



# Literacy in Florida: What You Need to Know

Florida Organization for Instructional Leaders

May 24, 2022



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

[www.FLDOE.org](http://www.FLDOE.org)

## Presenters

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## Objectives

- Explore the Reading Achievement Initiative for Scholastic Excellence (RAISE)
- Provide an overview of tutoring programs and current grant opportunities
- Provide an overview of Florida's Literacy Coach Endorsement Program
- Share updates regarding 3<sup>rd</sup> grade progression
- Discuss literacy policy updates related to Senate Bill (SB) 2524
- Provide information on Implementation Science

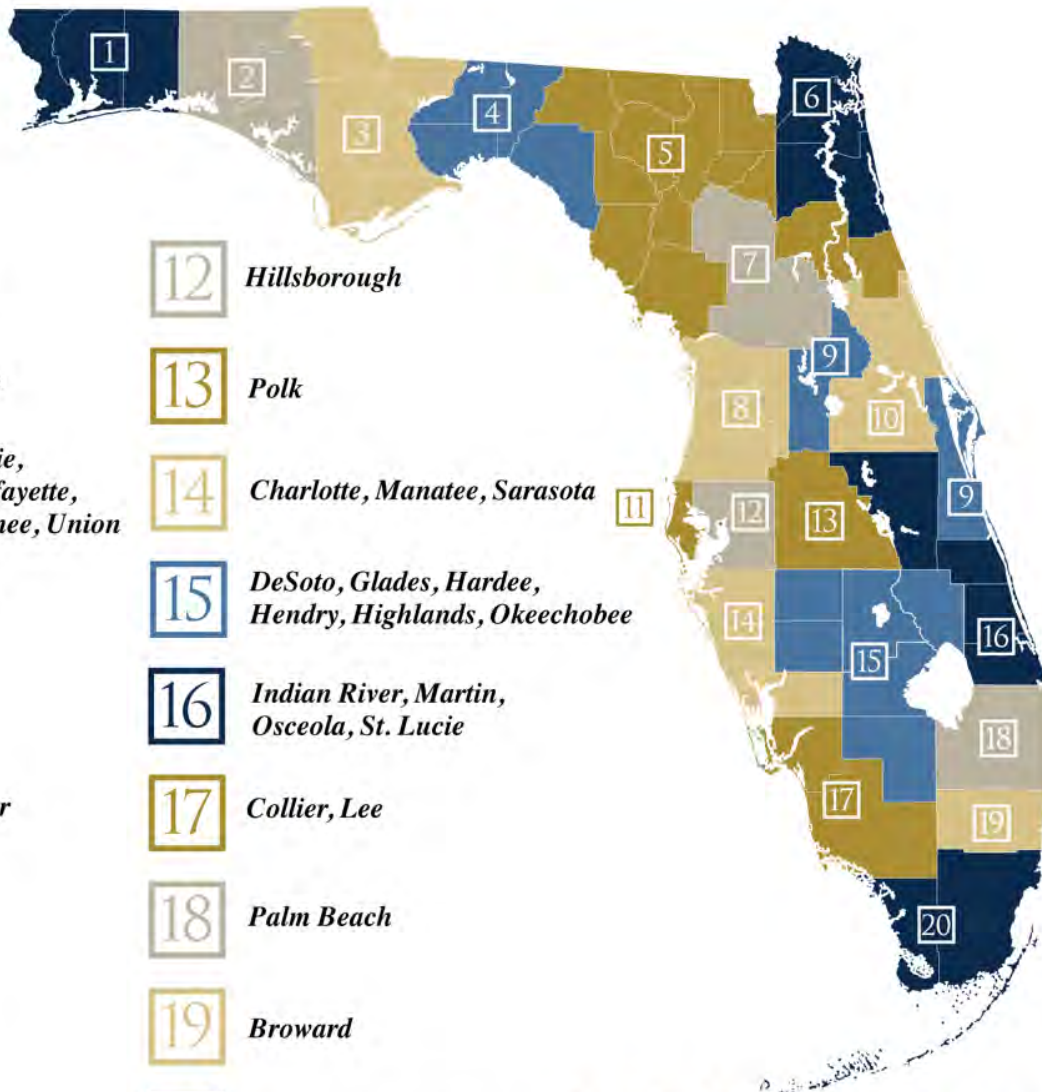


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## Reading Achievement Initiative for Scholastic Excellence (RAISE)



