Literacy Policy and Initiatives to Support Florida Educators in Improving Student Achievement

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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

Literacy Mission, Milestones & Goals

Mission: Improve birth to grade 12 literacy policies, regulation and practices through cross-agency, cross-bureau collaboration to ensure a seamless and cohesive approach to increase educator knowledge and skill in the science of reading and the use of evidence-based practices to increase literacy achievement and close the achievement gap for our most vulnerable students statewide.

2 Major Milestones:

1. Kindergarten Readiness
2. Grade Level Reading by the End of Third Grade

3 Measurable Goals:

1. Increase % of students ready to learn when entering Kindergarten
2. Increase % of students on grade level by the end of third grade
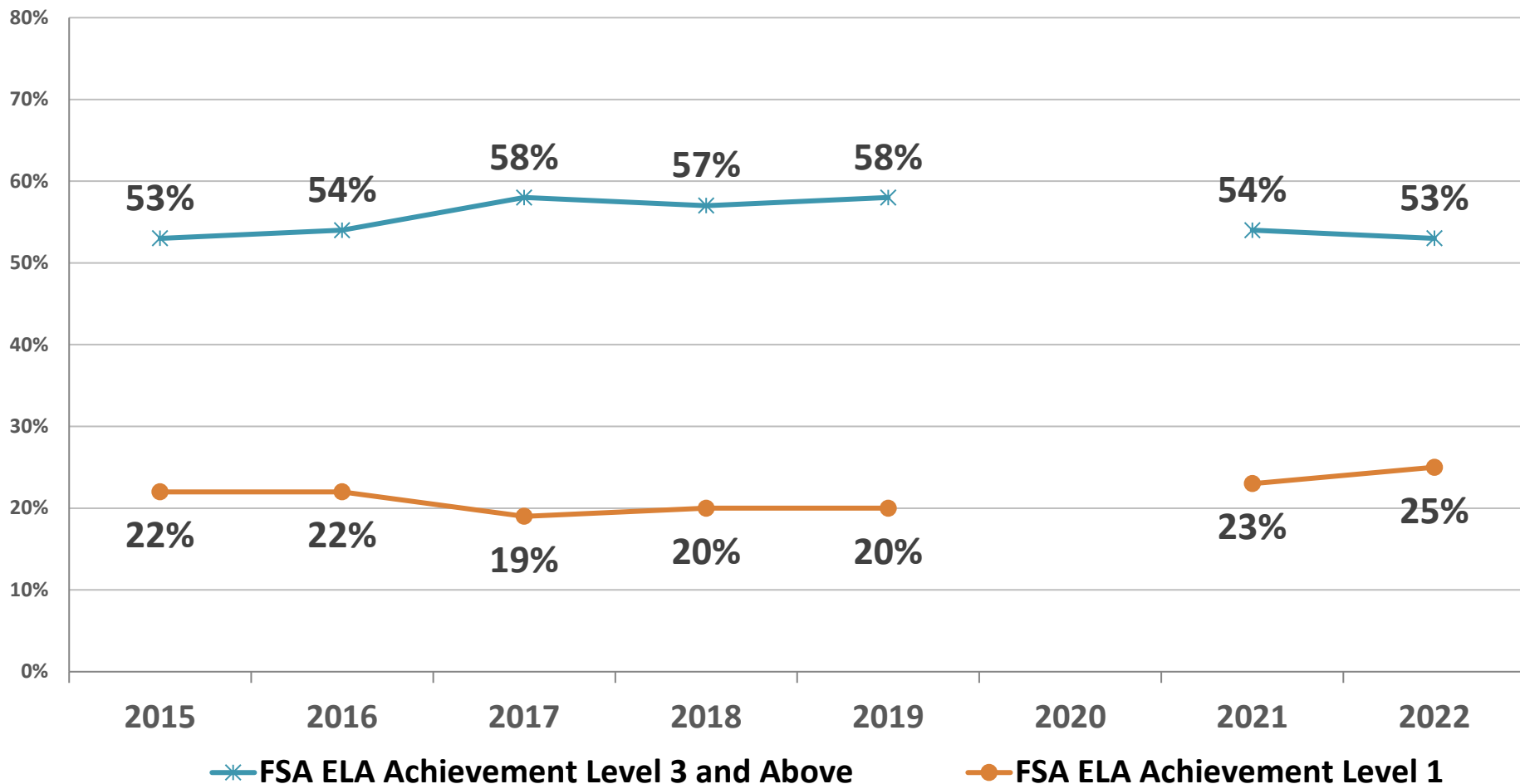3. Close the achievement gap for our most vulnerable students

