



Florida Organization of Instructional Leaders

Florida Department of Education (FDOE) Updates

November 6, 2025



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org



Overview of General Sessions

Day 1

- FDOE Updates
- 2024-2025 Student Achievement Results
- 2025-2026 Progress Monitoring (PM) 1 Data
- 2024-2025 School Grades and School Improvement
- School, District and Educator Recognition
- Recent and Upcoming State Board of Education Rulemaking
- 2026-2027 Legislative Budget Request
- Educator Quality Updates
- Literacy Achievement Updates
- Strategic Improvement Updates
- Family Empowerment Scholarship Tracking
- Early Learning Updates
- Upcoming FDOE Professional Learning Events

Day 2

- Assessment Updates
- Accountability Updates



Breakout Sessions – Day 1

- Voluntary Prekindergarten (VPK) Program Update
- Bridging Policy and Practice: A Collaborative Look at Third Grade Literacy
- Improving Second Grade Literacy Outcomes: From Insights to Targeted Support
- The Next Stop on Florida's Mathematics Journey: B.E.S.T. Mathematics Coaching
- From Student Engagement to Academic Success in Mathematics
- A Balancing Act: Experience Florida Mathematics in Action
- Social Studies Updates: Raising the Standards
- Teaching Civics with Impact: Coaching and Strategies for Success
- Unleashing Potential: Transforming Gifted Services
- Resiliency Florida and Hope Florida Updates
- Strategically Supporting Schools
- Supporting Student Attendance and Implementation of Early Truancy Interventions (with the Florida Department of Juvenile Justice)
- Raising the Bar: Developing School Leaders to Inspire Student Achievement
- Individuals with Disabilities Education Act (IDEA) Differentiated Monitoring System (DMS) – General Supervision (Indicator 18)



Breakout Sessions – Day 2

- School Safety Update
- Florida Harm Prevention and Threat Management Model: Updates and Compliance Issues
- K-12 Federal Programs Overview: Using Federal Educational Programs to Increase Student Achievement
- From Selection to Success: Navigating Florida's Instructional Materials State Adoption Process and Portal
- Pathway to the Education Profession: Teacher Apprenticeship Program and Strengthening Educator Preparation
- Timely and Efficient Reporting to the Office of Professional Practices Services and Background Screening Updates
- Partnering to Support Families Through the New Worlds Reading Initiative
- Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement
- America 250: Celebrating Our Nation Beyond the Civics Classroom

All presentations will be posted at
<https://www.fldoe.org/schools/k-12-public-schools/foil.shtml>.



New FDOE Leadership Introductions



Anastasios Kamoutsas
Commissioner of
Education



Dr. Josey McDaniel
Deputy Chancellor for
Educator Quality



Commissioner's Two Priorities

1. Safety and Security
2. Student Achievement



Commissioner's Memos

- Reminder of Florida Parental Rights and Protections
- Teachers' Bill of Rights and Requirements for School Principals
- Need for Timely Data in My Florida Schools Portal
- Beanstack Online Platform
- FDOE Announces the Launch of Parent Plus Portal
- Teacher Salary Increase Allocation Implementation
- Prioritizing Student Achievement Through Teacher Compensation
- Protection of Student Data
- Responsibility to Uphold Ethics in the Profession
- Florida Civics and Debate Initiative
- Caution Against Hiring Certain Candidates
- Student Achievement



In Case You Missed It



For Immediate Release: September 9, 2025

Contact: Governor's Press Office, (850) 717-9282, media@eog.myflorida.com

Florida Ranks #1 in Education Freedom for the Fourth Consecutive Year

TALLAHASSEE, Fla.— Today, Governor Ron DeSantis announced the Heritage Foundation ranked Florida number one in Education Freedom for the fourth consecutive year. Florida's expansion of school choice and support of parental rights directly led to this top ranking.



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FLSOS



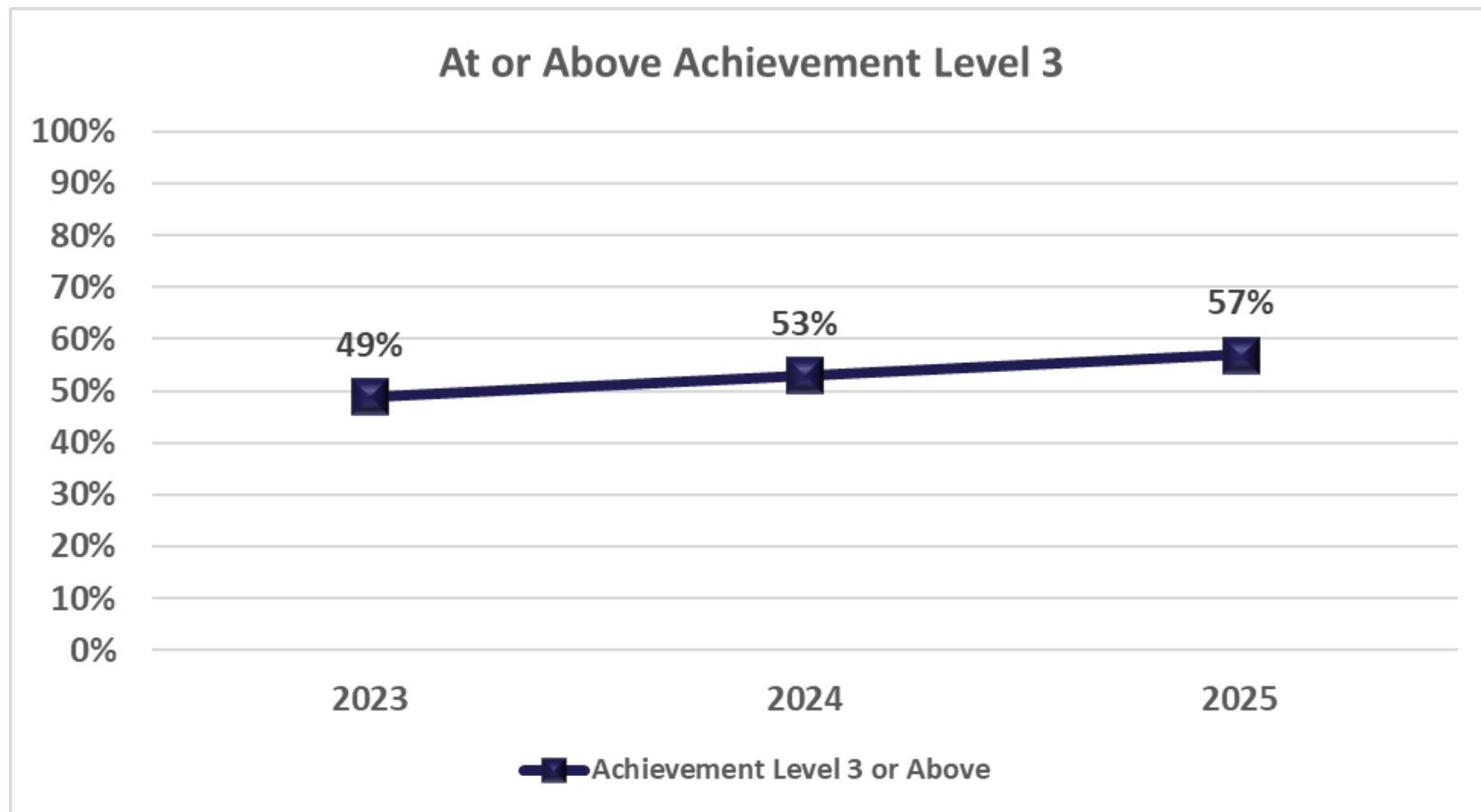
October 14-16, 2025 • Caribe Royale Orlando