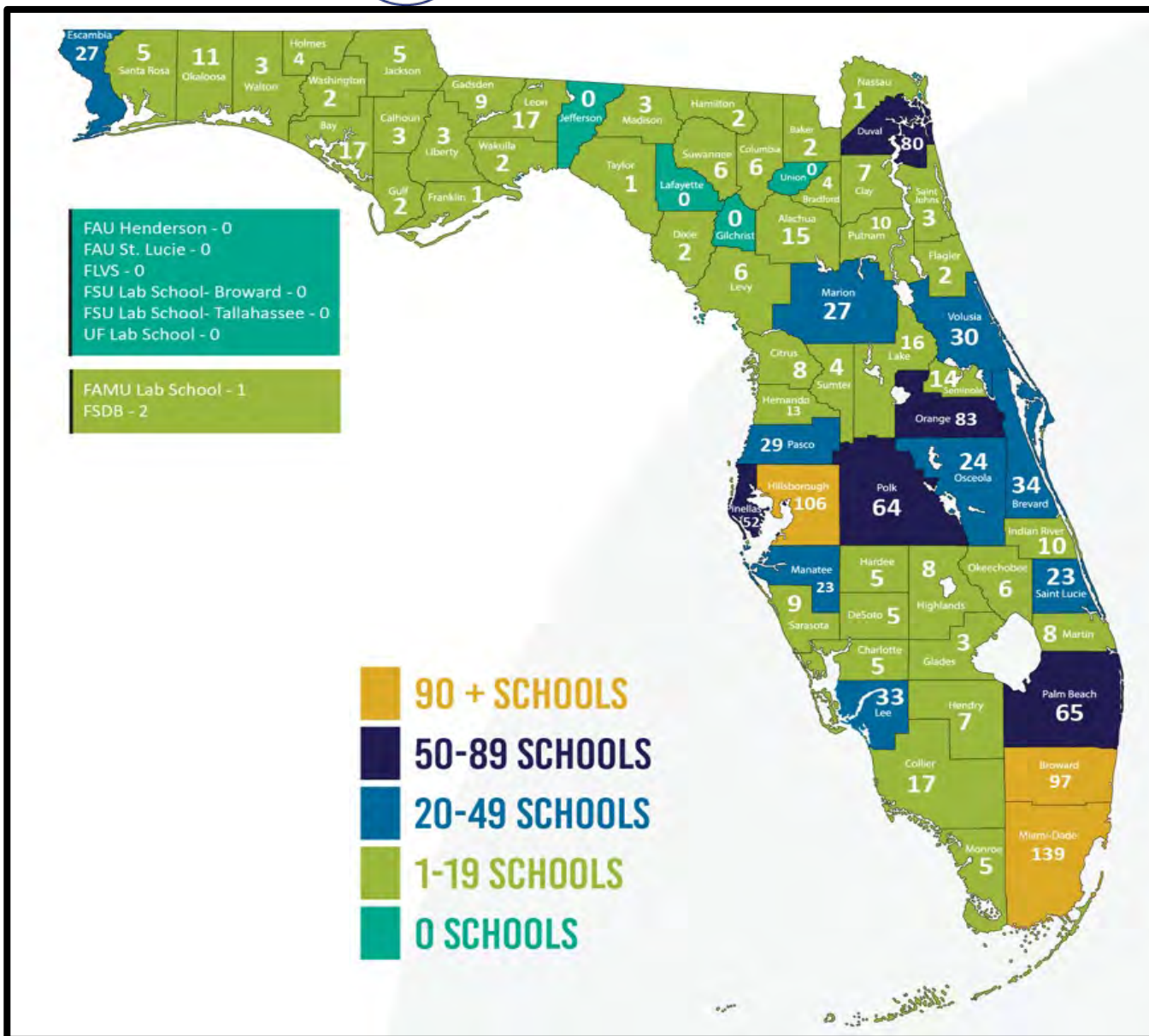
- 1** Escambia, Okaloosa, Santa Rosa
- 2** Bay, Holmes, Walton, Washington
- 3** Calhoun, Franklin, Gadsden, Gulf, Jackson, Liberty
- 4** Jefferson, Leon, Taylor, Wakulla
- 5** Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist, Hamilton, Lafayette, Levy, Madison, Putnam, Suwannee, Union
- 6** Clay, Duval, Nassau, St. Johns
- 7** Alachua, Marion
- 8** Citrus, Hernando, Pasco, Sumter
- 9** Brevard, Lake
- 10** Orange, Seminole, Volusia
- 11** Pinellas