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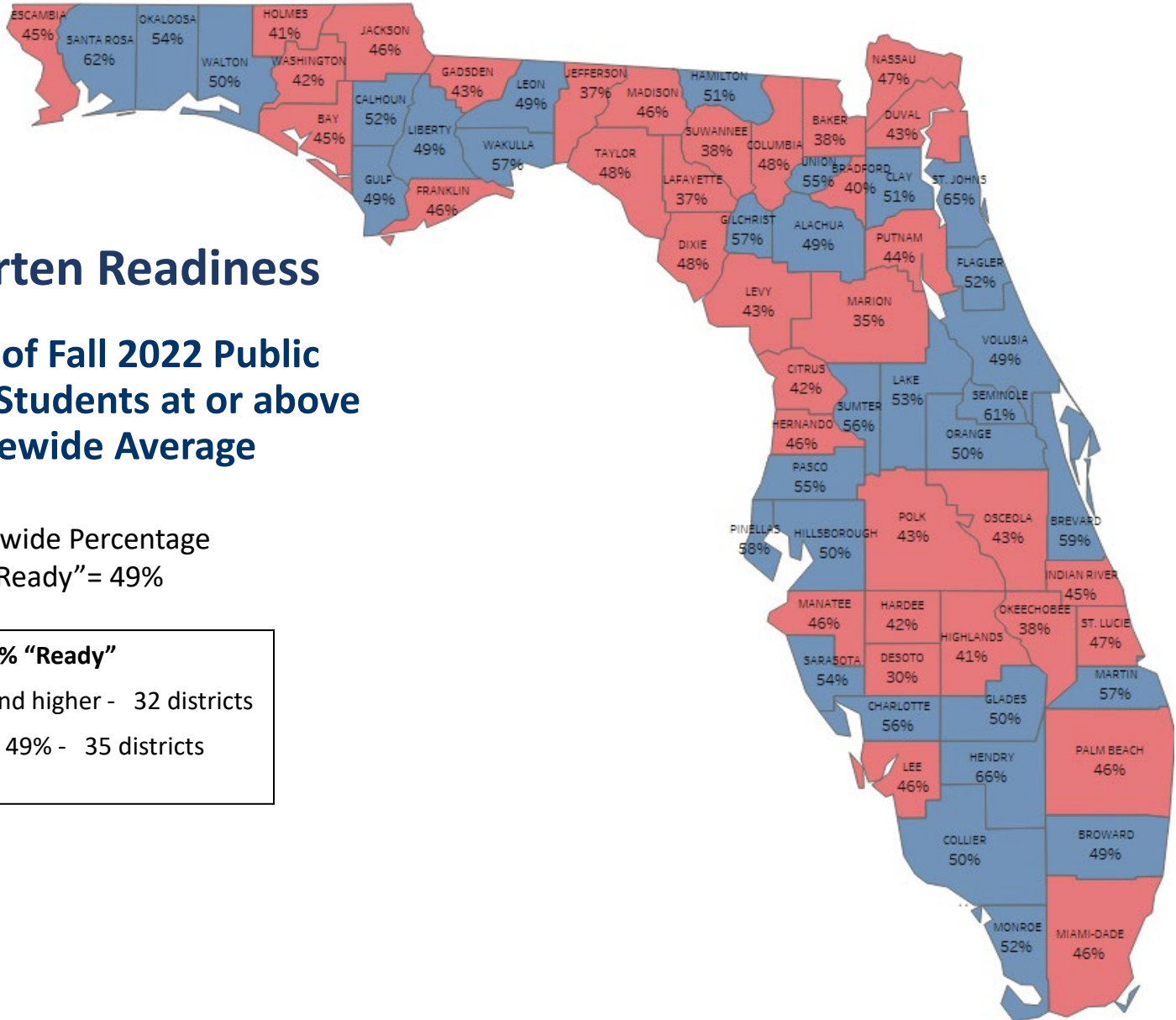
Kindergarten Readiness

Percentage of Fall 2022 Public Kindergarten Students at or above the Statewide Average

Statewide Percentage
"Ready"= 49%

% "Ready"

49% and higher - 32 districts

Below 49% - 35 districts

Grade 3 FSA ELA/Reading Performance Over Time

Vehicles Driving Literacy Policy and Initiatives

CARES Act	**HB 7011 Student Literacy (2021)**	**HB 3 New Worlds Reading Initiative (2021)**
ESSER II/ARP	**SB 2524 Education (2022)**	**Comprehensive Literacy State Development (CLSD) Grant**

5 Areas of Focus for the 2022-23 School Year

1. Building Educator Capacity

2. Building the Bench to Support Literacy Learning

3. Extended Literacy Learning

4. Effective Implementation of Scientifically Researched Evidence-Based Reading Instruction

5. Effective Implementation of the CLSD Grant

Building Educator Capacity

State Regional Literacy Directors (SRLDs)

- 1,061 elementary schools identified for support.