2024-2025 Student Achievement Results

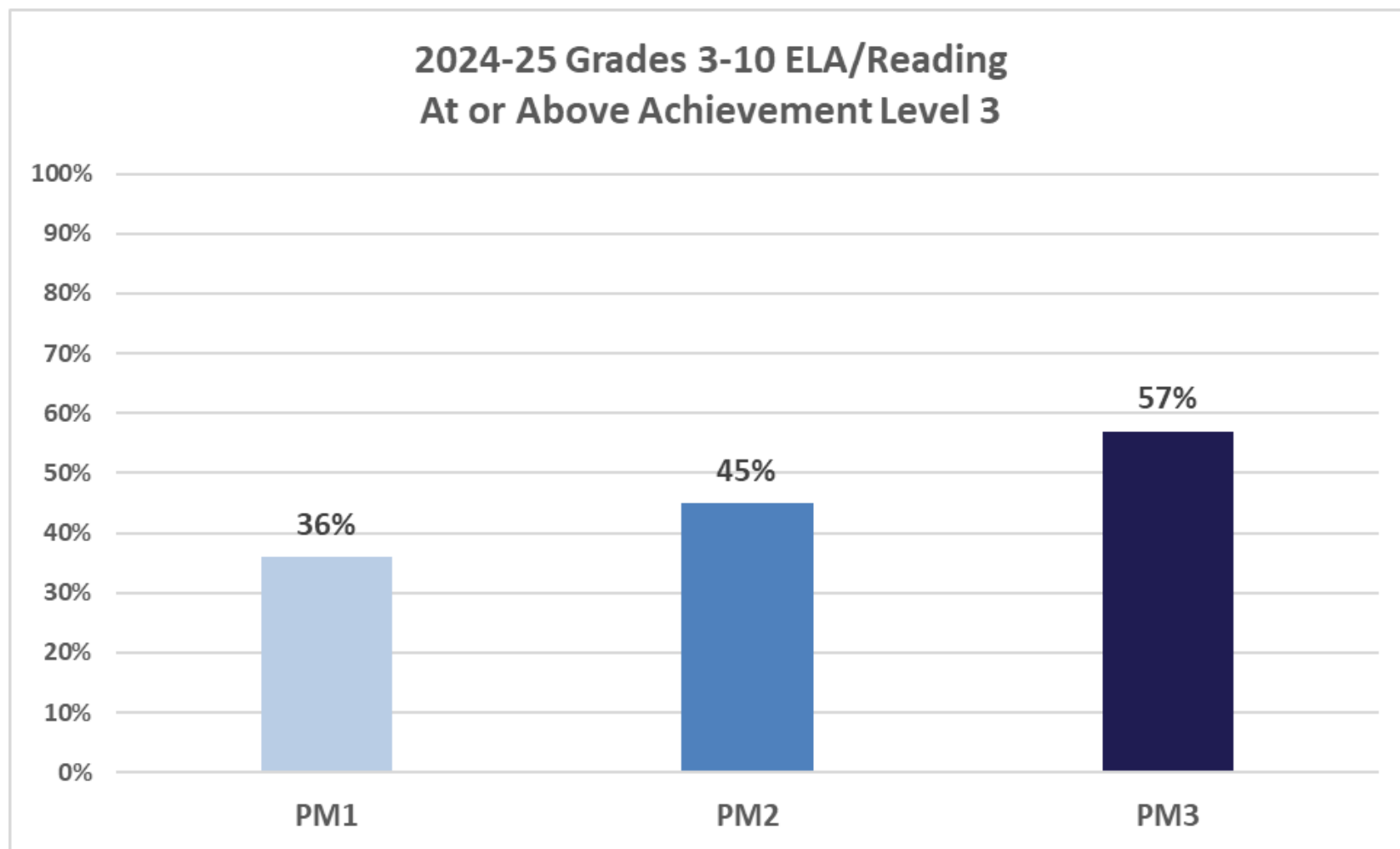


English Language Arts – FAST PM3, Grades 3-10



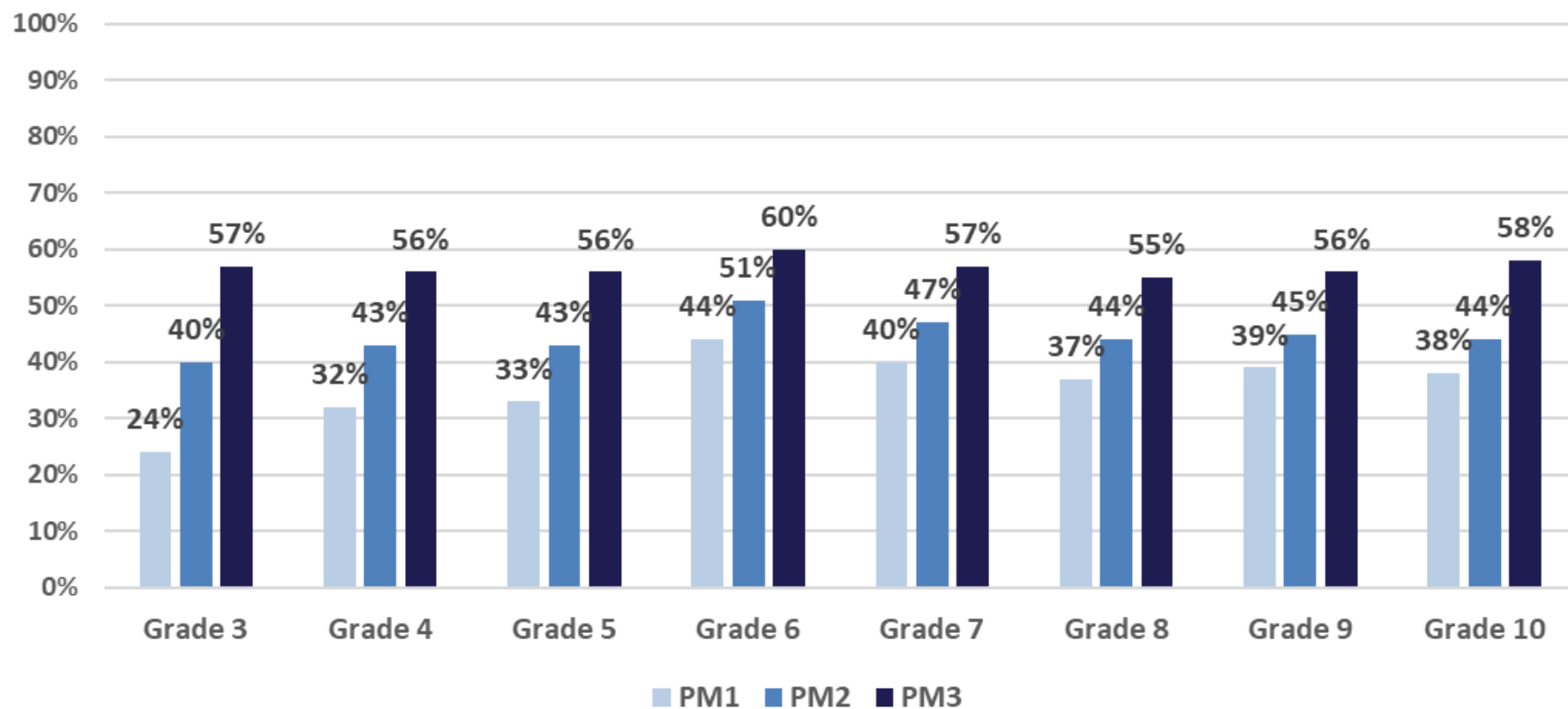


English Language Arts – FAST PM1 to PM3, Grades 3-10



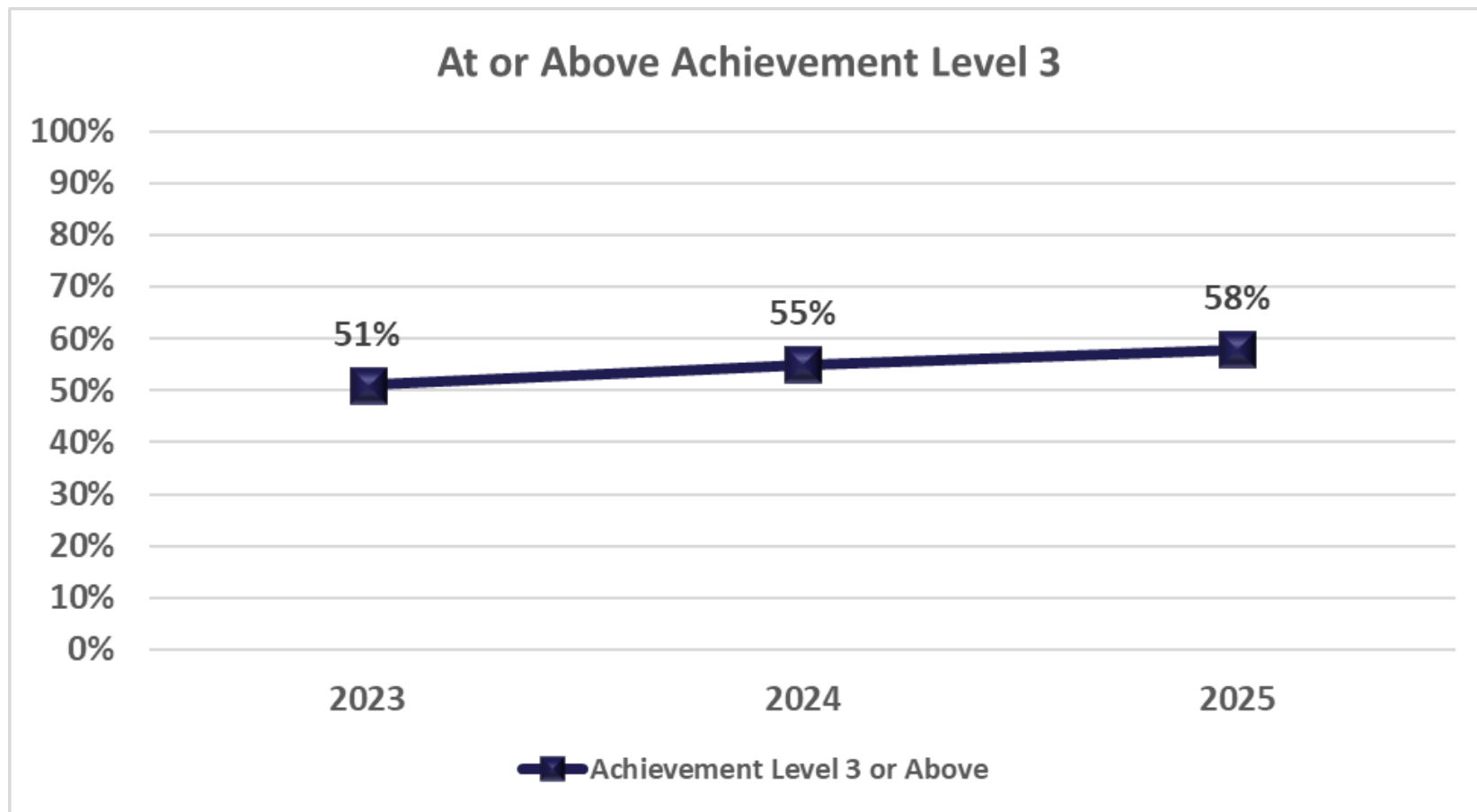


2024-25 Grades 3-10 ELA/Reading, by Grade At or Above Achievement Level 3



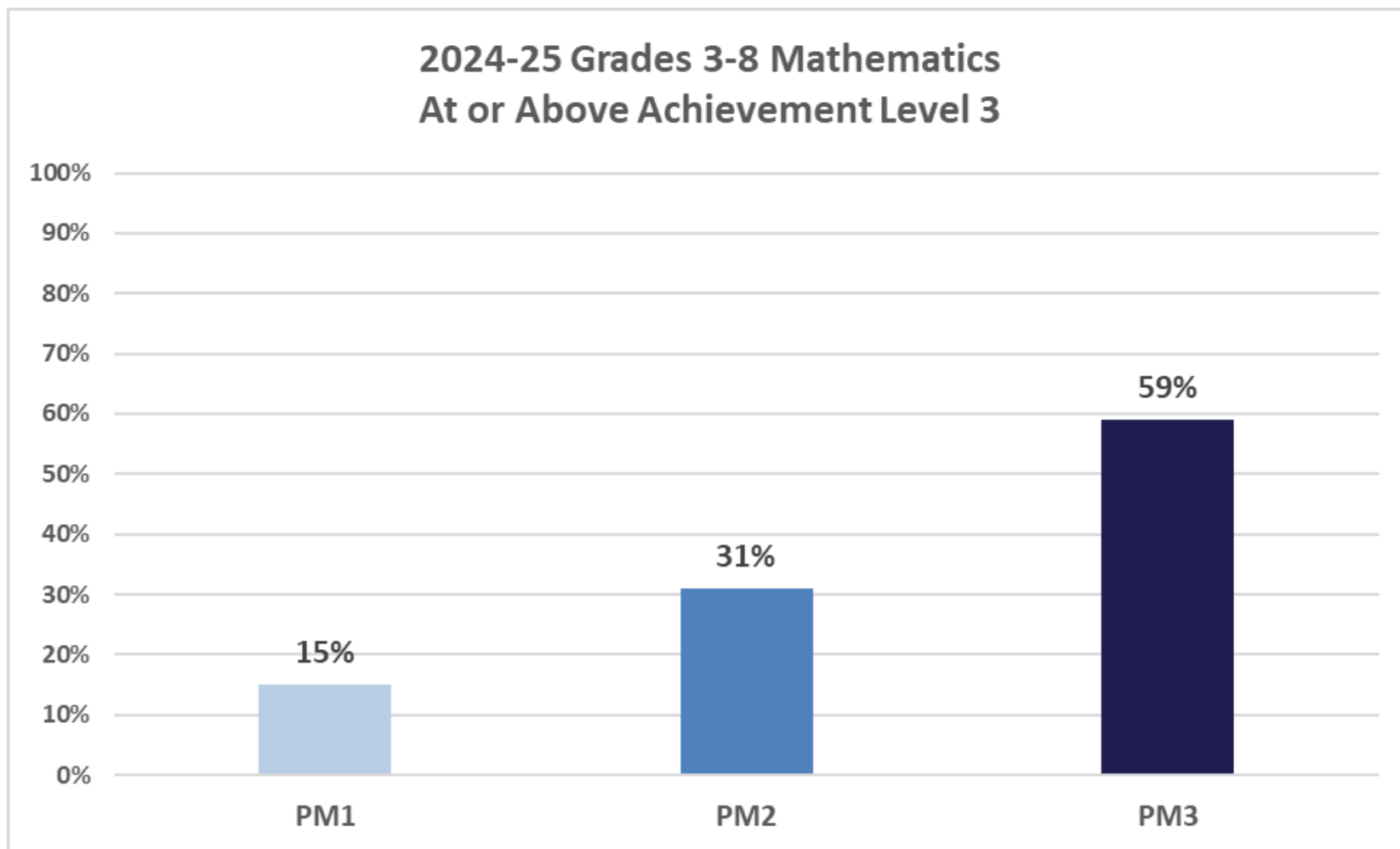


Mathematics – FAST PM3, Grades 3-8 and End-of-Course (EOC) Assessments



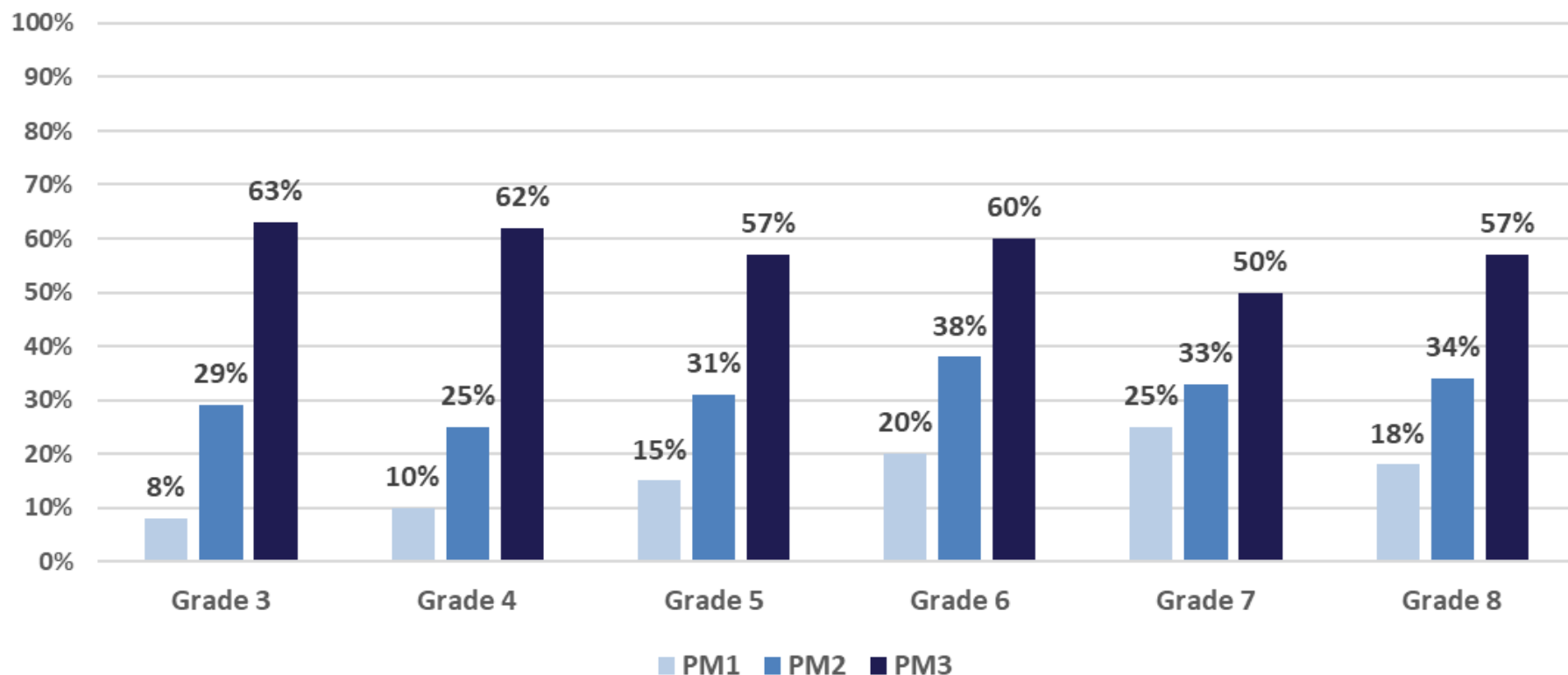


