



Literacy Policy and Initiatives to Improve Student Literacy Achievement

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FLORIDA DEPARTMENT OF
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Executive Order 19-32

- Eliminated Common Core, establishing the new B.E.S.T. ELA Standards.
- Established a goal for the Department to outline a pathway for Florida to be the most literate state in the nation.

Literacy Mission, Milestones & Goals

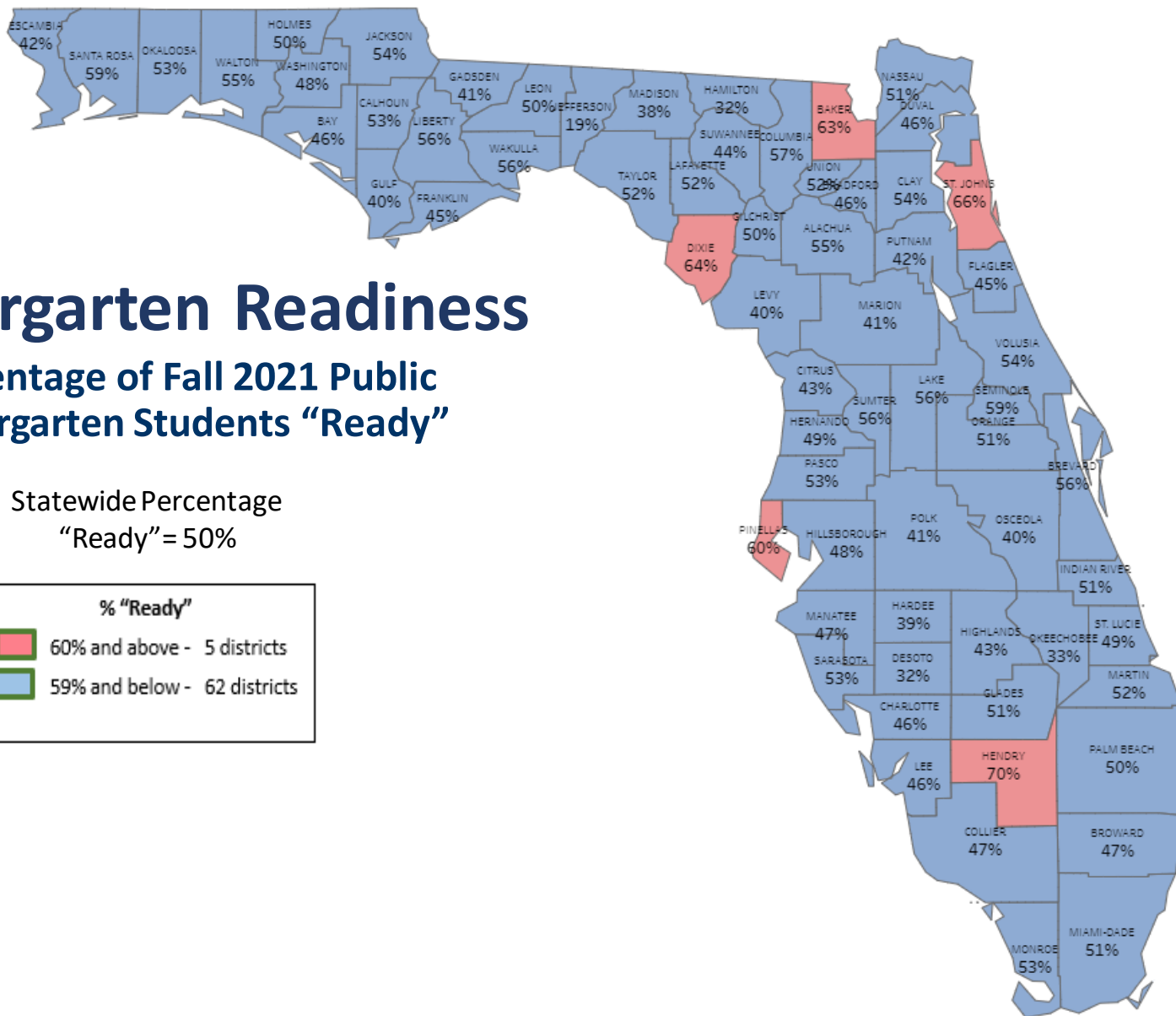
Mission: Improve birth to grade 12 literacy policies, regulation and practices through cross-agency, cross-bureau collaboration to ensure a seamless and cohesive approach to increase educator knowledge and skill in the science of reading and the use of evidence-based practices to increase literacy achievement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