- 12** Hillsborough
- 13** Polk
- 14** Charlotte, Manatee, Sarasota
- 15** DeSoto, Glades, Hardee, Hendry, Highlands, Okeechobee
- 16** Indian River, Martin, Osceola, St. Lucie
- 17** Collier, Lee
- 18** Palm Beach
- 19** Broward
- 20** Miami-Dade, Monroe

## RAISE REGIONS







# RAISE Tiers of Support

## UNIVERSAL

Just Read, Florida!/State Regional Literacy Directors Webinars (Fall, Winter, Spring)

District Reading Plan Implementation/Evidence-based Practices Professional Learning

B.E.S.T. Standards for English Language Arts (ELA) Professional Learning

Literacy Leadership Team Professional Learning

★ **ALL** ★  
STATE/REGION

## TARGETED

District Reading Plan Implementation, Reflection and Improvement Planning

B.E.S.T. ELA Standards Implementation Support

Literacy Leadership Team Professional Learning

Literacy Coach Professional Learning

Differentiated Support Based on Data

★ **MOST** ★  
DISTRICT

## INTENSIVE

School Level Literacy Leadership Teams (Professional Learning, Literacy Walks, Collaborative Planning, Learning Walks Across Schools, Model Classrooms)

Literacy Coach Professional Learning and Ongoing Support

School Improvement Plan Development and Implementation

Differentiated Support Based on Data

★ **SOME** ★  
SCHOOL

# Universal Support

**UNIVERSAL**

Just Read, Florida!/State Regional Literacy Directors Webinars (Fall, Winter, Spring)

District Reading Plan Implementation/Evidence-based Practices Professional Learning

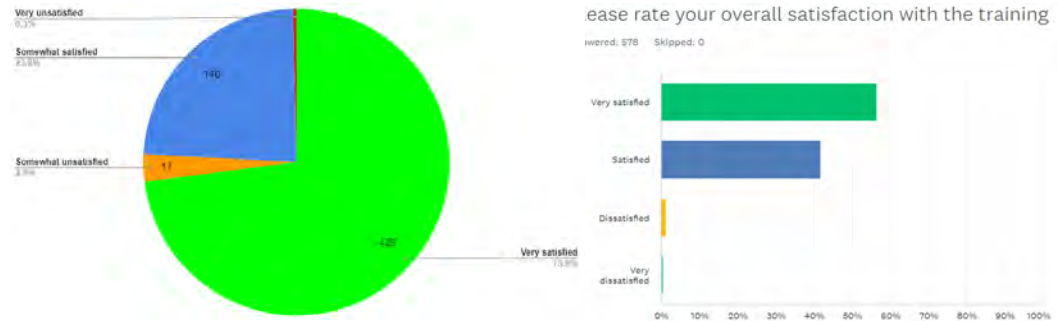
B.E.S.T. Standards for English Language Arts (ELA) Professional Learning

Literacy Leadership Team Professional Learning

★ ALL STATE/REGION ★

## Universal Webinars

- Leaders Lifting Literacy
- Literacy Leadership Teams: Focusing on K-3



## Regional Rallies

- Established to create a system with districts in the region to routinely meet to collaborate, problem solve and learn from each other.
- Areas of focus are driven by state policy and school district needs.