Mathematics – FAST PM1 to PM3, Grades 3-8



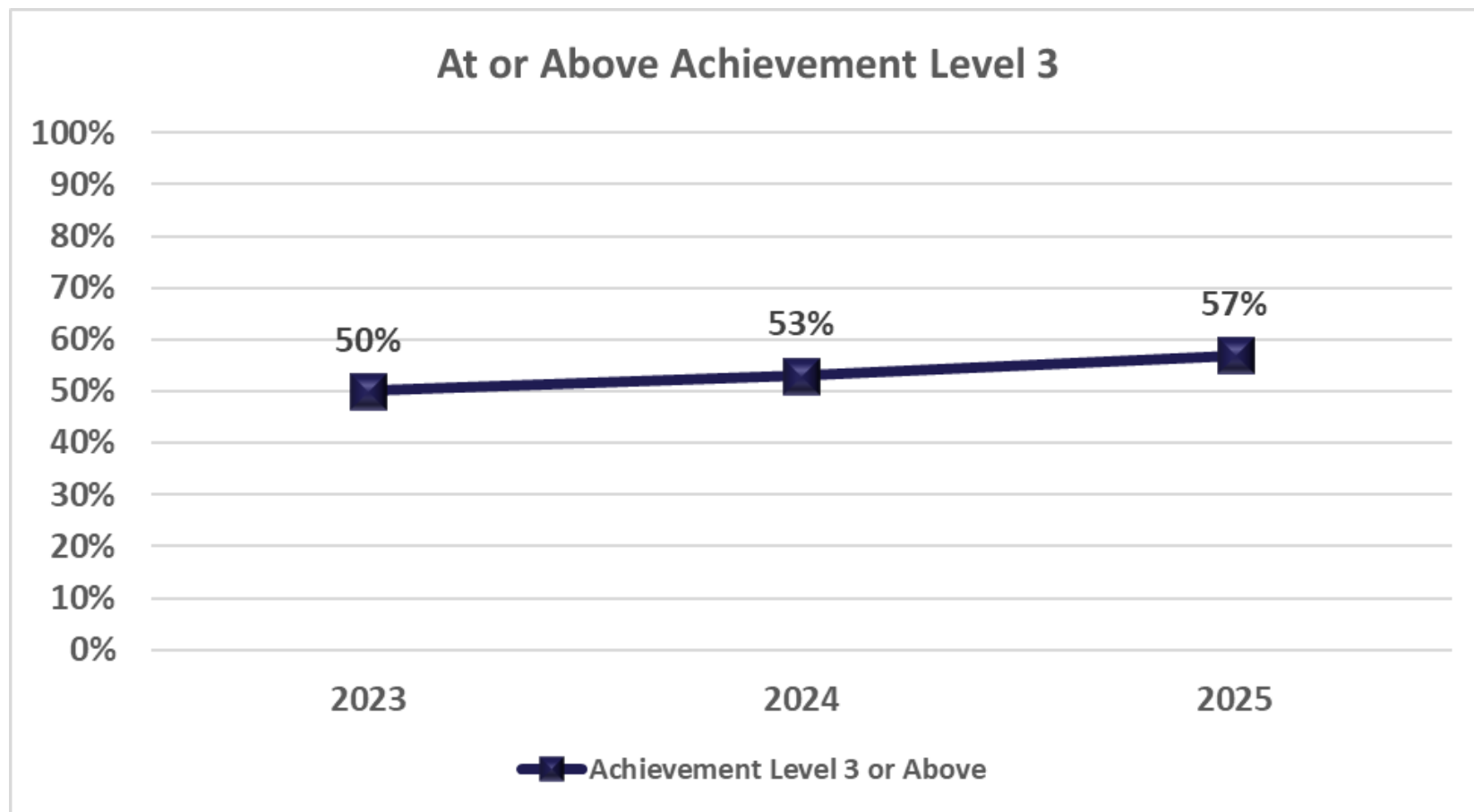


2024-25 Grades 3-8 Mathematics, by Grade At or Above Achievement Level 3



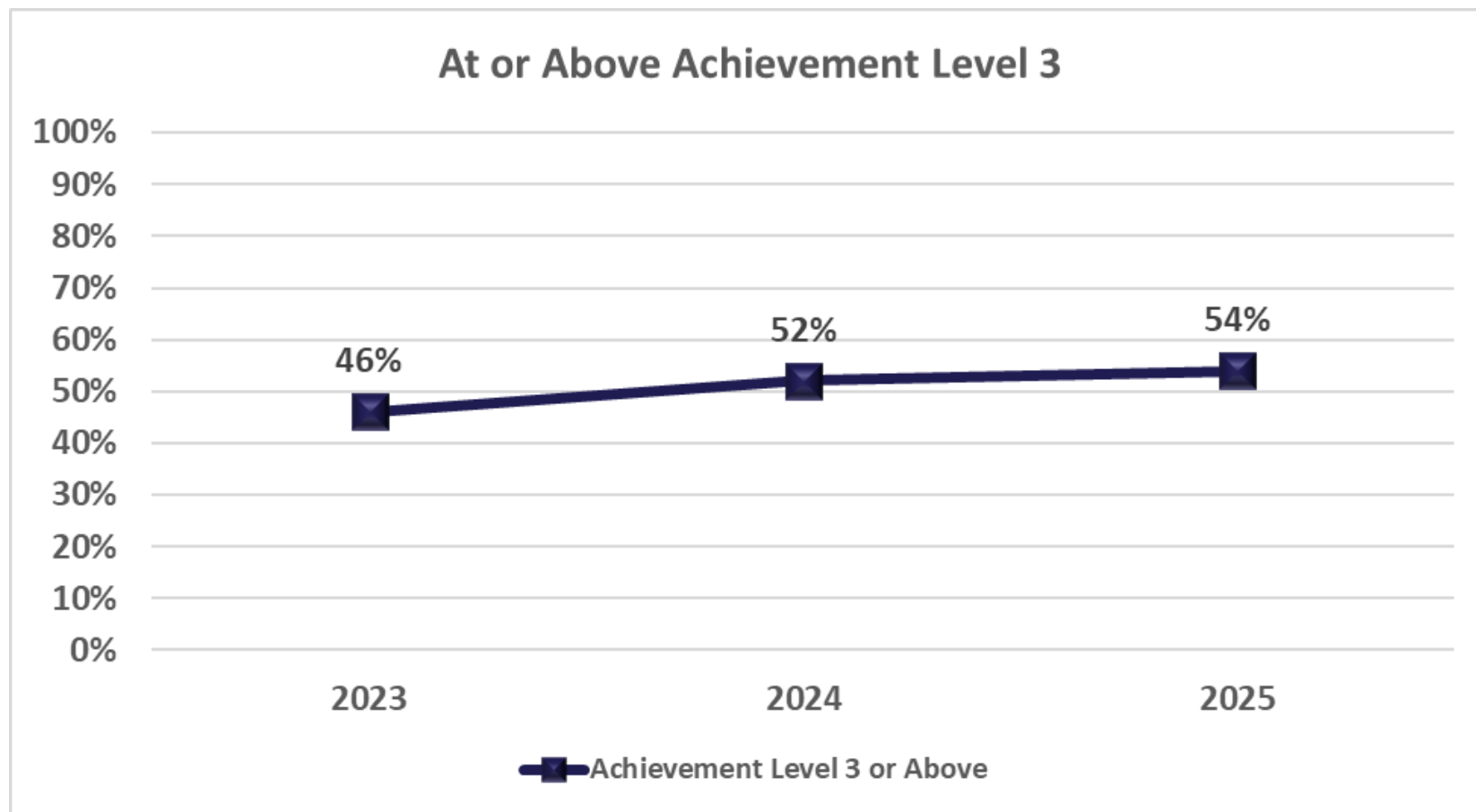


B.E.S.T. EOCs – Algebra 1



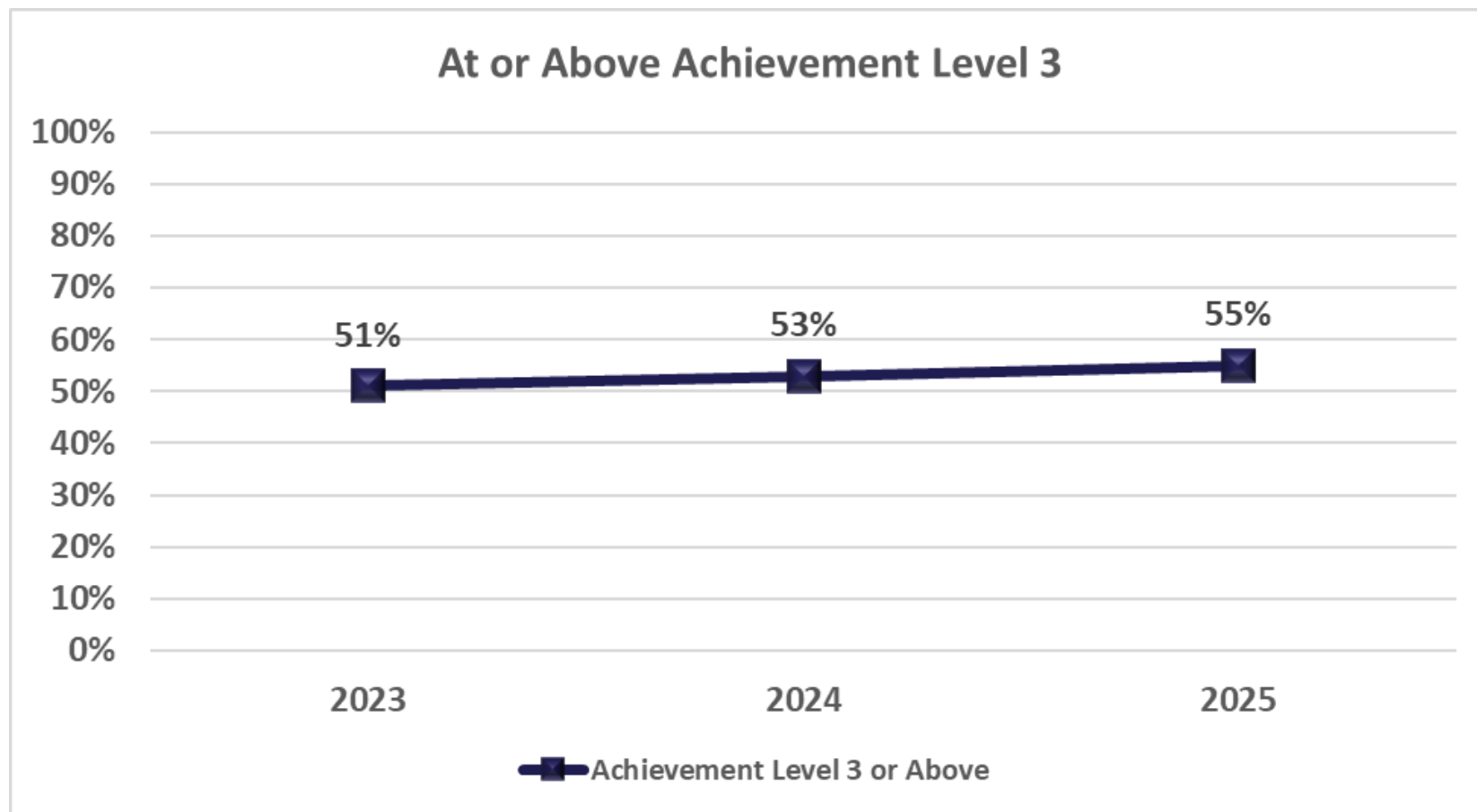


B.E.S.T. EOCs – Geometry





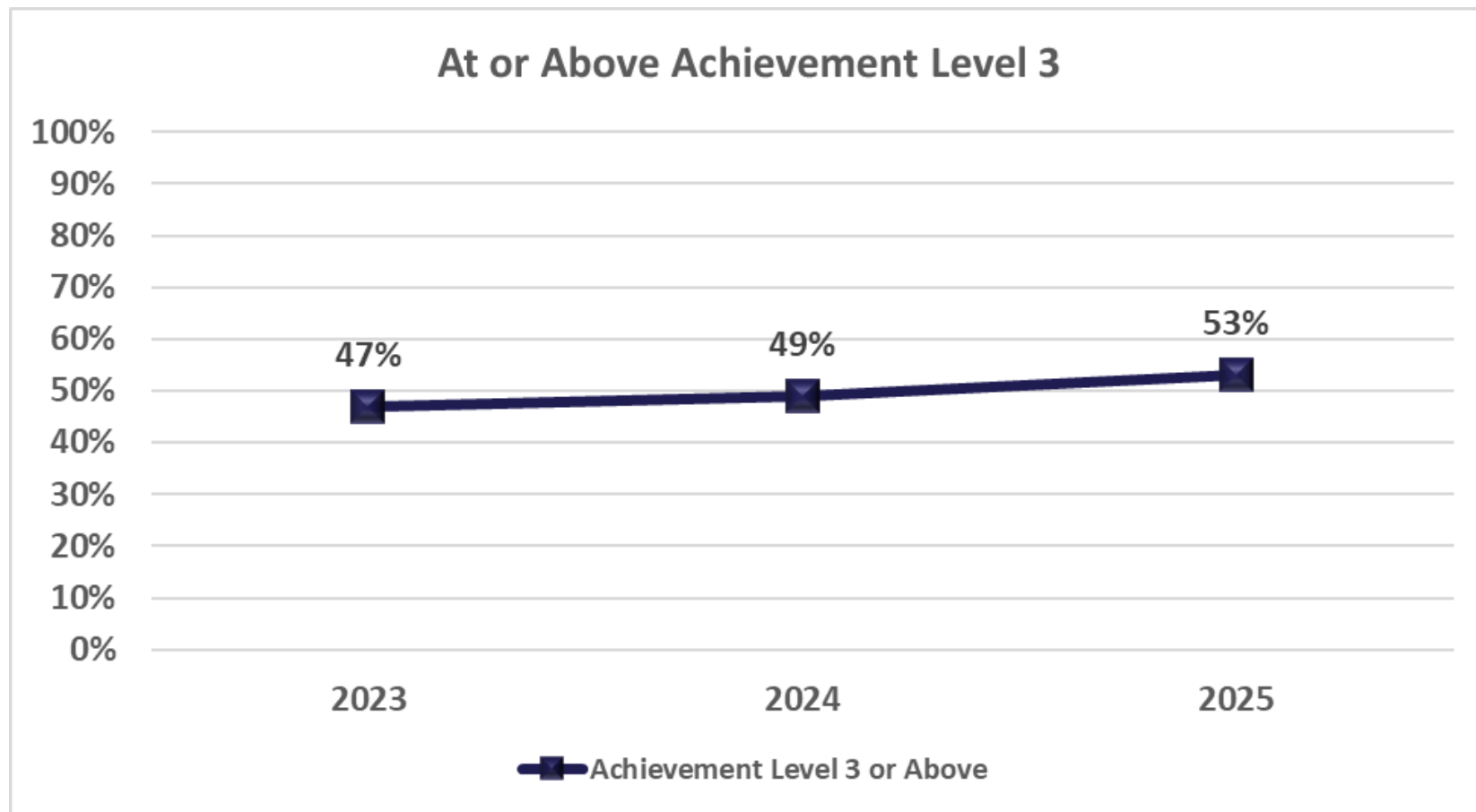
Science – Grade 5





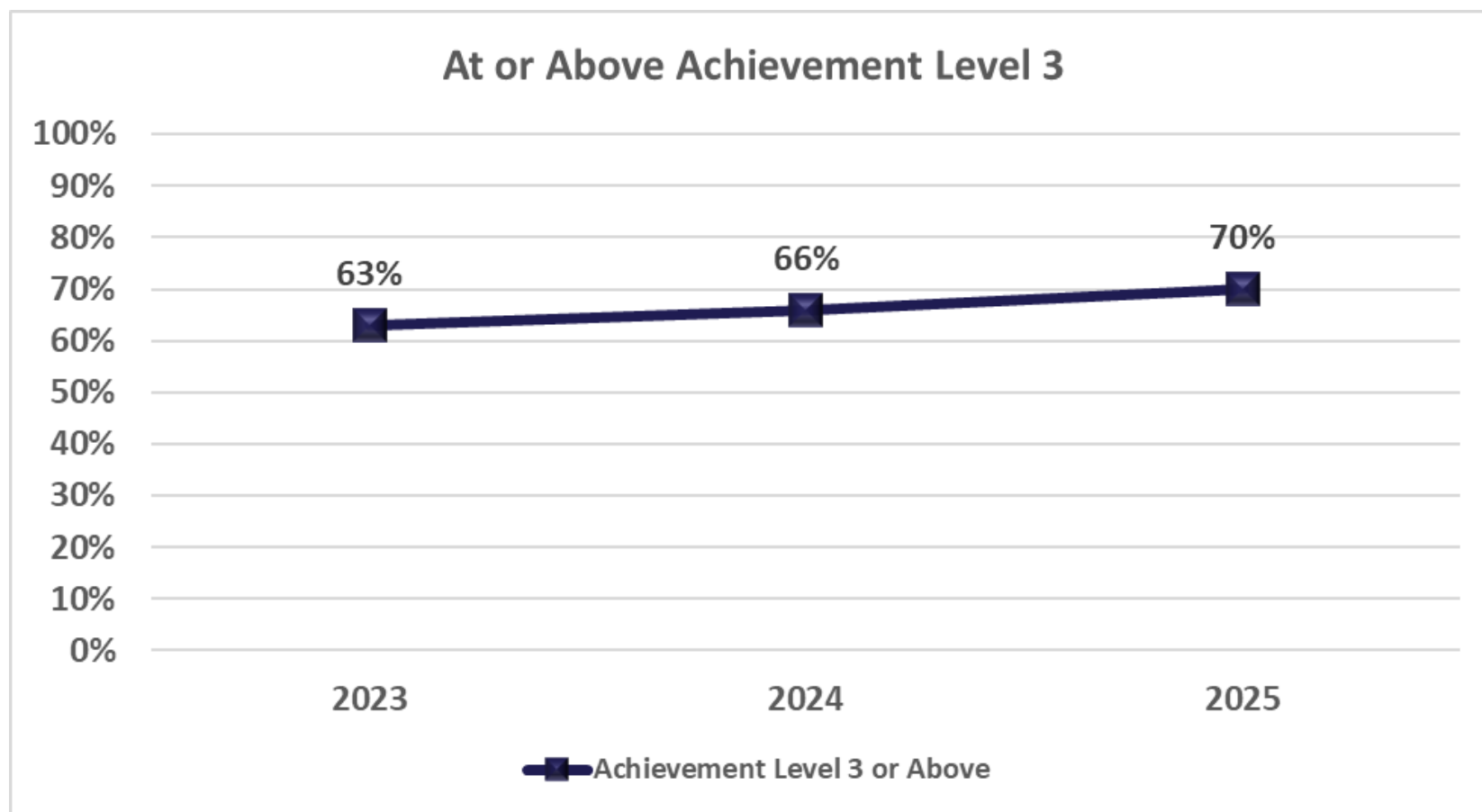
Science Combined – Grade 8

(Statewide Science Assessment and Biology 1 EOC)