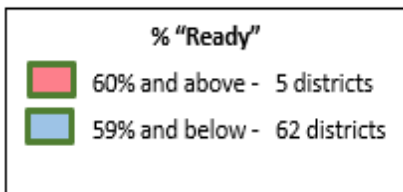
1. Increase % of students ready to learn when entering Kindergarten
2. Increase % of students on grade level by the end of third grade
3. Close the achievement gap for our most vulnerable students



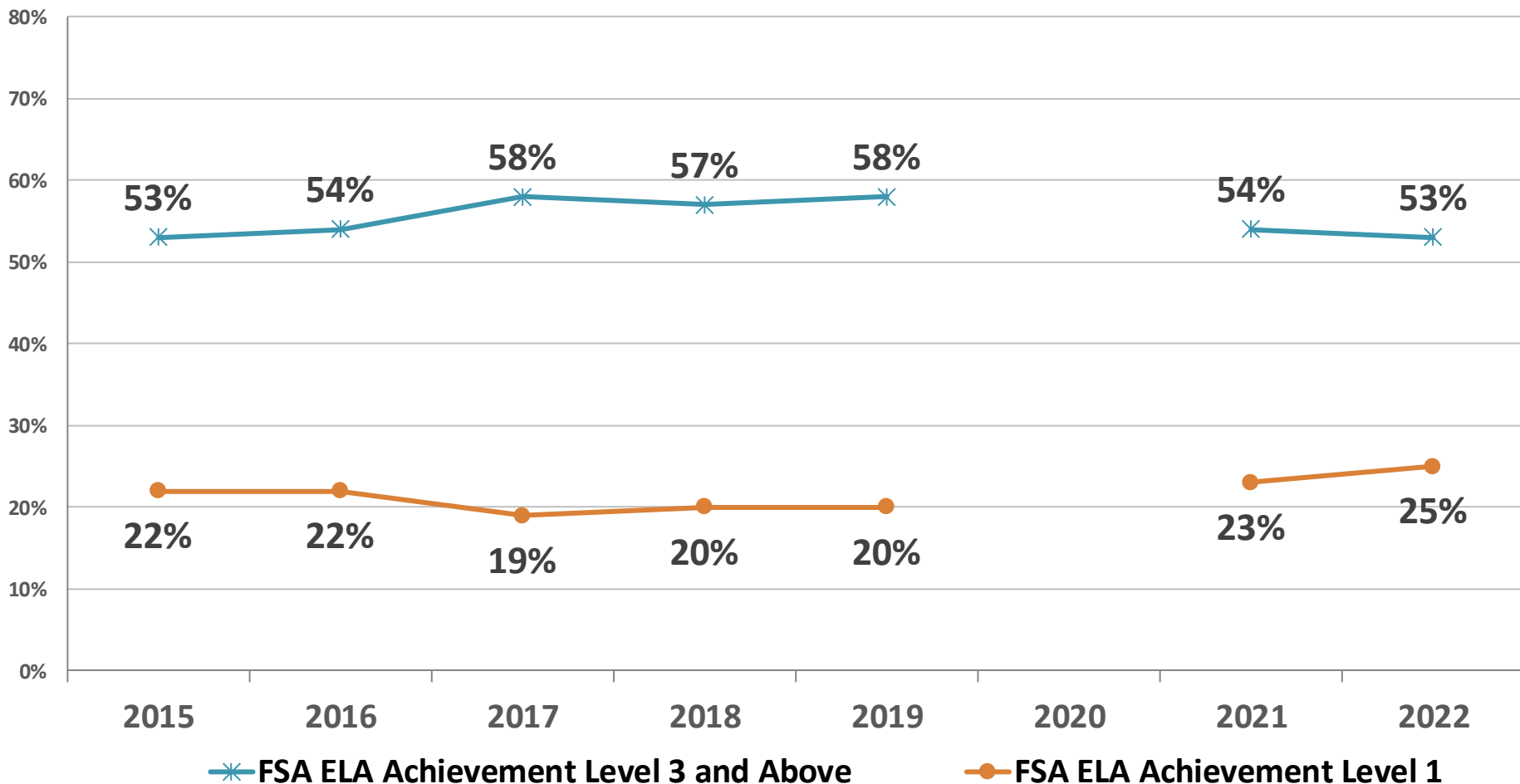
Kindergarten Readiness

Percentage of Fall 2021 Public Kindergarten Students "Ready"

Statewide Percentage
"Ready" = 50%



Grade 3 FSA ELA/Reading Performance Over Time



Vehicles Driving Literacy Policy and Initiatives

CARES Act

**HB 7011
Student Literacy**

**HB 3
New Worlds
Reading
Initiative**

ESSER II

ARP

SB 2524

Literacy Coach Endorsement

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
- 120 hours
- Prerequisite: Must be certified or endorsed in reading to participate
- FCRR Literacy Coach Endorsement Program launched through Literacy Coach Boot Camps in Summer 2022, prioritizing RAISE schools
- UF Lastinger Center online option launched in Fall 2022
- Participants successfully completing the program will earn a literacy coach endorsement on their certification

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 by State Board in July 2022.
- Beginning 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.

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 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***

Tutoring Programs

RAISE High School Tutoring Program

- Training was deployed for the High School Tutoring Program to districts opting to participate
- High school students must meet eligibility criteria
- Participating districts must recruit, train, and deploy tutors in RAISE schools
- 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
- Tutors providing at least 75 hours of tutoring = New Worlds Scholars designation by FDOE

Reading Tutoring for K-3 Students Grant

- Districts recruit, train and deploy reading tutors for K-3 students, while prioritizing K-1 students
- Districts attend required training and utilize the tutoring training materials and resources to train recruited tutors
- Reading tutors may include, but not limited to, high school students, college/university students, retired teachers and/or community volunteers
- 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



Coming Soon!

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

New Worlds Reading Initiative (NWRI)

<https://newworldsreading.com/>



- 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 165,000 students currently enrolled

American Rescue Plan (ARP) – Literacy

High-Impact Reading Interventions & Targeted Supports (\$50 Million): Supplemental support to promote high-quality evidence-based reading practices and literacy professional learning (PL) 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.

- **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 section 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.

SB 2524 – Literacy Components

- **New Worlds Reading Scholarship Accounts**
 - 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.
- **Literacy Micro-Credential(s)**
 - 60 hour stackable literacy professional learning
 - Must be deployed by December 31, 2022
 - 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.
- **K-12 Comprehensive Evidence-Based Reading Plans**
 - 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
 - Authorizes allocation to also be used for those who earn a type of reading credential and for reading tutoring services