- SRLDs:
  - Build capacity of district and school-level literacy leadership teams.
  - Support literacy coaches with focusing on coaching practices proven to improve teacher practice/student achievement.
  - Provide professional learning and support implementation for the B.E.S.T. ELA Standards grounded in the science of reading.
  - Provide training and support with effective implementation of evidence-based practices/programs proven to work.
  - Use data to inform supports and instruction to meet the needs of all students.

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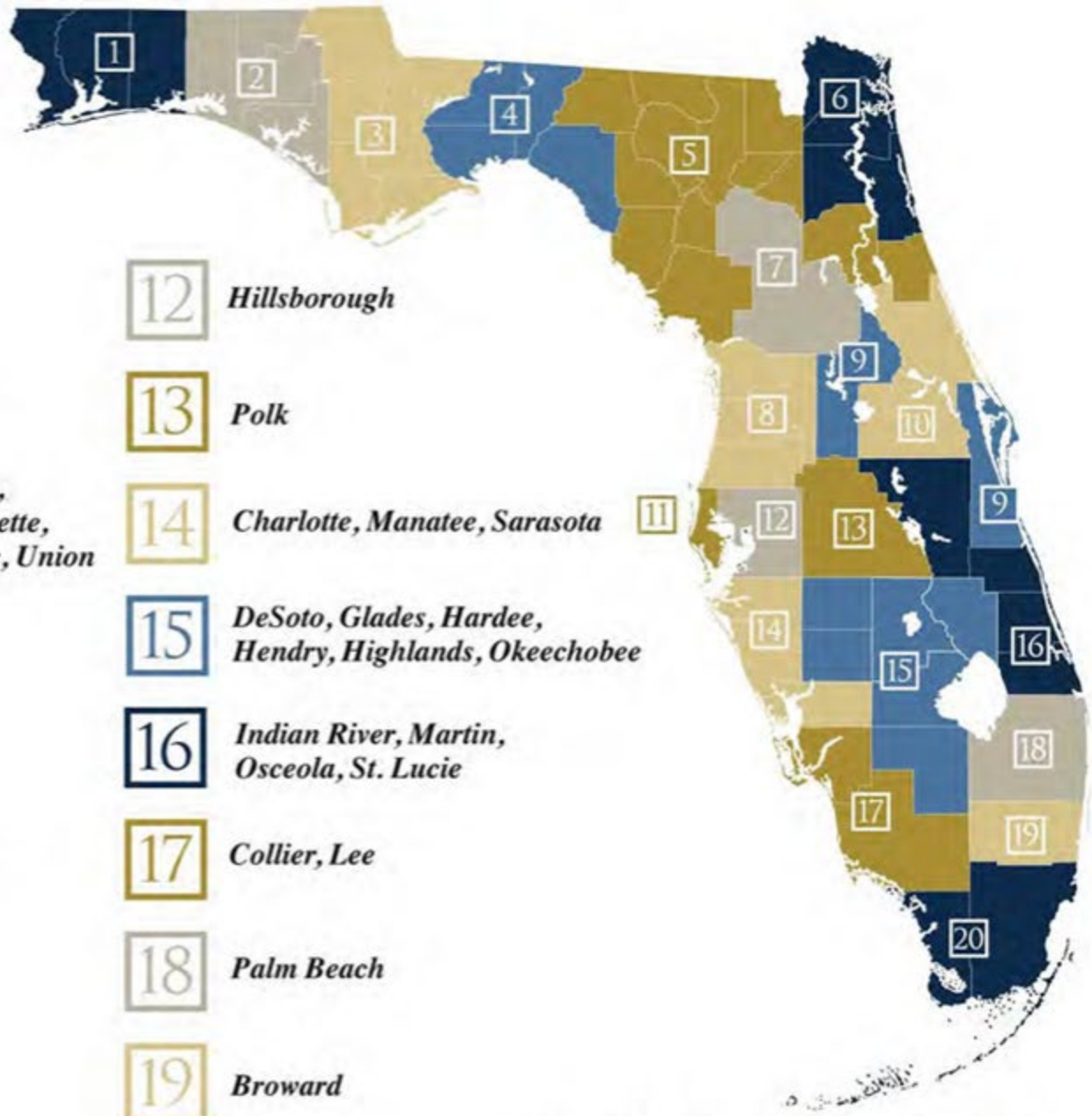|	
1	*Escambia, Okaloosa, Santa Rosa*
2	*Bay, Holmes, Walton, Washington*
3	*Calhoun, Franklin, Gadsden, Gulf, Jackson, Liberty*
4	*Jefferson, Leon, Taylor, Wakulla*
5	*Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist, Hamilton, Lafayette, Levy, Madison, Putnam, Suwannee, Union*
6	*Clay, Duval, Nassau, 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