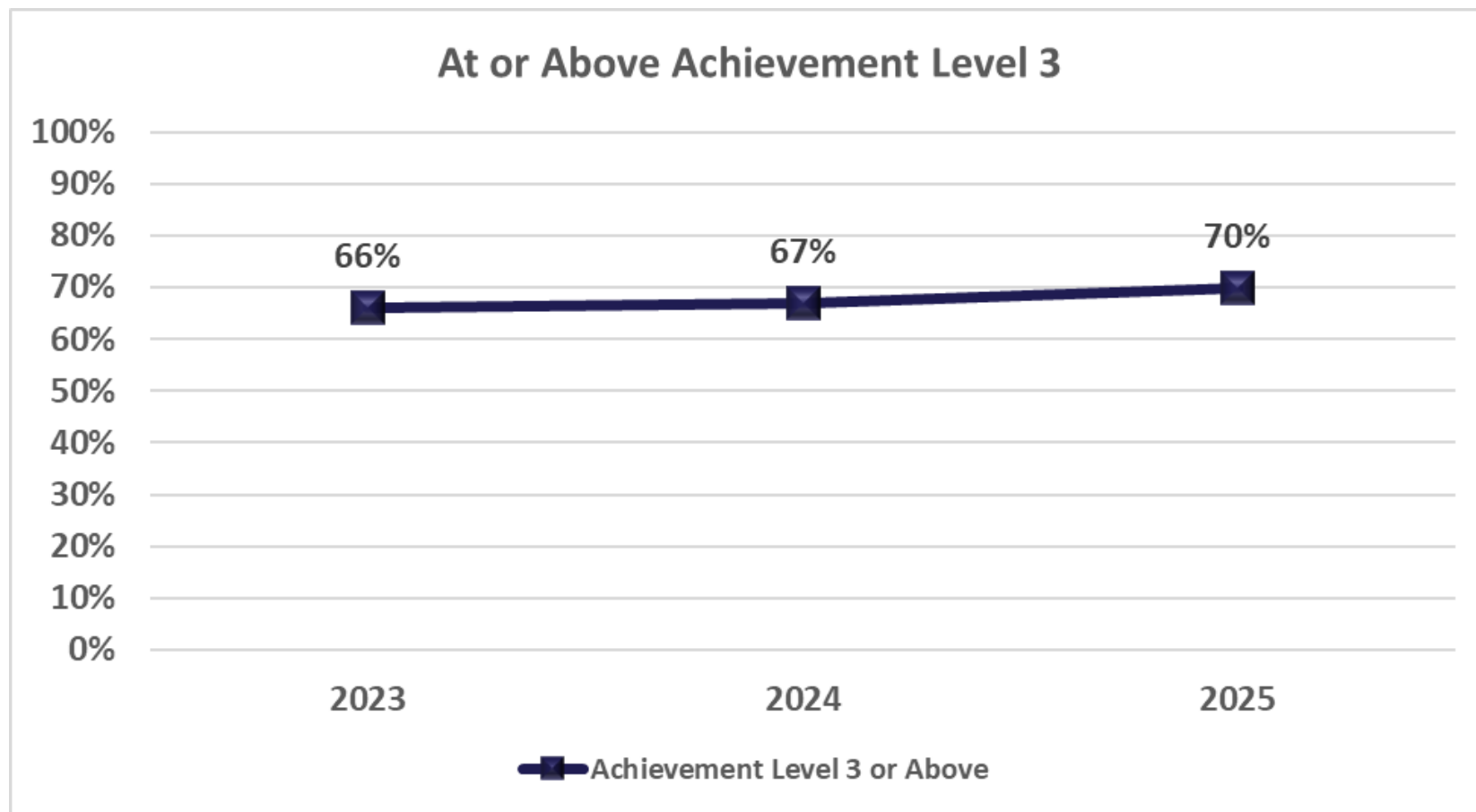


Science – Biology 1 EOC



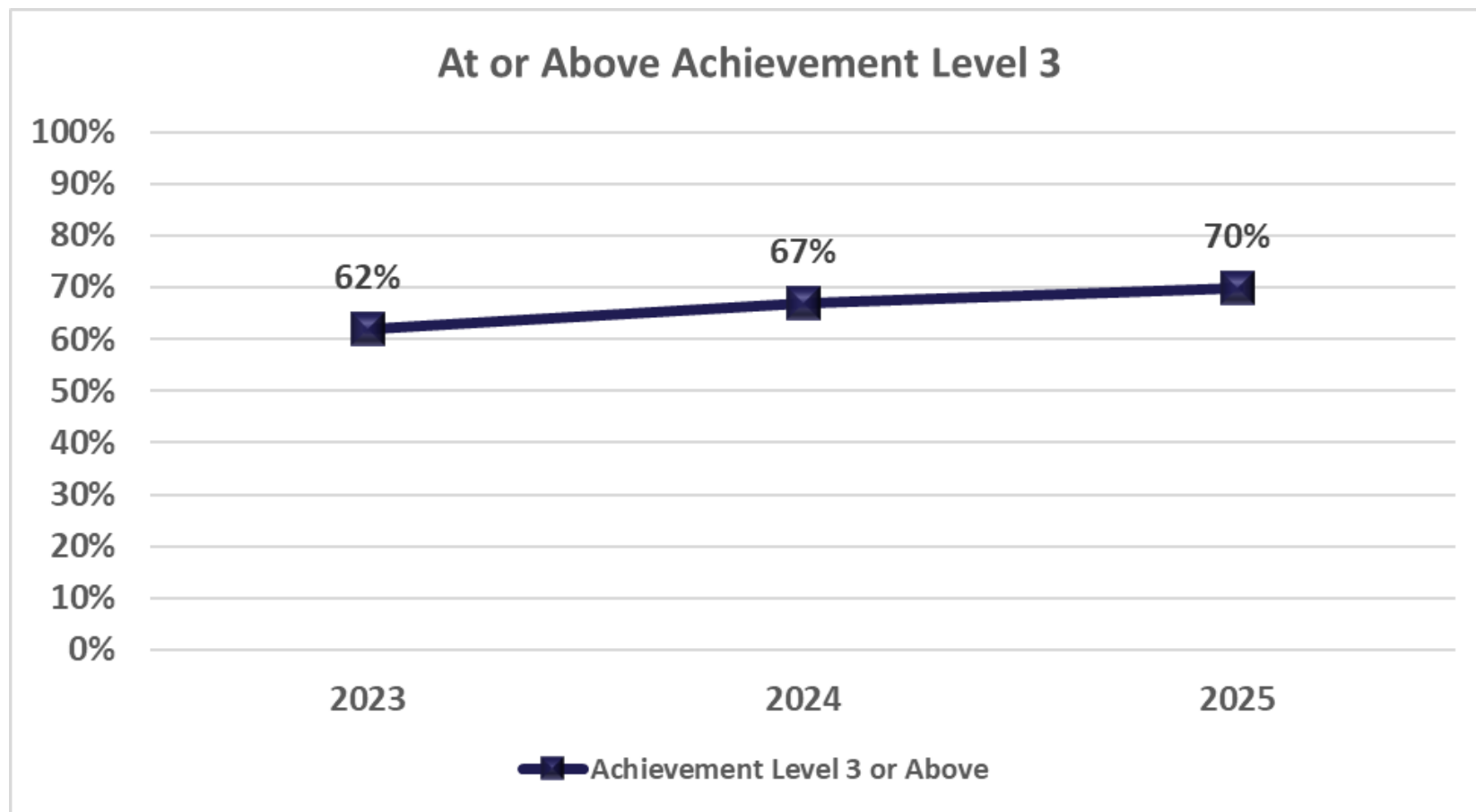


Social Studies – Civics EOC





Social Studies – U.S. History EOC





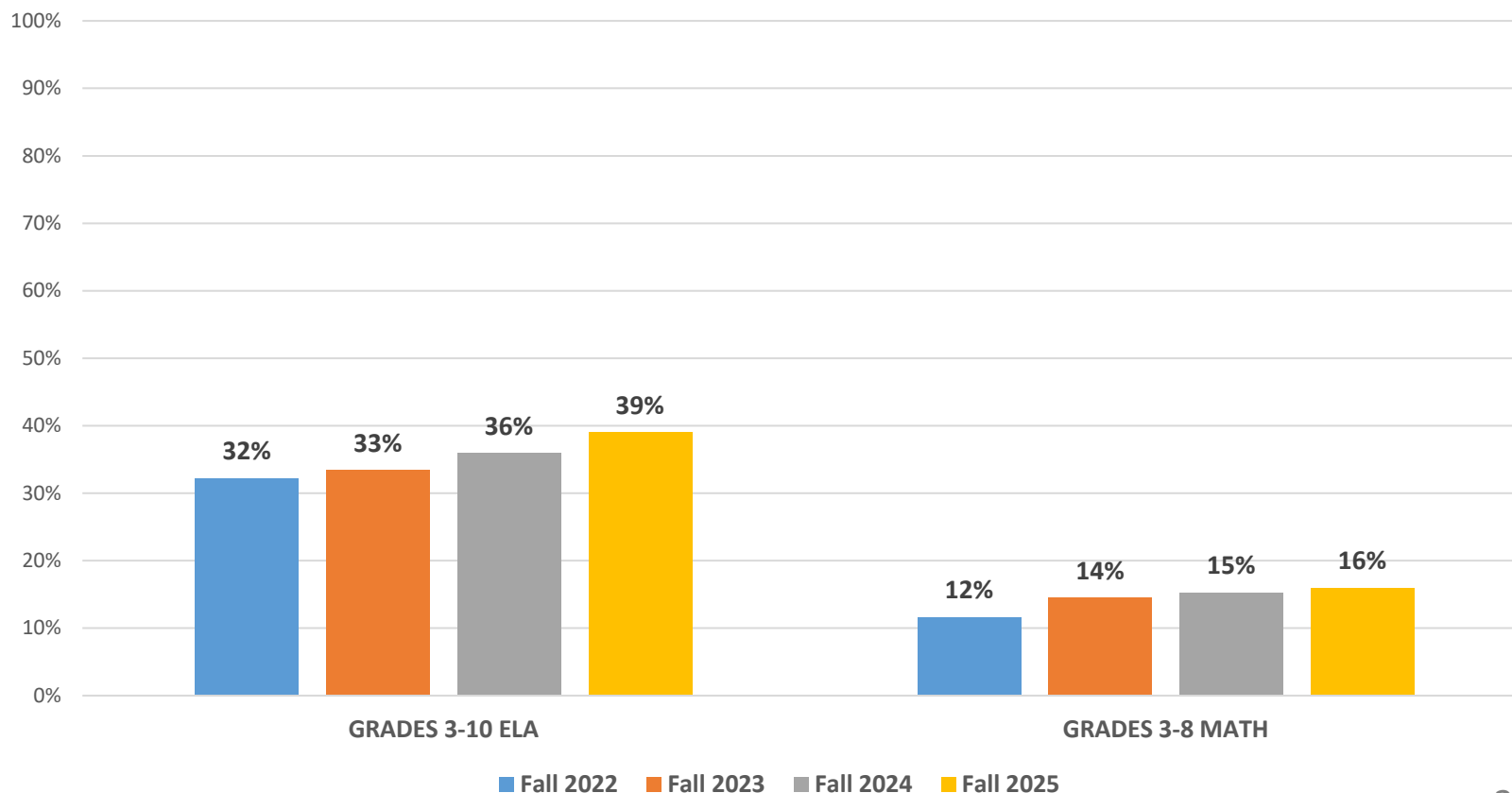
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2025-2026 Progress Monitoring 1 Data



PM1 Fall 2022, Fall 2023, Fall 2024, Fall 2025 Grades 3-10 English Language Arts (ELA) and 3-8 Mathematics

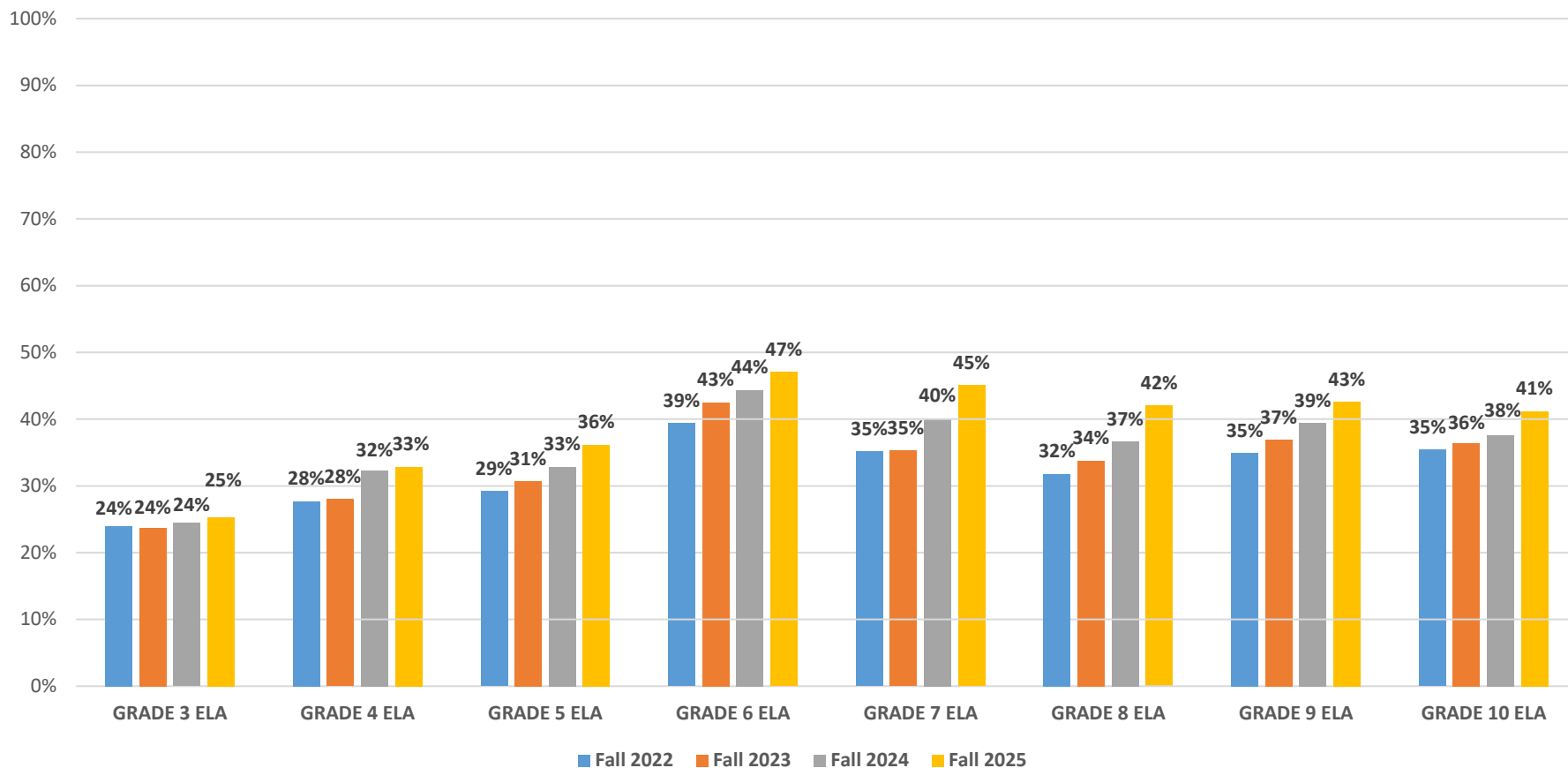
PM1 Comparison Fall 2022 vs. Fall 2023 vs. Fall 2024 vs. Fall 2025





