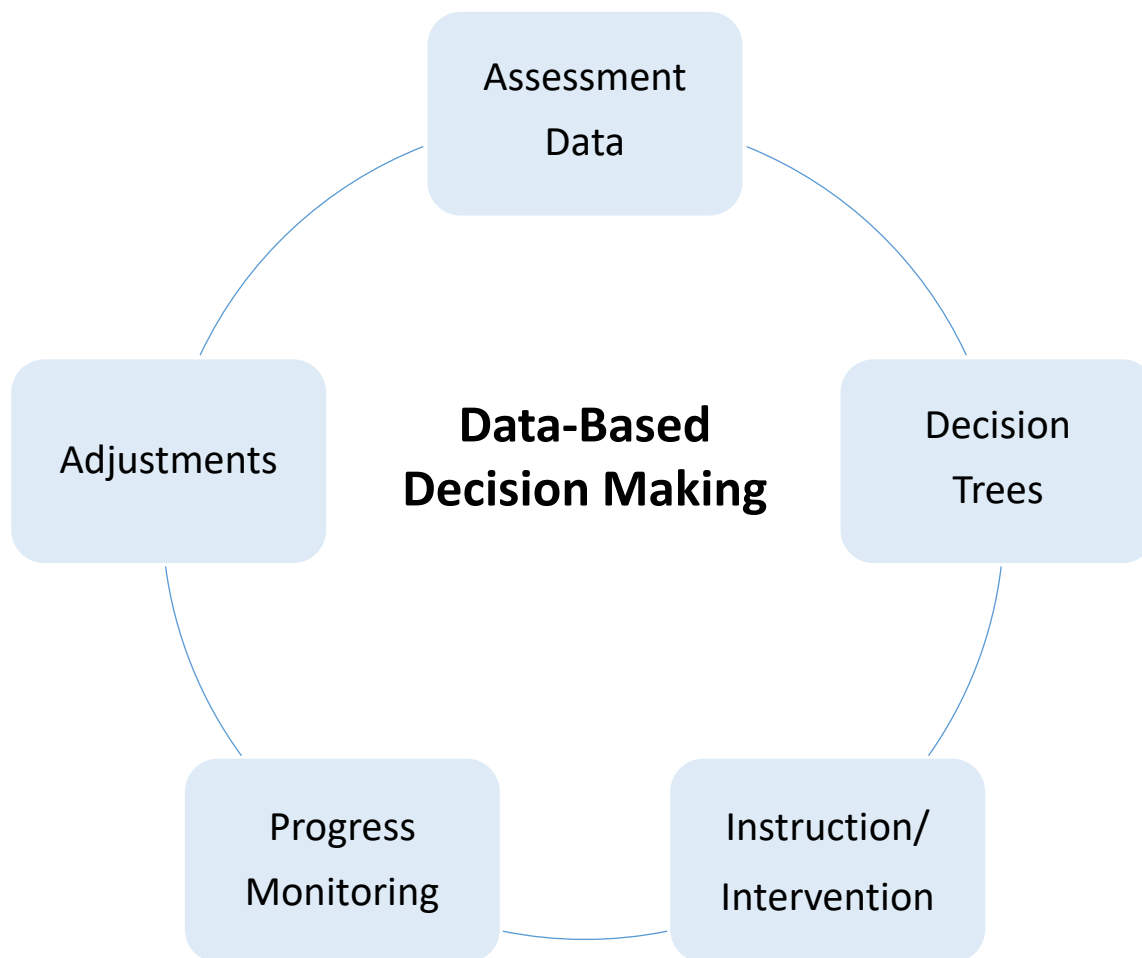
Support Literacy Coaching and Protected Roles

Intended Coaching Work	Unintended Role Drift
• Model Effective Instruction • Engage in Structured Coaching Cycles • Observe Lessons and Provide Feedback • Provide Lesson Demonstrations • Co-Teach Lessons • Facilitate Lesson Studies • Analyze Data • Facilitate Data Chats • Focus on Tier I Instruction • Provide Professional Learning • Collaborate in Planning Sessions • Facilitate PLCs • Mentor Teachers • Support Implementation Practices	• Assessment Coordination • Administrative Tasks • Duties that Reduce Impact (bus, car, breakfast, lunch) • Minimal Direct Teacher Engagement (paperwork, emails, independent planning) • Catch-All Support • Resource Management • Compliance Over Capacity-Building • Leading Meetings Without Intentional Focus • Subbing • Instructing Small Groups