# Targeted Support



## Coach Cadre Support

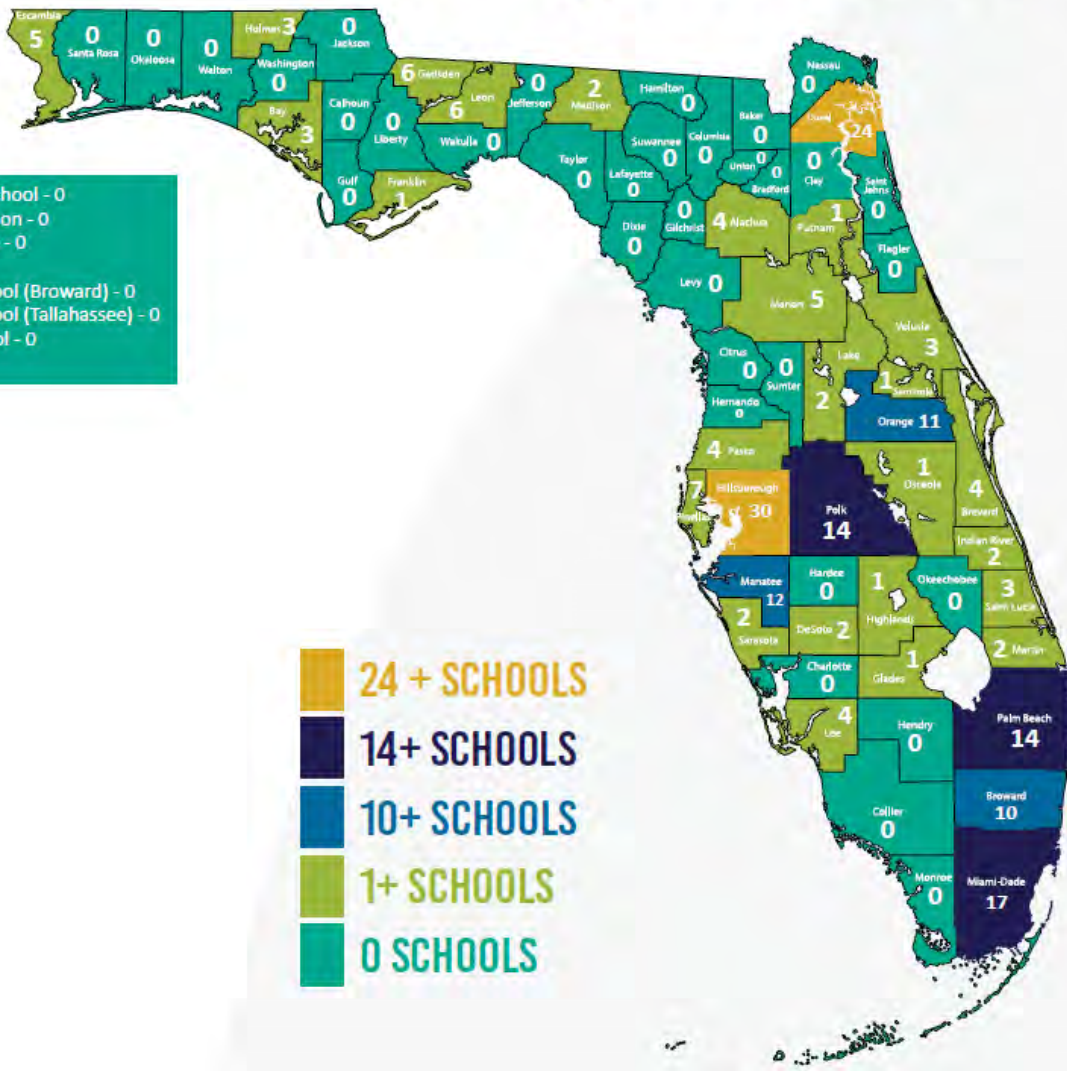
SRLDs facilitate a Coach Cadre training where school-based literacy coaches are provided with skills to build their literacy knowledge to effectively support classroom teachers.

### Focus on:

- Best practices and research around coaching
- Assessment data, teacher observations and walkthroughs
- Book studies
- FDOE initiatives and state legislation around early literacy



# RAISE Intensive Support Schools



FAMU Lab School - 0  
 FAU Henderson - 0  
 FAU St. Lucie - 0  
 FLVS - 0  
 FSU Lab School (Broward) - 0  
 FSU Lab School (Tallahassee) - 0  
 UF Lab School - 0  
 FSDB - 0

- 24+ SCHOOLS
- 14+ SCHOOLS
- 10+ SCHOOLS
- 1+ SCHOOLS
- 0 SCHOOLS

# Intensive Support



## Grade-level Collaborative Planning

1. Engaging in collaborative planning discussions focusing on alignment between lessons and benchmarks
2. Analyzing and utilizing formative assessment data for instructional decisions
3. Supporting implementation of evidence-based practices

## Other Examples of SRLD Supports

- Regional RAISE Literacy Conference
- Support districts in planning and implementing a district-wide professional development plan
- B.E.S.T. Standards Studies
- Focused Walkthroughs
- K-12 Comprehensive Evidence-Based Reading Plans/School Improvement Plan Support



# FLORIDA LITERACY COACH ENDORSEMENT

Upskilling current literacy coaches and building the pipeline of educators interested in pursuing a literacy coach role is critically important to meet the Department's literacy goals to set all students on a path to learn, graduate, and succeed.