PM1 Fall 2022, Fall 2023, Fall 2024, Fall 2025 ELA by Individual Grades

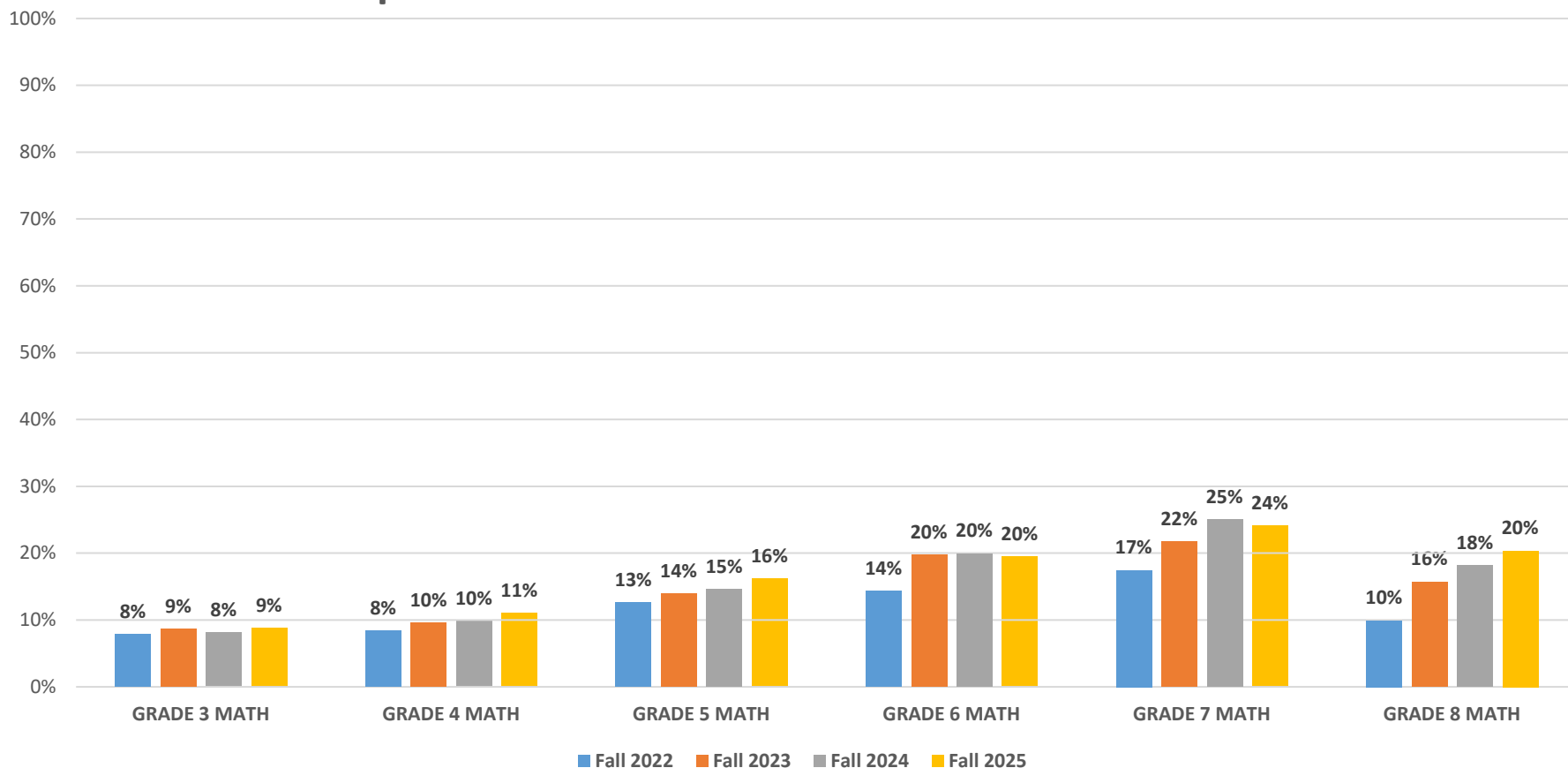
PM1 Comparison Fall 2022 vs. Fall 2023 vs. Fall 2024 vs. Fall 2025





PM1 Fall 2022, Fall 2023, Fall 2024, Fall 2025 Mathematics by Individual Grades

PM1 Comparison Fall 2022 vs. Fall 2023 vs. Fall 2024 vs. Fall 2025

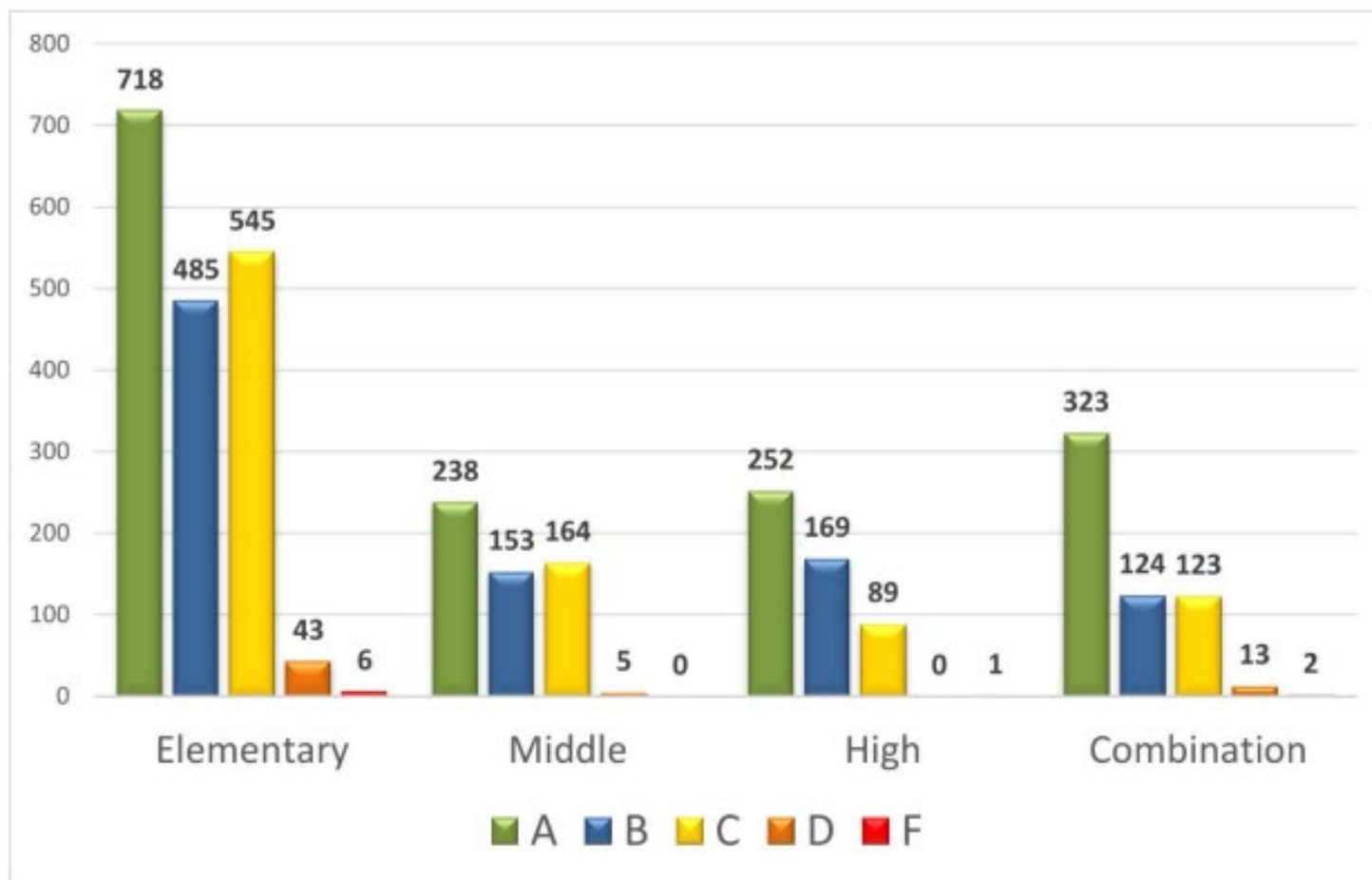




2024-2025 School Grades and School Improvement



School Grades by School Type 2025





2024 Grades Compared to 2025 Grades All Schools

| | | 2025 School Grade | | | | | |
|-------------------|-------|-------------------|-----|-----|----|---|-------|
| | | A | B | C | D | F | Total |
| 2024 School Grade | A | 1,139 | 133 | 19 | 0 | 0 | 1,291 |
| | B | 296 | 458 | 153 | 3 | 0 | 910 |
| | C | 69 | 326 | 676 | 32 | 0 | 1,103 |
| | D | 4 | 10 | 66 | 23 | 4 | 107 |
| | F | 1 | 1 | 2 | 1 | 0 | 5 |
| | Total | 1,509 | 928 | 916 | 59 | 4 | 3,416 |

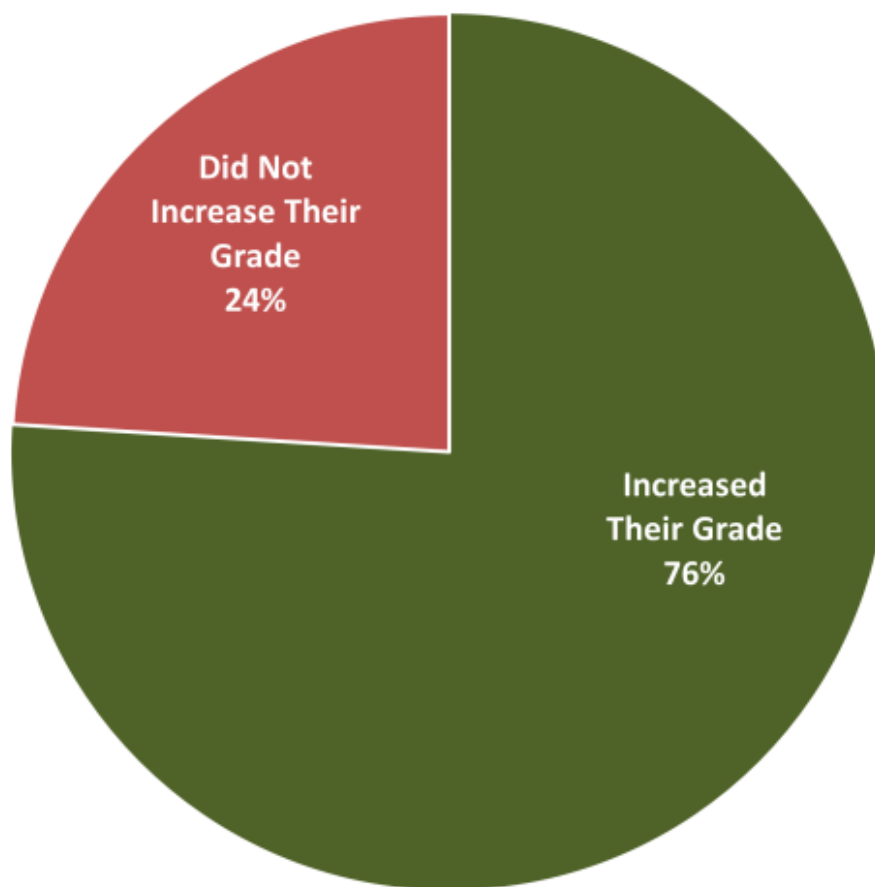
Schools that Increased
Schools that Decreased
Schools that Maintained



Source: Florida Department of Education

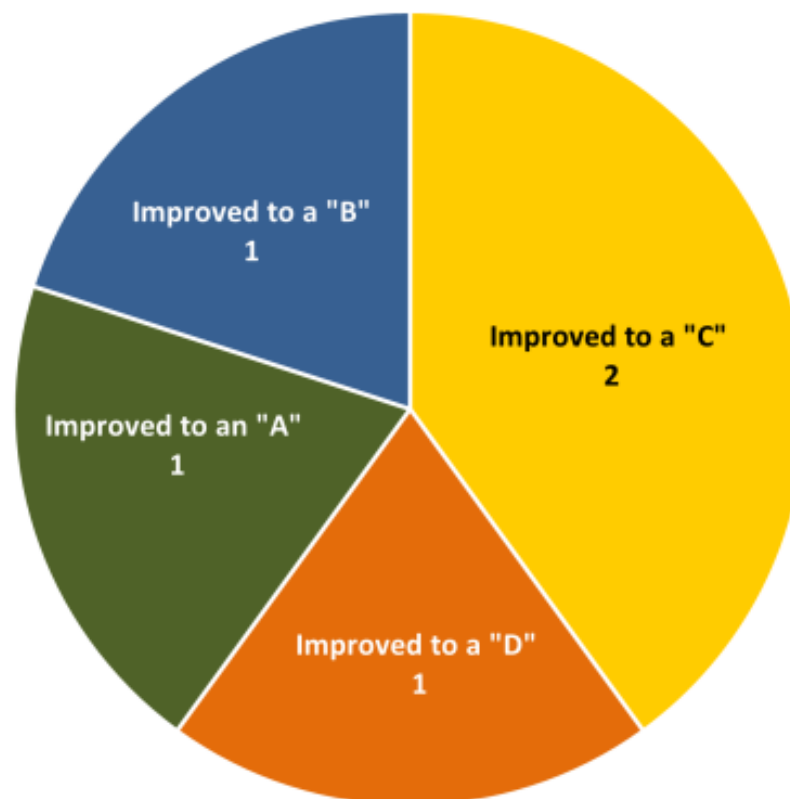


76% of Schools Graded “D” or “F” in 2024 Improved Their Grade in 2025





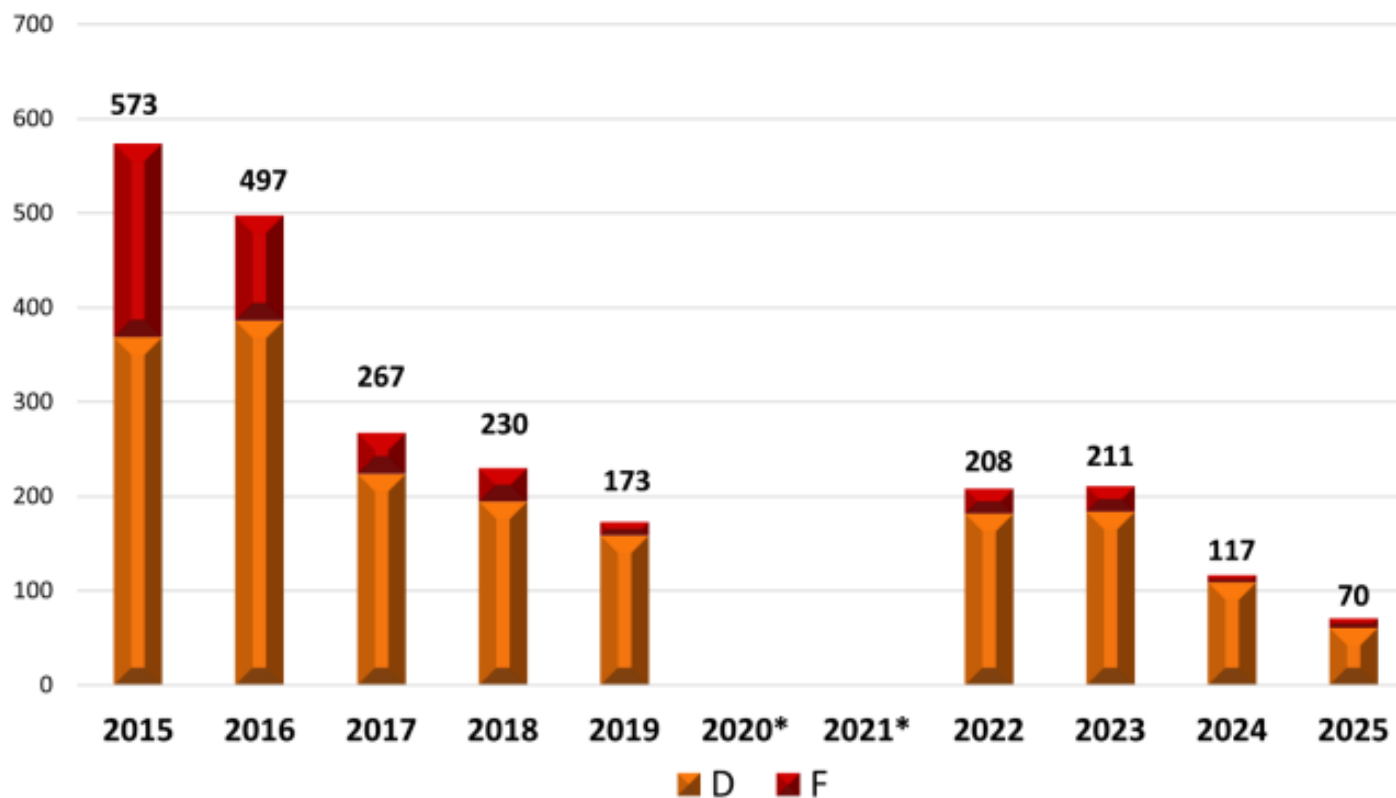
100% of Schools Graded "F" in 2024 Improved Their Grade in 2025