Support Professional Learning That Builds Capacity

Leaders	Literacy Leadership Series, Science of Reading: An Introduction, Literacy Micro-Credentials, Reading Endorsement, School Leader's Literacy Walkthrough Tool, Power Hours, Book Studies, Webinars, JRF! Website Resources, Summer Literacy Institutes, RAISE Support, RAISE Newsletter
All Educators	Science of Reading: An Introduction, Literacy Micro-Credentials, Reading Endorsement, Power Hours, Book Studies, Webinars, JRF! Website Resources, Summer Literacy Institutes, RAISE Support, RAISE Newsletter

Support Systems That Move Data to Action

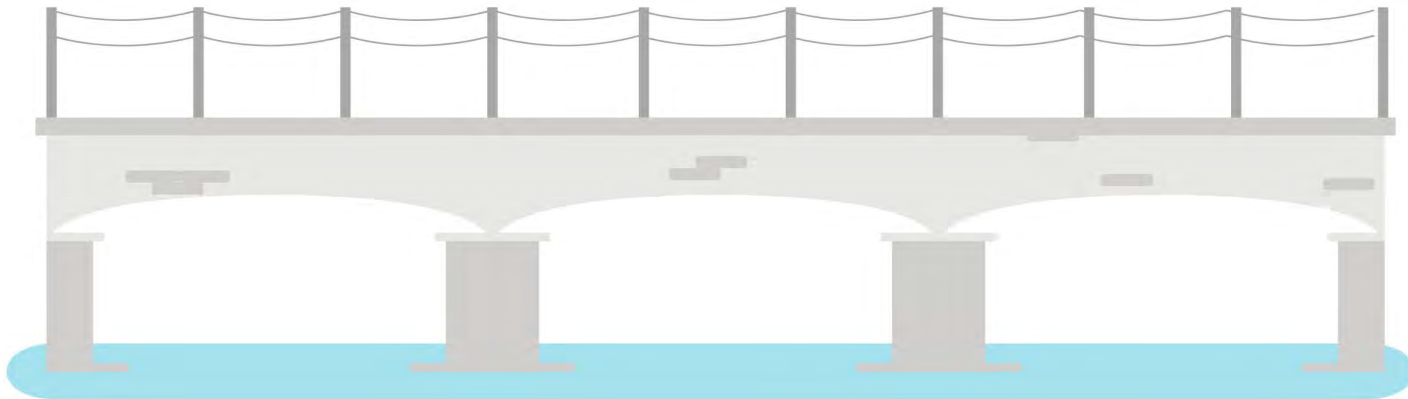


Support the Action Steps Between the CERP and the Reflection Tool

Communicate
the Plan

Build Shared
Understanding

Establish
Routines



Clarify
Roles

Monitor for
Evidence

Adjust During
the Year



MONITOR FOR IMPACT

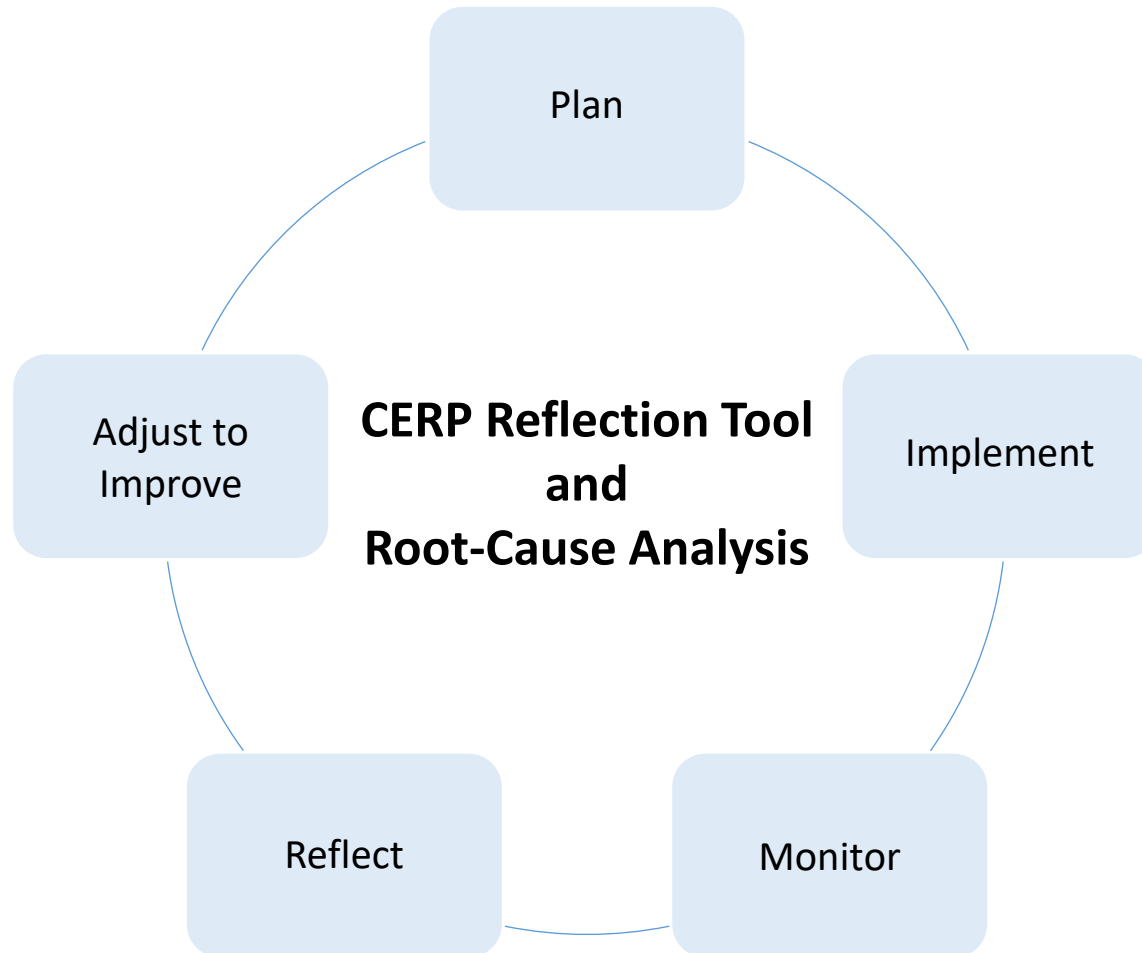
Monitor What the Plan Looks Like in Practice

On Paper	In Practice
Leadership teams listed	Teams meet, review data and make decisions
Coaching model described	Coaches are protected and impactful
Decision trees completed	Staff use them to determine support
Professional learning listed	Capacity is built in targeted ways
Walkthrough process described	Administrators use literacy look-fors
Reflection scheduled	Ongoing adjustments are made

Monitor With Clear Tools and Look-Fors

School Leader's Literacy Walkthrough Tool	In practice, administrators may use walkthroughs to...
Enhance literacy instruction knowledge Establish communication centered on literacy instruction Ensure consistent language regarding literacy content and instructional practices Inform coaching and professional learning to improve instruction Aligned to Florida's B.E.S.T. English Language Arts Standards for K through grade 12	Look for benchmark-aligned literacy instruction Monitor whether intervention groups are purposeful Observe which literacy practices appear in content-area classrooms Connect walkthrough evidence to coaching support Use data to differentiate professional learning opportunities

Monitor, Reflect, Adjust



Monitor Through the Reflection Tool

Section A: Literacy Leadership

Section B: Literacy Coaching

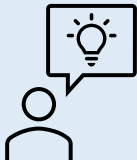
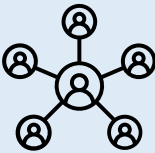
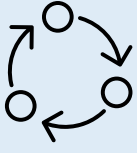
Section C: Standards, Curriculum, Instruction and Intervention