Literacy coaches were established in the state of Florida in 2002 to support teachers with mastering the teaching of reading based on the science of reading. The literacy coach role was solidified in the K-12 Comprehensive Evidence-Based Reading Plan State Board Rule 6A-6.053, Florida Administrative Code (F.A.C.), in 2008. Literacy coaches serve as a stable resource for professional development and ongoing support for teachers and school leaders throughout a school to generate improvement in literacy instruction and student achievement. Coaches provide initial and ongoing professional development to teachers in:

Each of the major reading components based on an analysis of student performance data;

Administration and analysis of instructional assessments to inform instruction based on student needs; and

Providing differentiated instruction and intensive intervention.



# First Steps:

The Department, in partnership with FCRR, will launch the endorsement program through Literacy Coach Boot Camps. The boot camp will first target literacy coaches supporting Reading Achievement Initiative for Scholastic Excellence (RAISE) schools receiving intensive support from State Regional Literacy Directors. Districts with RAISE intensive support schools will receive separate communication detailing information about this opportunity in the very near future.



## Next Steps:

What are some ways SRLDs might support in your district?

# RAISE High School Tutoring Program

Mission: High school tutors are dedicated to instilling a love of reading and improving literacy skills for students in K-3 with reading difficulties.



Districts will recruit, train and deploy eligible high school students using the materials developed by the Florida Department of Education.



Tutoring must occur during the school day, on district property in the presence and under the supervision of instructional personnel who are district employees.

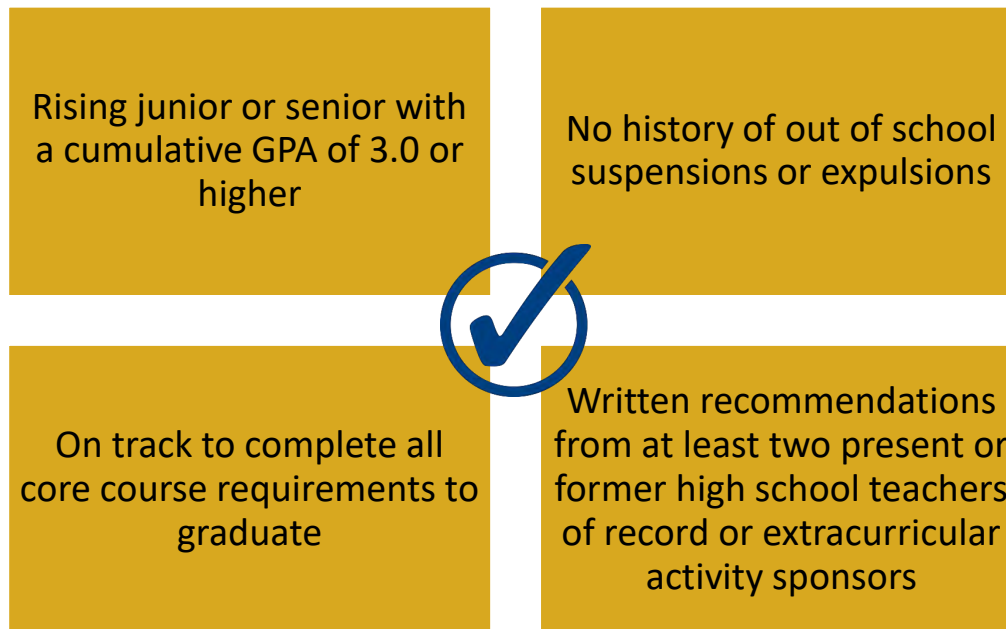


A parent must give written permission for his or her child to receive tutoring through the program.



# RAISE High School Tutoring Program

- To participate, high school students must:



- High school students who provide 75 hours of tutoring through the RAISE High School Tutoring Program will be designated as a New Worlds Scholar.

## Reading Tutoring for K-3 Students Grant (\$57M)

**Purpose:** Provide targeted, individual or small group tutoring and other instruction/support to improve grade level reading by the end of grade 3. Focus on closing achievement gaps and accelerating student reading achievement for K-3 students, prioritizing K-1 students.

- January 1, 2022 – September 30, 2023
- Funds can be leveraged to support RAISE High School Tutoring Program.
- Districts recruit, train and deploy tutors – high school students, college students, retired teachers, community members, etc.
- Train-the-trainer developed and deployed in collaboration with FCRR.