For more information contact Paige Michael, Executive Director of State Regional Literacy Directors, at Paige.Michael1@fldoe.org.

2022-2023 RAISE Tiers of Support

UNIVERSAL

Webinar Series, Regional Rallies and Literacy Institutes

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

District Reading Plan Implementation, Reflection and Improvement Planning

Literacy Leadership Team Professional Learning

Literacy Coach Professional Learning

★ STATE/REGION/DISTRICT ★

TARGETED

B.E.S.T ELA Standards Professional Learning and Implementation Support

School Improvement Planning Support to Develop Literacy Goals

Literacy Leadership Team Professional Learning and Implementation Planning

Literacy Coach Professional Learning and Ongoing Support

Train-the-Trainer Opportunities for District and School Staff to Build Capacity

Differentiated Support Based on Data

★ DISTRICT/SCHOOL ★

INTENSIVE

School Level Literacy Leadership Team Support (Professional Learning, Literacy Walks, Collaborative Planning, Model Classrooms)

School Improvement Plan Development and Implementation Support

Literacy Coach Professional Learning and Ongoing Support

Evidence-based Instructional Planning Aligned to B.E.S.T. ELA Standards

Differentiated Ongoing Support Based on Data

★ SCHOOL ★

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State Regional Literacy Director Impact Data

# 2022-2023

Universal Webinars

2,000 Participants
- District staff
- School-based administrators
- Coaches
- Teachers

Please rate your overall satisfaction with the training

District and School-Based Professional Learning Sessions

Over **3,700** district staff, school-based administrators, coaches and teachers have participated in these school-based and/or district-based professional learning sessions.

This training provided useful tools to help improve student outcomes.
99%

Please rate your overall satisfaction with the training.
98%

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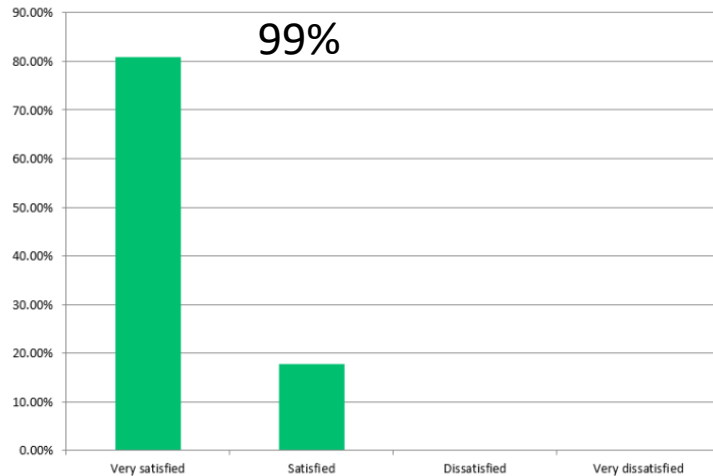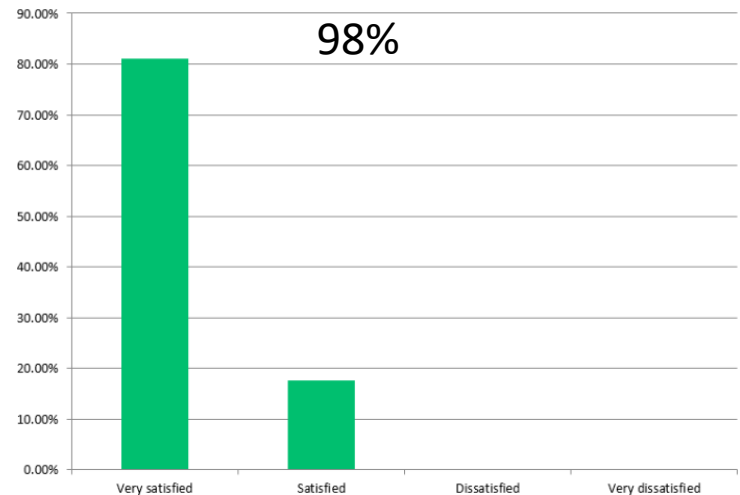
Opportunities for Professional Learning Support