Florida's Focus on Low-Performing Schools is Paying Off

The number of "D" or "F" schools has declined 88% since 2015 and the number of "F" schools has declined 96% since 2015.





School Grades Escalator Clause

- The school grading scales for high schools and combination schools have been adjusted upward for the 2025-2026 school year, as more than 75% of schools in each of these categories earned a grade of “A” or “B” in the 2024-2025 academic year.
- The district grading scale has also been adjusted upward for the 2025-2026 school year.

Grading Scales for High Schools, Combination Schools and Districts

| Grade | Current 2024-25 Scale | New 2025-26 Scale |
|----------|-----------------------|-------------------|
| A | 64%-100% | 65%-100% |
| B | 57%-63% | 60%-64% |
| C | 44%-56% | 45%-59% |
| D | 34%-43% | 35%-44% |
| F | 0%-33% | 0%-34% |



School, District and Educator Recognition



CONGRATULATIONS

2026 FLORIDA TEACHER OF THE YEAR

Mark Harrison
UNION COUNTY





Schools of Excellence

- For 2024-2025, 744 schools are designated as a School of Excellence:
 - Elementary = 394
 - Middle = 118
 - High = 109
 - Combination = 123
- Of these schools:
 - 54 schools were newly designated
 - 386 schools maintained their designation from 2023-2024
 - 304 schools renewed their designation



Academically High-Performing School Districts

- Broward
- Calhoun
- Gilchrist
- Lafayette
- Miami-Dade
- Nassau
- Palm Beach
- Pinellas
- Sarasota
- Seminole
- Sumter
- Wakulla
- Walton



Recent State Board of Education Rulemaking



Rules on State Board Agenda – June 2025

- 6A-6.0952, Florida Administrative Code (F.A.C.), Family Empowerment Scholarship Program
 - Adopt new standard withdrawal form.
- 6M-8.620, F.A.C., Voluntary Prekindergarten (VPK) Coordinated Screening and Progress Monitoring Program
 - Describe the use of child assessment data.



Rules on State Board Agenda – July 2025

- 6A-1.0019, F.A.C., Threat Management
 - Update deadlines, clarify roles if no superintendent.
- 6A-1.0955, F.A.C., Education Records
 - Clarify how records are shared when a student withdraws prior to expulsion, when there is a stipulated agreement, etc.
- 6A-1.09412, F.A.C., General Education Courses
 - Add new advanced Algebra course for 2025-2026.
- 6A-1.09422, Coordinated Screening and Progress Monitoring System and Statewide, Standardized Assessment Program Requirements
 - Provide concordant and comparative scores for assessment graduation requirements for FAST Grade 10 ELA and B.E.S.T. Algebra 1 EOC assessment.
- 6A-1.094224, F.A.C., Uniform Assessment Calendar
 - Remove district reporting requirements for test time study.



Rules on State Board Agenda – July 2025

- 6A-4.0021, F.A.C., Florida Teacher Certification Examinations
 - Adopt competencies and skills for Health and Media Specialist exams.
- 6A-6.03022, F.A.C., Exceptional Student Education Eligibility for Students with Dual Sensory Impairments
 - Update eligibility for students with dual sensory impairment to align with recently amended rules updating those individual definitions, which will more closely match the Individuals with Disabilities Education Act (IDEA) requirements.
- 6A-6.053, F.A.C., District Comprehensive Evidence-Based Reading Plan
 - Update definition of substantial reading deficiency and address new statutory component to describe how districts prioritize assignment of highly effective teachers in K-2.



Rules on State Board Agenda – August 2025

- 6A-1.0018, F.A.C., School Safety Requirements and Monitoring
 - Clarify requirements for emergency drills, clarify safe-school officer discipline reporting, update the access control requirements, add Plan for Urgent Life-Saving Emergencies (PULSE) requirements, and require substitute teachers to receive school safety protocols.
- 6A-1.0995, F.A.C., Form of High School Diplomas
 - Remove reference to certificate of completion.
- 6A-1.09963, F.A.C., High School Graduation Requirements for Students with Disabilities
 - Remove reference to certificate of completion; update definitions and permissible course substitutions.



Rules on State Board Agenda – August 2025

- 6A-4.02451, F.A.C., Florida Teacher Standards for ESOL Endorsement
 - Update all standards.
- 6A-1.09952, F.A.C., Requirements for the Florida Seal of Fine Arts
 - Add AICE courses as an option for advanced courses.
- 6A-1.09401, F.A.C., Student Performance Standards
 - Adopt Access Points for Financial Literacy.
- 6A-6.0331, F.A.C., General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation, and the Provision of Exceptional Student Education Services
 - Clarify how inclement weather days affect the IEP 60-day evaluation timeline.



Rules on State Board Agenda – August 2025

- 6A-6.0531, F.A.C., Reading Achievement Initiative for Scholastic Excellence (RAISE)
 - Allow paid tutoring hours to be counted for Bright Futures.
- 6A-6.0533, F.A.C., Determining a Substantial Deficiency in Early Mathematics Skills and Substantial Deficiency in Mathematics
 - Change a threshold for early mathematics deficiency; align parental notification to statutory changes.
- 6A-7.0710, F.A.C., Instructional Materials Evaluation Procedures
 - Require publishers to submit bids via flash drive.
- 6M-8.621, F.A.C., Program Assessment Requirements for the Voluntary Prekindergarten (VPK) Education Program
 - Establish a re-entry pathway for VPK providers who were previously not eligible.



Rules on State Board Agenda – September 2025

- 6A-10.081, F.A.C., Principles of Professional Conduct for the Education Profession in Florida
 - Update types of arrests/judgments required to be self-reported within 48 hours; require cooperation of supervising administrators with FDOE investigations.
- 6A-6.0251, F.A.C., Use of Epinephrine Auto-Injectors and Anaphylaxis Policy
 - Identify training required for school staff.
- 6A-6.0253, F.A.C., Diabetes Management
 - Conform to statutory changes for keeping a supply of glucagon in schools.



Rules on State Board Agenda – September 2025

- 6A-1.09441, F.A.C., Requirements for Programs and Courses that Are Funded Through the Florida Education Finance Program and For Which the Student May Earn Credit Toward High School Graduation
 - Update Course Code Directory to align with statutory changes for two years of marching band to satisfy PE or fine arts credit and identify courses that can be taught by a part-time, non-degreed, fine and performing arts teacher with a locally issued certificate.
- 6A-1.0998271, F.A.C., Schools of Hope
 - Provide co-location requirements.



Upcoming State Board of Education Rulemaking



Rules on State Board Agenda – November 2025

- 6A-1.09401, F.A.C., Student Performance Standards
 - Add History of Communism standards; add Access Points for Social Studies.
- 6A-1.09412, F.A.C., General Education Courses
 - Update Social Studies courses.
- 6A-1.09414, F.A.C., Exceptional Student Education Courses
 - Revise Career Experiences course for new workforce credential program.
- 6A-5.067, F.A.C., Teacher Apprenticeship Program
 - Align teacher mentor requirements across programs.



Rules on State Board Agenda – November 2025

- 6A-4.004, F.A.C., Florida Educator's Certificates with Academic, Administrative, Degree Career and Technical, and Specialty Class Coverages
 - Restructure the professional certificate for student services personnel; keep classical certificate as the only restricted certificate available.
- 6A-4.0181, F.A.C., Specialization Requirements for Certification in School Counseling
 - Add new pathway for eligible educators requiring a 300-hour internship.
- 6M-8.210, F.A.C., Reenrollment in the VPK Education Program
 - Remove the 70% completion threshold as criteria for reenrollment and other barriers preventing children from reenrolling in a VPK program and completing all instructional hours.



2026 State Board of Education Meetings

- January 21, Tallahassee
- February 20, Key West
- April 15, Naples
- June 3, Miami
- July 22, Orlando
- September 16, TBD
- October 14, TBD
- November 18, TBD

<https://www.fldoe.org/policy/state-board-of-edu/meetings/>



Upcoming Rulemaking

- 6A-1.0454, F.A.C., Middle School and High School Start Times **new**
- 6A-1.09401, F.A.C., Student Performance Standards
- 6A-1.09414, F.A.C., Exceptional Student Education Courses
- 6A-4.0013, F.A.C., Mental Health Assessment Program Functional Assessment Instruments **new**
- 6A-4.0165, F.A.C., Specialization Requirements for the Resiliency Educator Endorsement **new**
- 6A-4.0311, F.A.C., Specialization Requirements for Certification in School Psychologist (Grades PK-12) – Specialty Class
- 6A-6.0252, F.A.C., Use of Prescribed Pancreatic Enzyme Supplements
- 6A-6.03018, F.A.C., Exceptional Education Eligibility for Students with Specific Learning Disabilities
- 6M-8.301, F.A.C., Statewide Provider Contract for the VPK Program



2026 Legislative Session

- January 13 – March 13, 2026
- Interim Committee Weeks are held several times October through December



2026-2027 State Board of Education Legislative Budget Request



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2026-2027 Legislative Budget Request

| | 2025-26 Appropriation | 2026-27 Legislative Budget Request | Increase/ (Decrease) |
|-----------------------------------|--------------------------|--|-------------------------|
| Total Operating Budget | \$ 24,973,388,288 | \$ 25,571,770,274 | \$ 598,381,986 |
| Total Fixed Capital Outlay | \$ 1,759,040,824 | \$ 1,976,001,454 | \$ 216,960,630 |
| Grand Total | \$ 26,732,429,112 | \$ 27,547,771,728 | \$ 815,342,616 |



2026-2027 Operating and Fixed Capital Outlay Summary

| | 2025-26 Appropriation | 2026-27 Legislative Budget Request |
|---|--------------------------|--|
| K-12 | \$ 18,901,823,075 | \$ 19,212,574,035 |
| Career & Adult Education | \$ 726,924,100 | \$ 802,366,249 |
| Florida Colleges | \$ 1,805,579,003 | \$ 1,857,197,026 |
| Private Colleges & Universities | \$ 186,923,118 | \$ 177,590,835 |
| Student Financial Aid | \$ 1,070,133,465 | \$ 1,127,974,799 |
| Early Learning | \$ 1,614,826,818 | \$ 1,707,121,127 |
| State Board of Education | \$ 322,458,296 | \$ 330,983,969 |
| Vocational Rehabilitation | \$ 264,881,878 | \$ 276,131,878 |
| Blind Services | \$ 79,838,535 | \$ 79,830,356 |
| Total Operating | \$ 24,973,388,288 | \$ 25,571,770,274 |
| Fixed Capital Outlay | \$ 1,759,040,824 | \$ 1,976,001,454 |
| Total Operating and Fixed Capital Outlay | \$ 26,732,429,112 | \$ 27,547,771,728 |



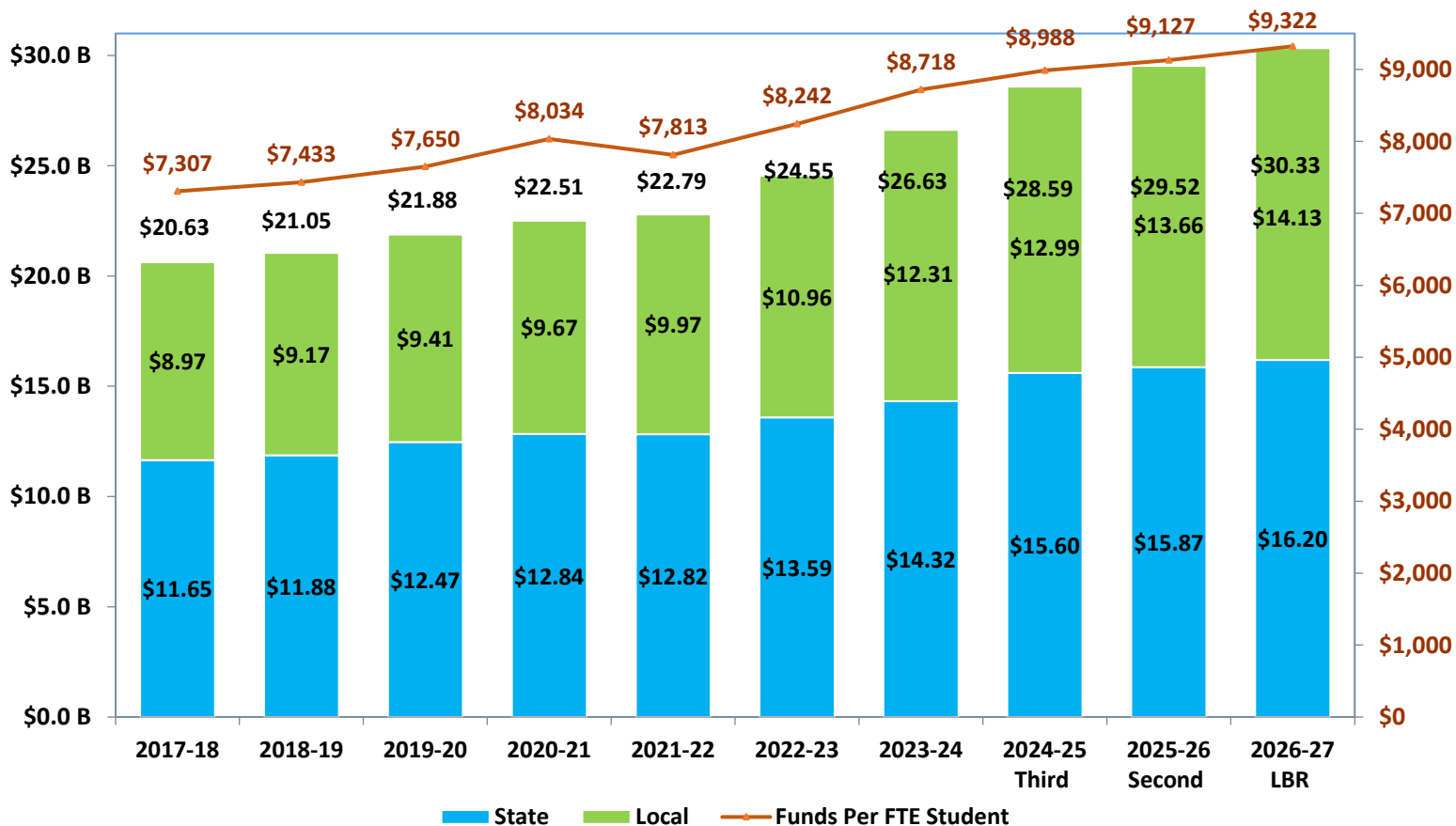
Florida Education Finance Program (FEFP)

To continue with the Governor's investments in education, this budget:

- Funds projected growth of 18,602 students (3.25 million total students).
- Increases the Base Student Allocation (BSA) by \$50.
- Increases record funding for teacher compensation by \$145 million.
- Increases funding for safe schools allocation by \$10 million.
- Increases funding for transportation by \$10 million.
- Increases funding for mental health allocation by \$10 million.
- Maintains the 2025-2026 Required Local Effort millage rate of 3.092.
- \$195 per student increase in the total FEFP.