# High-Impact Reading Interventions and Targeted Supports Grant (\$50M)

**Purpose:** Provide supplemental support to promote high-quality evidence-based reading practices and literacy professional learning based on the science of reading, prioritizing intensive interventions at schools with 50% or more of students in VPK through grade 3 scoring below grade level in reading.

- Upon submission through September 30, 2024
- Major areas of focus:
  - Professional Learning: Provide professional learning aligned to the Florida Early Learning and Developmental Standards (FELDS) and the B.E.S.T. ELA Standards and include professional learning on evidence-based practices and programs as defined in s. 1011.62(8), F.S.
  - Strategic Partnerships: Strategically partner with State Regional Literacy Directors and VPK Regional Facilitators, providing services and supports to RAISE schools to enhance reading interventions and targeted supports.
  - Final Report: Submit a final report including specific qualitative and quantitative data.



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# Promotion to Grade 4



## Promotion to Grade 4

- Updated Technical Assistance Paper (TAP) was released April 2022:  
<https://info.fldoe.org/docushare/dsweb/Get/Document-9518/dps-2022-65.pdf>
- New information is in **bold** in the following sections:
  - A. Reading Deficiency and Required Parental Notifications
  - D. Student Portfolios for Promotion to Grade 4
- TAP will need to be revised again in the 2022-23 school year for the following sections:
  - D. Student Portfolios for Promotion to Grade 4
  - I. Mid-Year Promotion of Retained Grade 3 Students



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**SB 2524 (2022) – Literacy Policy Updates  
NOT YET SIGNED**



Develop & deploy by December 31, 2022;  
For instructional personnel serving  
PreK-Grade 3 & Grades 4-12

60 in-service hours;  
Stackable with Reading  
Endorsement competencies

## Literacy Micro- Credential

Scientifically researched & evidence-based reading instructional practices/programs that incorporate explicit, systematic & sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency & comprehension; decodable or phonetic text instructional strategies; foundational literacy skills of students in grades 4-12

Financial incentives for instructional personnel & certified PreK teachers funded in the FEFP who possess a reading certification or endorsement or a literacy micro-credential and provide educational support to improve student literacy

# K-12 Comprehensive Evidence-Based Reading Plans (CERPs)

## Starting in the 2022-23 school year:

- Increased allocation from \$130 million to \$170 million
- Removes the Lowest 300 and additional hour requirement
- New process for plan submission, approval and release of funds beginning in Spring 2023:
  - FDOE must provide a plan format. Districts may use the format provided by FDOE or a format developed by the district school board.
  - Requires districts to submit a reading plan, approved by the applicable district school board, charter school governing board, or lab school board of trustees for the specific use of the evidence-based reading instruction allocation.
  - No longer requires plans to be submitted by May 1. FDOE authority to establish deadline for plan submission.

# K-12 Comprehensive Evidence-Based Reading Plans (CERPs)

- **Authorizes allocation to also be used:**
  - To help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential, an endorsement or advanced degree in scientifically researched reading instruction
  - For incentives for instructional personnel and certified PreK teachers funded in the FEEP who possess a reading certification, endorsement or a literacy micro-credential and provide support to improve student literacy
  - To provide tutoring in reading
- **Authorizes teachers or other district personnel who possess a literacy micro-credential to:**
  - Teach summer camps for K-5 students. It does not modify the requirement that a grade 3 student at risk of retention attending a summer reading camp be provided instruction by a teacher who is certified or endorsed in reading.
  - Provide intensive reading intervention, but they must be supervised by an endorsed or certified educator.
- **Clarifies that reading coaches must be certified or endorsed in reading**



# New Worlds Reading Scholarship Accounts (\$29M)

- **Expanded eligibility to align with New Worlds Reading Initiative:** Each student who is enrolled in a Florida public school K-5 is eligible if the student has a substantial reading deficiency identified under s. 1008.25(5)(a) or scored below a Level 3 on the statewide, standardized English Language Arts (ELA) assessment in the prior school year.
- **Districts must notify the parent of each eligible student** of the process to request and receive a reading scholarship by September 30th.
- **Districts may not prohibit instructional personnel from providing these services on school campus** outside regular work hours, subject to school district policies for safety and security operations to protect students, instructional personnel, and educational facilities.



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