- B.E.S.T. Implementation

- Foundational Literacy K-12

- Literacy Leadership Teams

- Literacy Coach Endorsement Boot Camps

- Content-Rich Literacy Instruction

- Vocabulary Development

- Fluency

- Science of Reading

- Florida's PreK-5 Practice Profiles

- School Leader's Literacy Walkthrough Tool

Summer/Fall 2023

- Summer Institute, "Operation Acceleration: Leadership and Literacy for All"

- Middle School Regional Literacy Institutes

- FCRR Literacy Coach Endorsement Train-the-Trainer

- Science of Reading (SoR) Online Course (5 hours)

SRLD Support 2023-2024

- RAISE Universal School identification criteria will now include K-2 FAST data.

- Number of Universal schools will likely increase; therefore, SRLDs will be expanding supports provided at the Universal level.

- RAISE district meetings will take place in August/September 2023.

Literacy Coach Endorsement (120 hours)

Face to Face (Boot Camps)	Online

- Rule 6A-4.0293, F.A.C. – Literacy Coach Endorsement
- Aligned to Florida's Literacy Coach Domains and Standards
- Prerequisite: Must be certified or endorsed in reading to participate
- Summer 2022 – Literacy Coach Boot Camps launched the FCRR Literacy Coach Endorsement Program; Cohort 2 launched February 2023; prioritizing LEA/Consortium literacy leaders and RAISE schools
- Fall 2022 – UF Lastinger Center online option launched; Cohort 1B started April 2023; prioritizing LEA/Consortium literacy leaders and non-RAISE schools
- Participants successfully completing the program will earn a literacy coach endorsement on their certification

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Reading Endorsement

- Two high-quality state pathways to earn Reading Endorsement:

    - UF Lastinger Center Literacy Matrix (Online)

    - FCRR Reading Endorsement Pathway (Face-to-Face)

- 2022 Reading Endorsement Competencies approved July 2022.

- Effective in the 2022-23 school year, candidates entering a teacher prep program, EPI, or PDCP for certification in a coverage area identified pursuant to s. 1012.585(3)(f), F.S., must successfully complete the full reading endorsement.

- Effective July 1, 2024, instructional personnel will be prohibited from earning a Reading Endorsement solely by achieving a passing score on the Reading K-12 exam.

Reading Endorsement Matrix Submission

- School districts are required to submit reading endorsement matrices by July 1, 2023, for review and approval based upon the revised competencies.

- Email the completed matrix to the Bureau of Educator Recruitment, Development and Retention (BERDR) at ProfessionalDevelopment@fldoe.org.

- Just Read, Florida! will review and provide feedback.

- Optional technical assistance is available Tuesdays from 2:00-3:00 PM ET – https://bit.ly/TA4FREM.

Reading Endorsement
Who's Required to be Reading Endorsed?

- Teachers who teach summer reading camps for third grade students scoring Level 1 on state standardized assessment of ELA (s. 1008.25, F.S.)

- Teachers instructing retained third grade students (s. 1008.25, F.S.)

- Teachers providing Tier 3 reading intervention must possess a literacy micro-credential or be endorsed or certified in reading

- Literacy Coaches must have a minimum of a bachelor's degree and be endorsed or K-12 certified in the area of reading (Rule 6A-6.053(6)(d), F.A.C.)

- School district personnel and instructional personnel who supervise teacher candidates during internship in grades K-3 or who are enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(f), to be endorsed or certified in reading

Literacy Leadership Series

FCRR Journey to Literacy and Leadership Professional Learning Series

Guided by the *Roadmap to Implementing Evidence-Based Practices* developed by the Regional Educational Laboratory (REL) Southeast and the *Lead for Literacy Framework* developed by the Lead for Literacy Center, these sessions were developed to help principals and other school-based leaders implement evidence-based and evidence-informed literacy practices in their classrooms. Effective school leaders understand the importance of working collaboratively with teachers, coaches, and other professionals in the school and in the community to create environments that effectively support literacy learning for all students. These sessions are designed to support school leaders in building teachers' and coaches' capacity to implement evidence-based literacy practices to improve student learning and achievement. Each session includes an evidence-based or evidence-informed tool or resource that can be used immediately to support school-based leaders. Leaders can complete the sessions in order or individually based upon priorities and needs.