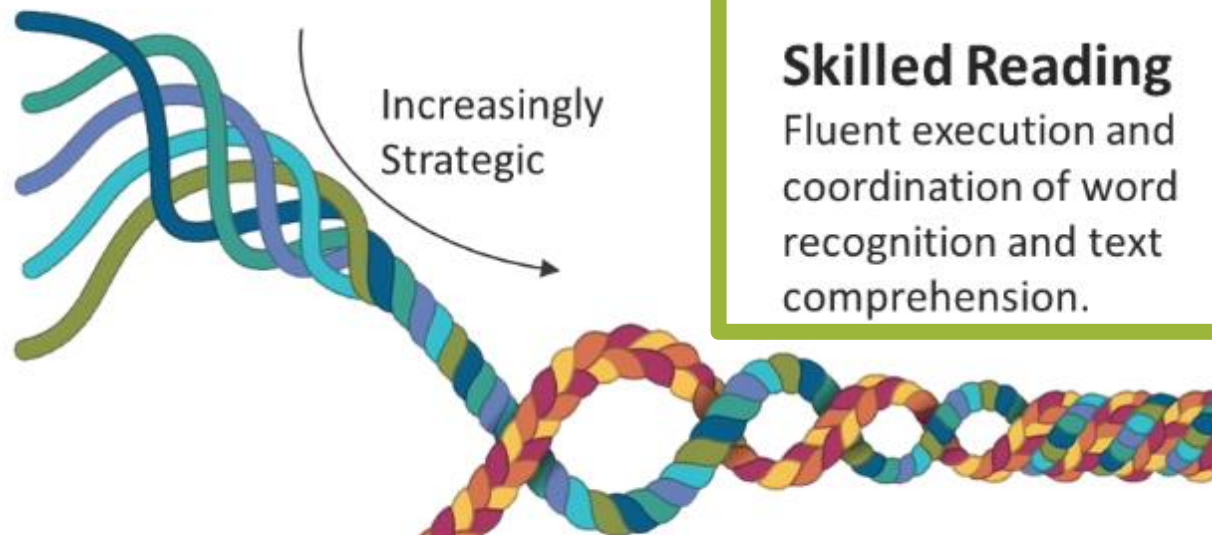


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What's Driving Effective Reading Instruction in Florida?

Language Comprehension

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



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

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

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.

B.E.S.T. ELA Standards

- ELA Standards emphasize that:
 - **Literacy is achievable** through **content-rich instruction** rather than merely through a skills-based approach to reading comprehension.
 - **Explicit, systematic phonics instruction** is the foundation of literacy.
 - Decoding and fluency are essential to **creating proficient readers**.
 - Reading comprehension depends more on **relevant background knowledge** than on mastery of reading strategies.
 - Benchmarks, clarifications, and appendices represent the expected outcomes and are designed to be **user-friendly**.
 - Reading and writing **standards are intertwined** utilizing accompanying **text lists at every grade**.



**Fundamental
Components**

- Foundations for Reading K-12
- Stackable Benchmarks
- ELA Expectations
- Benchmark Clarifications
- Literary Time Periods
- ELA Booklist
- Civics Booklist
- Rhetoric (starting in 6th)
- Reasoning
- Reading and Writing Connection
- Comprehensive Glossary



Florida's

FORMULA FOR SUCCESS

$$6 + 4 + T1 + T2 + T3$$

6

COMPONENTS

Oral Language Development
Phonological Awareness
Phonics
Fluency
Vocabulary
Comprehension

4

TYPES OF ASSESSMENTS

Screening
Progress Monitoring
Diagnostic
Summative

T1

CORE

Explicit
Systematic
Scaffolded
Differentiated
Corrective feedback
Content-Rich
Write in response to reading

T2

INTERVENTION

Explicit
Systematic
Small Group targeted instruction
Multiple opportunities to practice targeted skill(s)
Corrective feedback
Occurs in addition to Tier 1

T3

INTENSIVE INTERVENTION

Explicit
Systematic
Small Group and/or one-one instruction
More guided practice
Immediate corrective feedback
Frequent progress monitoring
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

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.

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. 8101(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

Resources

- Practice Profiles for PreK-12 Literacy Instruction
- K-5 School Leader's Literacy Walkthrough
- Student Center Activities
- Read-At-Home Plan

Reflect and Plan



Image Credit: Canva



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