FEFP – Total Funding





Early Learning Supports

- \$40 million for School Readiness Match Program, an increase of \$10 million.
- \$75 million for Gold Seal Quality Care Differentials, an increase of \$5 million.
- \$45 million for School Readiness Pay Differentials Program, an increase of \$5 million.
- \$29 million for VPK Increase in Base Funding for Increased Enrollment.
- \$23 million for VPK Increase in Base Student Allocation.



Additional K-12 Supports

Civics Initiatives - \$18 million

- \$10 million – Florida Civics Seal of Excellence
- \$ 3 million – Civics Literacy Captains and Coaches
- \$ 1.5 million – Civics Professional Learning
- \$ 1.6 million – Florida Debate Initiative
- \$ 1.5 million – Florida Civics and Debate Initiative (FCDI)

Professional Development - \$20 million

- \$ 6 million – Regional Literacy Teams
- \$ 5 million – Computer Science Certification and Computer Bonuses
- \$ 5.5 million – Mental Health Awareness and Assistance Training
- \$ 2.2 million – Improving Student Outcomes in Math
- \$ 1.7 million – High-Quality Instruction and Leadership Professional Learning



Additional K-12 Supports, cont.

- Maintains \$5 million for District Threat Management Coordinators.
- Maintains \$6.9 million for Alyssa's Alert.

Academic Accelerated Options Supplement



Pilot Project – Cellular/Electronic Devices in High Schools

- Thanks to Glades, Madison, Lee, and Orange.
- Need 2 more districts – medium and large.
- Must have a policy this year for all district high schools that prohibits the use of cellular telephone and other personal electronic devices by students during the entire school day, while on school grounds, or while engaged in school activities off school grounds during the school day.
- FDOE report due December 1, 2026, summarizing the effect of the district's policy on student achievement and behavior.



Educator Quality Updates

Dr. Josey McDaniel

Deputy Chancellor for Educator Quality



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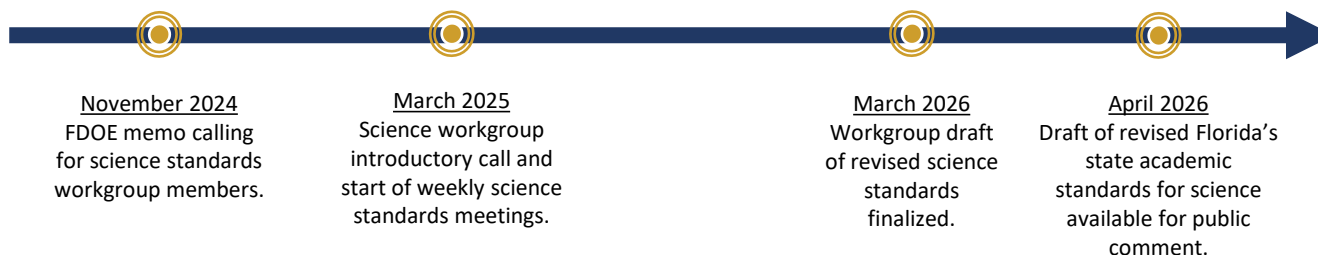


Review and Revision of Florida's State Academic Standards for Science

Goals:

- Make Florida the national leader in science education.
- Make Florida's state academic standards for science number one in the nation.

Tentative Timeline:





Mathematics Endorsement

- House Bill 1105 (2025) directed FDOE to establish competencies for a mathematics endorsement aligned with evidence-based mathematics instructional and intervention strategies by August 1, 2026.
- A public workgroup is currently meeting.



Mathematics Deficiency and Parental Notification Kindergarten Through Grade 4

- House Bill 1255 requires the written notification to parents or guardians of students identified as having a substantial deficiency in mathematics to include information about the student's eligibility for the New Worlds Scholarship Accounts under section (s.) 1002.411, Florida Statutes (F.S.), and the school district's tutoring services provided by the New Worlds Tutoring Program under s. 1008.366, F.S.
 - School districts must ensure that all written notifications provided to families include this additional information beginning in the 2025-2026 school year.
- Pursuant to s. 1008.25(6)(d), F.S., FDOE shall compile resources that must be available in an electronic format that is accessible online (www.FLmath4ALL.org).
 - Resources have been developed by educators from across the state to provide teacher and parent resources that can be incorporated into interventions.



Sunshine State Scholars

- This event is held annually to recognize the top 11th grade students in each of Florida's districts in the areas of science, technology engineering or mathematics.
- This two-day event is planned to occur March 5-6, 2026, in Orlando, Florida.
- Based on the criteria provided, districts select their top 11th grade student(s) to be recognized as a Sunshine State Scholar.



Civics Professional Learning Events 2025-2026

Regional Professional Learning Events

- Four regional events throughout the state during the fall and spring.
- Fall:
 - St. Petersburg – November 8, 2025
 - Sunrise – November 15, 2025
- Spring:
 - TBA – January 10, 2026
 - TBA – March 7, 2026
- These half day workshops will focus on elementary and secondary civics and government benchmarks, content and instructional strategies.

Capitol Complex Immersion Experience

- February 11-13, 2026
- Immersive experience for K-12 teachers
 - Explore the functions and history of our state government.
 - Participate in collaborative learning experiences.
 - 50 spots available.
- Hands-on experiences include a tour of the historic capital, opportunity to witness a live session of the state legislature, and tours of the Florida Supreme Court, Florida Archives and Florida Governor's Mansion.



School and District-Level Support



1:1 Teacher Coaching



Professional Learning Community Support and Planning



Schoolwide Professional Learning



Districtwide Professional Learning



State Civics Literacy Directors and Coaches



Civics Literacy Directors

Lauren Kappler – Lauren.Kappler@fldoe.org

Traci Mulitsa – Traci.Mulitsa@fldoe.org

Civics Literacy Coaches

Carly Branning – Carly.Branning@fldoe.org

Conner Albert – Conner.Albert@fldoe.org

Jennifer Halter – Jennifer.Halter@fldoe.org

Katelyn Rodd – Katelyn.Rodd@fldoe.org

Robin Siegers – Robin.Siegers@fldoe.org

Rosita Salazar – Rosita.Salazar@fldoe.org

Stephanie Mathieu – Stephanie.Mathieu@fldoe.org



Gifted Education Workgroup

- The memo announcing the call for a workgroup to develop new Gifted Education educator competencies and K-12 student standards was sent out December 13, 2024.
- Workgroup meetings began September 29, 2025.
- The meetings occur weekly on Mondays from 3:00 P.M. – 5:00 P.M.
- Information on how to join these meetings can be found on the Florida Administrative Register or by contacting Jennie.Jones@fldoe.org.



Upcoming Special Designations

- Section 1003.42(2)(g)2., F.S., designates the second week of November as Holocaust Education Week in Florida (November 3-7, 2025).
- Section 683.334(1), F.S., proclaims November 7 of each year as Victims of Communism Day.



Florida Instructional Materials Adoption Schedule 2025-2026 through 2030-2031

- Current Cycle:
 - 2025-2026: 6-12 Career and Technical Education (CTE), K-12 World Languages, Health and Physical Education, Performing and Visual Arts, 6-12 Additional English Language Arts
 - 2026-2027: K-12 Mathematics and Computer Science
- Future:
 - 2027-2028: K-12 Social Studies
 - 2028-2029: K-12 Science
 - 2029-2030: K-12 English Language Arts
 - 2030-2031: CTE, World Languages, Health and Physical Education, Performing and Visual Arts



State Expert Reviewers

Rule 6A-7.0710, F.A.C., requires the state instructional materials reviewers to hold one or more of the following credentials:

- A baccalaureate degree or higher in the field or a related field;
- Certification in the field or a related field;
- Substantial experience in the field; or
- Recognition as an expert in the field. Such recognition may include, but is not limited to, awards received or publications related to the academic content area.
- If the state instructional materials reviewer is a Florida teacher and has a student growth model score as outlined in s. 1012.34(7)(a), F.S., that contains data from the most recent school year, then the classification of the score must be effective or highly effective as outlined in Rule 6A-5.0411(5), F.A.C.



Levels of Review

- State Expert Reviewers
 - Receive a \$330 stipend for each completed review.
- District Reviewers
 - Do not receive a stipend but have access to review the same materials state expert reviewers do.
- Public Input



Gulf of America

- House Bill 549 directs state agencies, district school boards, and charter school governing boards to update, change, or create materials to rename the “Gulf of Mexico” to the “Gulf of America.”



Gulf of America – Instructional Materials

- All instructional materials purchased after July 1, 2025, are required to use the term “Gulf of America” or be marked with a publisher-provided adhesive note.
- All fictional materials utilized for instruction, whether physical, electronic or digital, are not required to reflect the new designation.
- Publishers of instructional materials will be required to provide adhesive notes to school districts with whom they have an active contract or purchasing agreement.
- All instructional materials purchased before July 1, 2025, are exempt from this requirement.



Gulf of America – Library Media Centers

- Section 1006.28(2)(a)1., F.S., states, “Each district school board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school or classroom library, or included on a reading list.”
- School districts are advised to create an adhesive note that indicates this change in designation and should be applied to the front matter of non-fiction library materials containing the term “Gulf of Mexico,” as necessary.



Gulf of America – Library Media Centers

- The requirement to reflect the new designation applies only to non-fiction library materials acquired on or after July 1, 2025.
 - All non-fiction library materials purchased before July 1, 2025, are exempt from this requirement.
 - If a non-fiction library material refers to the old designation and was published before July 1, 2025, it is exempt from this requirement; however, districts are advised to apply the aforementioned adhesive note if the material was acquired on or after July 1, 2025.
- House Bill 549 does not require a search of existing library materials for the term “Gulf of Mexico.”



The 2025-2026 Chancellor's Leadership Academy

Fully led by FDOE as a year-long, job-embedded, and research-based program created through a partnership between the Bureau for Educator Recruitment, Development and Retention (BERDR) and the Bureau of School Improvement (BSI).



A map of the state of Florida, divided into its 67 counties. Fifteen counties are highlighted in a light blue color, while the remaining 52 counties are in a darker blue. The highlighted counties are: Escambia, Santa Rosa, Okaloosa, Holmes, Jackson, Washington, Bay, Calhoun, Gadsden, Leon, Jefferson, Madison, Hamilton, Nassau, Duval, St. Johns, Clay, Putnam, Alachua, Levy, Marion, Citrus, Hernando, Pasco, Hillsborough, Pinellas, Manatee, Sarasota, Polk, De Soto, Highlands, Glades, Hendry, Collier, Monroe, and Miami-Dade. The text 'Florida Department of Education' is visible in the top left corner of the map area.



(includes district leaders, charter and private school executive leaders)





Florida Future Educators of America

- Focused on supporting efforts to grow your own teachers.
 - Administrative support is critical to a sustained program.
- FDOE hosts the Annual FFEA state conference for high school chapters.
 - Inspires students to pursue a career in teaching.
 - Exposes them to teaching strategies.
 - Provides student competitions.
 - Includes keynote speakers and workshops.

Date: *January 16-18, 2026*

Location: *Orlando, FL*



Great Florida Teach-In

- Annual, statewide educator job fair that highlights statewide teacher vacancies.
- Provides districts and charter schools with the opportunity to recruit teachers seeking employment in Florida.
- All Florida districts and charter schools are invited to participate.

Date: *To Be Determined*

Location: *Central Florida*



Heroes in the Classroom Bonus Program

- Subject to legislative appropriation, FDOE shall provide a one-time sign-on bonus, as provided in the General Appropriations Act, to honorably discharged or retired military veterans and retired first responders, as defined in s. 112.1815(1), F.S., who commit to joining the teaching profession as a full-time classroom teacher.
- An honorably discharged or retired military veteran or retired first responder may receive an additional bonus for teaching a course in a high-demand teacher need area, as identified by FDOE pursuant to paragraph (3)(e).

[Section 1012.715, F.S.](#)



Purple Star Teacher Leadership Program

- The Purple Star Teacher Leadership program builds on legislation signed in 2022 to allow veterans with four years of military experience and an associate's degree to obtain a 5-year temporary teaching certificate while they work toward earning a bachelor's degree.





High Impact Teacher Corps

- The High Impact Teacher Corps (HITC) is a year-long professional learning opportunity with two key goals:
 - Recognize and celebrate high impact teachers so that they remain in their current school, supporting students who need them the most.
 - Support high impact teachers in developing the knowledge, skills and networks necessary to improve student outcomes in classrooms that are not their own.





Florida Teacher Lead Network

- Develop knowledge and skills to improve student achievement.
- Increase teacher leadership skills with the goal of supporting participants to accelerate the practice of others in their school and district.





Florida Advanced Course and Test (FACT): College Algebra Course Information

- To implement House Bill 1537 (2023), the Division of Florida Colleges partnered with the Bureau of Standards and Instructional Support, secondary and postsecondary faculty (Florida College System [FCS] and State University System [SUS] institutions), the Office of Assessment, and the Office of Articulation to develop a new high school advanced mathematics course and assessment that offers students an opportunity to earn college credit in college algebra.
- The course is being piloted this 2025-2026 academic year. All partners are working collaboratively with secondary instructors throughout the year to provide professional learning, gain their feedback and monitor the status of the pilot.
- Full statewide implementation is scheduled for the 2026-2027 school year.