Overview of Literacy and Leadership Sessions

Session	Objective	Tool	Length	Florida Principal Leadership Standards
1	Why Leadership and Literacy?	Overview of the Roadmap to Implementing Evidence-Based Literacy Practices & Literacy for Literacy Framework	90 minutes	FPLS.1.1.a, 1.1.b, 1.2.a, 1.2.b, 1.2.c, 1.2.d
2	The Science of Reading	What Works Clearinghouse (WWC) Practice Guides	90 minutes	FPLS.2.3.a, 2.3.b, 2.3.c
3	Understanding and Evaluating Evidence-Based Practices	FCRR Reading Program Repository, WWC, & Evidence for ESSA	90 minutes	FPLS.2.3.e, 2.4.d
4	Using Your Implementation Team	School Leader's Literacy Walkthrough Tool	90 minutes	FPLS.1.2.a, 1.2.b, 1.2.c, 1.2.d, 2.4.b
5	Creating a Logic Model for Implementing & Evaluation Evidence-Based Practices	Tools for Creating Logic Models	90 minutes	FPLS.2.3.d, 2.4.e, 2.4.a
6	Readiness for Implementing Evidence-Based Practice	REL Self-Study Guides	90 minutes	FPLS.2.4.c, 2.4.e, 2.4.f
7	Selecting Materials and Strategies	Data-Materials-Strategy Matrix	90 minutes	FPLS.2.5, 3.6
8	Assessment	National Center for Intensive Interventions Tools Charts	90 minutes	FPLS.2.5, 3.6
9	Implementing Evidence-Based Practices	REL Professional Learning Communities National Center for Intensive Interventions Tools Charts	90 minutes	FPLS.2.5, 3.6
10	Ongoing Evaluation of Evidence-Based Practices	REL Continuous Improvement in Education: Toolkit for Schools & Districts	90 minutes	FPLS.2.5, 3.6, 3.7

Questions: Please contact Dr. Julie Baisden at jbaisden@fsu.edu

Building the Bench to Support Literacy Learning

Tutoring Programs

RAISE High School Tutoring Program	Reading Tutoring for K-3 Students Grant
• Training was deployed for the High School Tutoring Program to districts opting to participate	• Districts recruit, train and deploy reading tutors for K-3 students, while prioritizing K-1 students
• High school students must meet eligibility criteria	• Districts attend required training and utilize the tutoring training materials and resources to train recruited tutors
• Participating districts must recruit, train, and deploy tutors in RAISE schools	• Reading tutors may include, but not limited to, high school students, college/university students, retired teachers and/or community volunteers
• High school students may earn up to 3 credit hours	
• Tutoring hours may be counted toward meeting community service requirements for high school graduation and Florida Bright Futures	• If the district chooses to leverage these funds to support the RAISE High School Tutoring Program, the LEA must meet the RAISE High School Tutoring Program expectations
• Tutors providing at least 75 hours of tutoring = New Worlds Scholars designation by FDOE	

Literacy Micro-Credentials

- 3 Micro-Credentials:
  - Emergent Literacy (Birth-PreK)
  - Elementary Literacy (PreK-Grade 5)
  - Secondary Literacy (Grades 6-12)
- 60-hour stackable literacy professional learning
- Competency-Based
- Instructional personnel who have successfully earned the literacy micro-credential (60 hours) can provide intensive reading intervention, under supervision of someone endorsed/certified in reading.

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Extending Literacy Learning

New Worlds Reading Initiative (NWRI)
https://newworldsreading.com/

![new worlds reading logo]

- UF Lastinger Center is the administrator and works with districts for effective implementation.

- Eligible K-5 students receive free books on a monthly basis until the student is promoted to sixth grade or the parent opts out of the program.

- Eligible students include K-5 students below grade level in reading or who scored below a Level 3 on the preceding year's statewide ELA assessment.

- Distribution of books begins no later than October and continues through at least June.

- Over 183,000 students currently enrolled

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New Worlds Reading Scholarship Accounts (NWRSA)
https://www.stepupforstudents.org/scholarships/reading/

- Parents of eligible students have access to reading scholarship accounts, worth **$500** each, for part-time tutoring, summer and after-school literacy programs, literacy instructional materials and curriculum.