Section D: Assessment

Section E: Professional Learning

Reflection Tool				
Form No. CERP-RT Effective: May 2025 Incorporated in Rule 6A-6.053, Florida Administrative Code (F.A.C.)				
District:		Date:		
DIRECTIONS: Complete the District Comprehensive Evidence-Based Reading Plan (CERP) Reflection Tool to summarize and assess your implementation efforts for the current school year. The successful implementation of the CERP relates not only to the fidelity of implementing the plan, but also demonstrating improved literacy outcomes for students. "Fully Implemented" ratings must be supported with evidence of improved student outcomes on assessments. To reflect upon CERP implementation, insert the rating that best describes your implementation progress for each indicator.				
Section A: Literacy Leadership District and school leaders establish an organizational culture that supports continuous improvement in student outcomes in reading.				
Implementation Indicators	4-Fully implemented	3-Partially in place	2-Minimally in place	1-Not yet in place
1. A district-level Literacy Leadership Team is established and meets regularly to disaggregate data and make informed decisions on how to maximize student growth in reading.				
2. The CERP is disseminated widely, referenced frequently and actively implemented.				
3. The district provides support to parents of students identified with a substantial deficiency in reading with a read-at-home plan to support and improve family engagement at home.				
4. School-based administrators are fully trained on scientifically-based reading research and evidence-based practices.				
5. School-based administrators receive additional training and coaching as necessary when indicated by student achievement data in reading/literacy.				
6. School Literacy Leadership Teams are established and meet regularly to disaggregate data and make informed decisions about how to maximize student growth in reading.				
7. Capacity is being built through identifying teachers, coaches and district personnel who can serve as trainers in the use of evidence-based curriculum, instruction and intervention aligned to the B.E.S.T. ELA Standards.				
8. Additional resources are systematically sought out at the local, state and federal levels to support literacy goals, first and foremost at the elementary level.				

Know, Support and Monitor the Resources for Implementation

Know	Support	Monitor
• Rule 6A-6.053, F.A.C. • District Comprehensive Evidence-Based Reading Plan • Florida’s Formula for Reading Success • Florida’s B.E.S.T. Standards for English Language Arts 	• Literacy Instruction Practice Profiles • Science of Reading: An Introduction • Literacy Micro-Credentials • Literacy Coach Endorsement Pathways • Webinars & Book Studies • RAISE Support • School Leader’s Literacy Walkthrough Tool 	• Data Analysis • Coaching Impact • Professional Learning Impact • Literacy Walkthroughs • Intervention & Progress Monitoring • CERP Reflection Tool • School Leader’s Literacy Walkthrough Tool 

CERP Timeline

Date	Action
June 15, 2026	Districts will submit a CERP Reflection Tool via email to JustRead@fldoe.org . The CERP Reflection Tool must be based on a root-cause analysis.
June 15–July 15, 2026	Districts develop their CERP. The JRF! Office will be available via office hours for support and technical assistance.
June 15–July 31, 2026	Districts will receive board approval for their 2026–27 school year CERP.
August 1, 2026	Districts will submit a completed and school-board approved CERP for review and approval via email to JustRead@fldoe.org .



REFLECT AND CONNECT

Reflect and Connect

1. Reflect independently on the questions. (4 minutes)
 - a. Which part of Know, Support, Monitor feels strongest in your role or district context right now?
 - b. Where do you see the CERP most clearly showing up in practice in your schools or district?
 - c. What actions between the CERP and the Reflection Tool would most strengthen implementation in your role or district?
 - d. What supports, actions or shifts could help move the plan from paper to practice in your context?
2. Discuss your responses with the participants at your table. (10 minutes)
3. Identify key takeaways from your conversation. (1 minute)
4. Prepare to share insights from your conversation with the whole group. (10 minutes)

Objectives

- Examined the leadership implications of Rule 6A-6.053, F.A.C., and the CERP.
- Identified what leaders need to know, support and monitor to move the plan into practice.
- Explored tools and resources that strengthen literacy implementation across school settings.
- Collaborated with colleagues to examine current implementation and identify actions that could strengthen district practice.



QUESTIONS

Michelle Barash

Executive Director of Just Read, Florida!

Michelle.Barash2@fldoe.org

Randi Shiver

Deputy Director of Just Read, Florida!

Randi.Shiver@fldoe.org



www.FLDOE.org