  - Eligible students include all of the following:

    - K-3 students identified with a substantial deficiency in reading
    - Grades 3-5 students who scored below a Level 3 on the preceding year's statewide ELA assessment
    - Grades 3-5 students who score below Level 3 on FAST PM1, PM2 or PM3
    - K-5 students who receive Tier 2 or Tier 3 instructional supports

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Effective Implementation of Scientifically Researched Evidence-Based Reading Instruction

K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP, Rule 6A-6.053, F.A.C.)

- Goal: Improve student outcomes in reading.

- Districts must develop K-12 CERPs on an annual basis and submit to Just Read, Florida!

- CERP includes district's approach to leadership, professional development, literacy coaching, assessment, curriculum, instruction and intervention.

- CERP focuses districts on appropriate professional development and evidence-based reading practices proven to work.

CERP Reflection Tool & CERP Submission

Date	Action
May 15, 2023	Districts will submit a CERP Reflection Tool to JustRead@fldoe.org. The CERP Reflection Tool must be based on a root-cause analysis.
June 15, 2023	Districts will submit a completed and school board approved CERP via email to JustRead@fldoe.org.
July 1, 2023	The Department will release to each district its allocation of appropriated funds pending plan submission.

Florida's FORMULA FOR SUCCESS

6 + 4 + T1 + T2 + T3

6 COMPONENTS	4 TYPES OF ASSESSMENTS	T1 CORE	T2 INTERVENTION	T3 INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2

Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning

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Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic
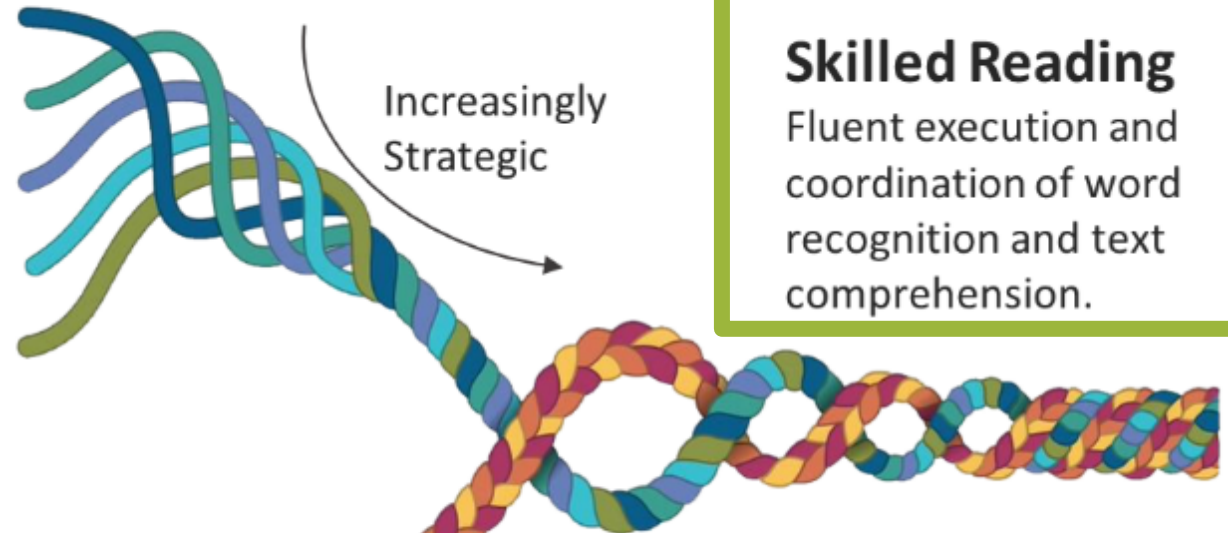
Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

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Evidence-Based Practices & Programs

- **Evidence-based instructional materials** have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in 20 U.S.C. s. 7801(21)(A)(i) and comply with s. 1001.215, F.S.

- **FCRR Reading Program Repository:** **www.fcrr.org/educators**

- **Reputable sites** to support your research on evidence-based practices and programs to meet your target population:
    - Evidence for ESSA
    - What Works Clearinghouse
    - National Center for Intensive Intervention

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Practice Profiles: Effective Implementation of the B.E.S.T. ELA Standards

What are they?

Defines — **Best practices of core instruction:**

Teachable, Learnable, Doable, Assessable

Provides — **Guidance for:**

PreK-5 English Language Arts (ELA), 6-12 ELA, K-12 Math

Aligns to — **Research**

Effective Reading Instruction

MTR Standards (Math)

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Effective CLSD Grant Implementation

Comprehensive Literacy State Development Grant (CLSD)

- **$21 million over a 3-year period with the overarching goals to:**
  - Build knowledge and capacity of local leaders, families and teachers' in the use of evidence-based practices and programs; and
  - Increase literacy achievement and reduce the achievement gap in high need schools/early childhood programs.

- **Target audience:**
  - 15% to serve students from birth to age 5
  - 40% to serve students from Kindergarten to grade 5
  - 40% to serve students from grade 6 to grade 12 in an equal distribution (20% grades 6-8; 20% grades 9-12)
  - Up to 5% for additional support in identified areas (e.g., administrative costs)

- **9 subgrantees selected**

Resources

K-12 School Leader's Literacy Walkthrough
https://fcrr.org/literacy-walkthrough

Designed to assist school leaders in supporting classroom literacy instruction aligned to the B.E.S.T. ELA Standards. The tool is not meant to be used in the evaluation of teachers but instead, the tool is intended to:

1 Help support effective implementation of B.E.S.T. ELA Standards;

2 Help school leaders enhance literacy instruction knowledge;

3 Establish lines of communication centered on literacy instruction; and

4 Ensure consistent language regarding literacy content and instructional practices.

Student Center Activities
https://www.fcrr.org/best-alignment

Kindergarten

First Grade

Second Grade

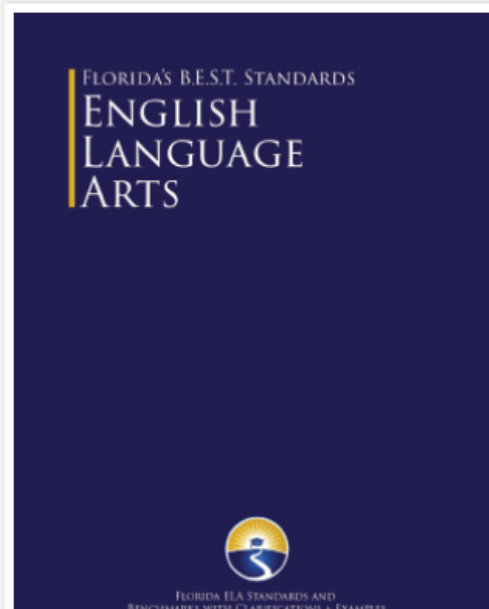Third Grade

Fourth Grade

Fifth Grade

Teacher Resource Guide
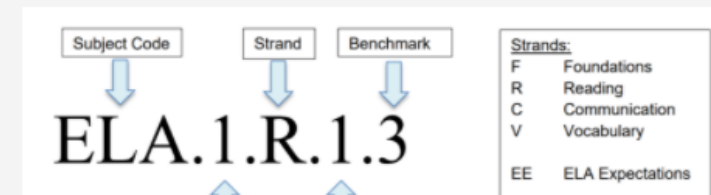
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FCRR Student Center Activities Aligned to Florida's B.E.S.T. Standards: English Language Arts

FLORIDA'S B.E.S.T. STANDARDS
ENGLISH LANGUAGE ARTS

FLORIDA ELA STANDARDS AND
BENCHMARKS WITH CLARIFICATIONS + EXAMPLES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) are standards for English Language Arts (ELA) developed by Florida literacy experts, Florida educators, and vested stakeholders. The standards emphasize that the pathway to literacy and reading comprehension is built with effective instruction in foundational skills, knowledge, and curriculum. The mastery standards are divided into four strands: Foundations, Reading, Communication, and Vocabulary. The standards use the following coding scheme:

Subject Code	Strand	Benchmark

ELA.1.R.1.3

Strands:
F   Foundations
R   Reading
C   Communication
V   Vocabulary

EE   ELA Expectations

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Family Engagement Through a Read-At-Home Plan

A read-at-home plan is required to be provided to parents of any K-3 student who has been identified with a substantial deficiency in reading.

In Fall 2022, the FDOE revised the digital resources that each school district must include in the read-at-home plan.

➢ Parent Guides for ELA Standards
➢ Supporting Reading at Home
➢ New Worlds Reading
➢ Overview of Assessment Types
➢ Statewide ELA Assessments
➢ Supports for Parental Involvement
➢ Evaluating a Student for ESE
➢ Characteristics of Learning Disabilities

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Questions?

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