FACT: College Algebra Assessment Information

- The FACT College Algebra Assessment is:
 - Based on the competencies and outcomes identified by course curriculum for College Algebra (MAC 1105).
 - Aligned to the B.E.S.T. Standards.
 - Offered during normal spring (March-May) K-12 testing windows.
- Students that pass the assessment will be eligible for college credit at all FCS and SUS institutions.
- Success in this course will prepare students for courses in the “Algebra through Calculus” postsecondary mathematics pathway, including preparation for pre-calculus, statistics and/or business calculus.



Literacy Achievement Updates

Lindsey Brown

Vice Chancellor for Literacy Achievement



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Rule Updates

6A-6.0531, F.A.C., Reading Achievement Initiative for Scholastic Excellence (RAISE)

- RAISE Tutoring Program – Amendment allows for paid or unpaid tutoring hours to count toward community service requirements.

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

- CERP Requirements – Amendment requires a description of how the district prioritizes the assignment of highly effective teachers in K-2.
- Students with a Substantial Deficiency in Reading – Amendment expands criteria for earlier identification and interventions.



Promotion to Grade 4 Technical Assistance Paper

A. IDENTIFICATION OF STUDENTS WITH A SUBSTANTIAL DEFICIENCY IN EARLY LITERACY SKILLS OR A SUBSTANTIAL DEFICIENCY IN READING

A Voluntary Prekindergarten (VPK) student is identified as having a substantial deficiency in early literacy skills if the student scores below the tenth (10th) percentile or is unable to complete the practice items at the middle or end of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.

A kindergarten through grade 3 (K-3) student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

1. A student is identified as in need of Tier 3 interventions; or
2. The student was retained the previous school year; or
3. For kindergarten through grade 2, the student scores:
 - a. Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
 - b. Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
4. For grade 3, the student scores:
 - a. Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
 - b. Level 1 on the statewide, standardized English Language Arts (ELA) assessment pursuant to s. 1008.22(3)(a), F.S.





Read-at-Home Plan Resources



**READ-AT-HOME
PLAN RESOURCES**

A read-at-home plan is required to be provided to parents of any K – grade 3 student who has been identified with a substantial deficiency in reading. The Just Read, Florida! Office at the Florida Department of Education has compiled resources that each school district must incorporate into a read-at-home plan provided to the parent of a student who is identified as having a substantial deficiency in reading. A read-at-home plan includes information and resources connected to the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. These resources are available in an electronic format that is accessible online, and a hardcopy of such resources must be provided by the school upon parent request. To access these resources digitally, click on each link provided.

Just Read, Florida!

- Required to be provided to parents of grades K-3 students who have been identified with a substantial reading deficiency.
- Updated for 2025-2026 to align with legislative changes.
- Spanish translation in progress.





Power Hours

Third Grade Progression Power Hour

- When? Third Thursday of each month, 3:00-4:00 pm ET
- Who? District/school administrators and literacy coaches

Secondary Power Hour

- When? Fourth Thursday of each month, 2:00-3:00 pm ET
- Who? District/school administrators and literacy coaches



Additional Secondary Supports



November Webinar

EVIDENCE-BASED PRACTICES IN
CONTENT AREA INSTRUCTION

In this interactive session, participants will gain an understanding of how multiple evidence-based literacy strategies may be incorporated into content area instruction to help all students comprehend text more deeply. FCRR staff will provide an overview of the recommendations from the What Works Clearinghouse practice guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* and lead participants through activities included in an infographic based on the recommendations. The session will conclude with a discussion and an opportunity for questions.

[CLICK HERE TO REGISTER](#)

OR

Scan me



THURSDAY
November 6th
3:00-4:00 PM ET

- Grades 6-12 Teachers
- Literacy Coaches
- District- and School-Level Staff



Secondary Book Study

Join the Florida Department of Education's Just Read, Florida! Office for a virtual book study featuring *Thinking Reading: What Every Secondary Teacher Needs to Know About Reading* by James and Dianne Murphy. Together, we will collaborate to deepen our understanding of adolescent literacy and connect evidence-based practices to instructional decision-making to better support secondary students. Participants will need to read the assigned chapters prior to each session. **Please note that books are not provided for participants and must be purchased.**

Who Should Join?

- Grades 6-12 Teachers
- Literacy Coaches
- District- and School-Level Staff

Book study sessions will be held on **Tuesdays and Thursdays from 3:00-4:00 PM ET, with two options offered each month for participants to choose from.**

Join the Secondary Book Study:

[Register for Secondary Book Study](#)

Scan Here

| | |
|---------------------------|-----------------------------|
| December: 9th or 11th | Introduction & Chapter 1 |
| January: 13th or 15th | Chapter 2 |
| February: 10th or 12th | Chapter 3 |
| March: 10th or 12th | Chapter 4 |
| April: 14th or 16th | Chapter 5 |
| May: 12th or 14th | Chapter 6 |



Upcoming Fall 2025 RAISE Supports

Grades K-2

Fall 2025
TRAIN-THE-TRAINER
RAISE Universal Book Club
Facilitated by State Regional Literacy Directors (SRLDs)

Target Audience
District and/or school-based literacy leaders

Goal
Prepare literacy leaders to facilitate a book club in their districts and/or schools through a turnkey, structured format that is centered on Lindsay Kemeny's *7 Mighty Moves*.

Commitment
Participants will need to:

- Have a copy of the text.
- Review the text prior to the session.
- Engage with the purpose of leading a book club centered on Lindsay Kemeny's *7 Mighty Moves* within their school or district.

Fall 2025 Session Dates & Times:
Choose one:
10/1 from 4:00–5:00 pm ET
11/5 from 4:00–5:00 pm ET
12/3 from 4:00–5:00 pm ET

Train-the-Trainer Registration:
<https://shorturl.at/4yrCB>

Grades 3-5

Fall 2025
RAISE Universal Paper2Practice
Facilitated by State Regional Literacy Directors (SRLDs)

Interactive sessions that bridge the gap between current research on evidence-based literacy instruction and classroom application

Participant Commitment:
In each of the two stand-alone sessions for Fall 2025, participants will increase knowledge of the focus topic through an interactive examination of research, then synthesize and apply their learning by engaging in collaborative breakout room discussions with fellow literacy educators.

Fall 2025 Session Topics & Dates:

Fall 2025 Session 1:
Examine the impact of fluency on reading comprehension and the evidence-based instructional practices that lead to success.

Option 1. 10/14

<https://shorturl.at/4UPA9>

Option 2. 10/15

<https://shorturl.at/Rh8HT>

Session times will be 4:00–5:00 pm ET.

Fall 2025 Session 2:
Examine the impact of vocabulary and morphology on reading comprehension and the evidence-based instructional practices that lead to success.

Option 1. 12/9

<https://shorturl.at/3AEbL>

Option 2. 12/10

<https://shorturl.at/iIDEc>



RAISE Newsletter

UNIVERSAL NEWSLETTER

RAISING LITERACY

ISSUE NO. 5 | FALL 2025

What is Raising Literacy?

Raising Literacy is a newsletter produced by the Florida Department of Education's State Regional Literacy Directors (SRLDs). For the 2025-2026 school year, three issues will focus on reading foundations by referencing Lindsay Kemery's book *7 Mighty Moves: Research-Backed, Classroom-Tested Strategies to Ensure K-to-3 Reading Success*. Consult your district-adopted materials when planning instruction around these components of reading.

DEFINE PHONEMIC AWARENESS

In order for students to develop as readers, they must have an awareness that the language they speak can be broken down into individual speech sounds (or phonemes, the smallest unit of sound within a language). This awareness is referred to as **phonemic awareness**, a major component of phonological awareness. While phonological awareness is the "umbrella term for the knowledge of sounds in spoken language, which includes larger chunks of sound, such as rimes and syllables," (page 14) phonemic awareness is the ability to hear and manipulate individual sounds (phonemes) in spoken words.

Beginning in kindergarten, students must be able to "identify the initial, medial and final sound of spoken words" (K.F.1.2) as well as "add or delete phonemes at the beginning or end of spoken words" (K.F.1.2). The English language has 44 individual phonemes, which are represented by 26 graphemes (written letters). Without strong phonemic awareness, students cannot accurately or fluently map phonemes to graphemes which are organized into words. Refer to grade-level benchmarks (F.1.2) for specific phonological awareness expectations.

APPLY PHONEMIC AWARENESS

In Move 1 of Lindsay Kemery's *7 Mighty Moves*, she shares that **multisensory instruction** is one way to support students' development of **phonemic awareness**. Kemery references Gillingham and Stillman, who "explain that the goal of multisensory instruction is to help students build a link between the grapheme they see (visual), the phoneme they hear (auditory), what they feel in the mouth as they produce the sound, and the hand and fingers as they write (kinesthetic and tactile)" (page 63). One way to incorporate multisensory instruction is by using manipulatives. Manipulatives support explicit instruction in the skills within the F.1.2 benchmark for phonological awareness in which students are asked to manipulate individual phonemes (K.F.1.2.c.-f. and 1.F.1.2.a.-e.).

One common manipulative used during phonemic awareness instruction is bingo chips. These chips can be provided for students to slide into Elkonin (sound) boxes during segmenting tasks. The steps for this strategy are below:

- Teacher **states** the word and asks students to repeat the word.
- Students **say** the word, then **slide** a chip into an Elkonin (sound) box for each sound they hear.
- Teacher **provides** corrective feedback as needed, ensuring students move from left to right with one chip per sound.

Manipulatives should be seen as temporary scaffolds that are gradually removed when a student no longer needs support carrying out the task. When planning to implement this strategy, district-adopted materials should be consulted to ensure a systematic approach to phonemic awareness instruction.

CONNECT & PRACTICE AT HOME

How Can Families Help at Home?

The Florida Center for Reading Research (FCRR) has provided [#AtHomeWithFCRR](#), a YouTube channel with videos that guide families through their Student Center Activities. Each video also includes a link to the directions and materials. Below are two links to videos supporting phonemic awareness development:

- Phoneme Counting Sort:** Students identify the picture, segment the word and identify the number of phonemes in the word. Then students sort the picture under the correct number.
- Medial Phoneme Dominoes:** Each domino has two pictures. Students segment the sounds of one picture and identify the medial vowel sound. Then students match their domino to another with the same medial sound.

RAISING LITERACY

ISSUE NO. 5 | FALL 2025

DEFINE PHONICS

What Is Phonics?

"Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds)" (B.E.S.T. ELA Standards, page 27). It is an essential literacy skill that connects phonological awareness to written language, and must be explicitly and systematically taught. In English, there are over 250 ways to spell its 44 phonemes with its 26 graphemes; therefore, while intentionally planning for content, design and practice opportunities, the teacher determines precise directions for letter-sound relationships. For example:

- Content:** How can the content be broken down into obtainable chunks for students?
- Design:** How can the gradual release model ("I Do, We Do, You Do") support the delivery of content?
- Practice:** How can students receive multiple opportunities to practice blending sounds to read words alongside their teacher and peers during feedback-rich guided practice ("We Do") as well as independently ("You Do")?

Sample Phonics Instructional Routine

The delivery of explicit, systematic phonics instruction requires a brisk pace. Here is a sample phonics instructional routine:

- Review** (3-5 min.) Practice previously taught skill using a visual, blending and auditory drill.
- State Goal and Purpose** (<1 min.)
- Give Phonemic Awareness Warm-Up** (3-5 min.)
- Introduce New Concept** (3-5 min.)
- Read Words with Targeted Skill** (5 min.)
- Practice Dictation** (5-10 min.) Use words that have the targeted skill.
- Read Decodable Text** (5-10 min.)
- Close** (2-3 min.) A good closing is interactive and includes retrieval practice.
- Provide Extended Practice in Small Groups** (3-5 min.)
- Read Connected Text in Small Groups** (10+ min.)

APPLY PHONICS

Strategy for Success

In Move 2, Kemery strongly suggests that students participate in engaging tasks that help them "realize that the number of sounds in a word may be different from the number of letters in it, strengthening sound-symbol correspondences" (page 63). As students develop this understanding, they become more equipped to decode and encode words accurately (F.1.3). One engaging task that develops students' understanding of sound-symbol correspondences is phoneme-grapheme mapping. In phoneme-grapheme mapping, students are given a word and then boxes, similar to the Elkonin (sound) boxes described for phonemic awareness instruction. Using only one box per sound, students write the grapheme(s) for each phoneme. Below are the explicit steps for phoneme-grapheme mapping:

- Teacher **states** the word and uses it in a sentence.
- Students **segment** the word orally.
- Students **place** a marker or dot in each box as they segment the word.
- Students **write** the grapheme(s) in the corresponding boxes.
- Students **read** the whole word aloud.
- Teacher **provides** corrective feedback as needed.

Adapted from Kemery, L. (2023) *7 Mighty Moves: Research-Backed, Classroom-Tested Strategies to Ensure K-to-3 Reading Success*. Scholastic.

CONNECT & PRACTICE AT HOME

How Can Families Help at Home?

[#AtHomeWithFCRR](#) also includes videos and materials to guide families through Student Center Activities focusing on phonics. Below are two links to videos supporting phonics development:

- Brown Bag It:** Students name the picture, identify the initial sound and place the picture under the letter that represents the initial sound.
- Change My Word:** Students practice building, blending and reading words with a common rime (vowel and consonant sounds following the onset), but different onset (initial consonant sound/sounds) by selecting a picture word board, naming the pictures, and placing the onset and rime cards to make the word under the picture.



RAISE Virtual Professional Learning Day for Literacy Coaches: January 14

Session 1

Coaching to Empower Teachers: An
Introduction to Instructional Coaching

9:00-10:15 am ET



Session 2

From Coaching Conversations to
Collegial Collaborations

10:30-11:45 am ET



Session 3

Coaching Teams: Building Collective
Efficacy

12:45-2:00 pm ET



New Worlds Reading Initiative

- Eligible VPK-Grade 5 students receive free books on a monthly basis until the student is promoted to Grade 6 or the parent opts out of the program. Family resources are also included for each book.
- A VPK-Grade 5 student is eligible if the student is not yet reading on grade level, has a substantial deficiency in early literacy skills or a substantial deficiency in reading, or scored below Level 3 on the most recent statewide, standardized ELA assessment.
- Distribution of books begins no later than October and continues through at least June.
- Over 11.8 million books have been distributed to over 490,000 students!





Literacy Micro-Credentials

Emergent (Birth-VPK)

- Next Term: February 2-May 26
- Application Window: December 8-19

Elementary (VPK-Grade 5)

- Next Term: December 8-February 24
- Application Window: November 3-21

Secondary (Grades 6-12)

- Next Term: December 8-February 24
- Application Window: November 3-21



Celebrate Literacy Week: January 26-30





2026 Summer Literacy Institutes

- Elementary
 - VPK-Grade 5
 - June 9-10, 2026
- Secondary
 - Grades 6-12
 - June 11-12, 2026





FOIL Literacy Breakout Sessions

- Bridging Policy and Practice: A Collaborative Look at Third Grade Literacy
 - Thursday, November 6
1:30-2:30 pm
- Improving Second Grade Literacy Outcomes: From Insights to Targeted Support
 - Thursday, November 6
2:45-3:45 pm
 - Thursday, November 6
4:00-5:00 pm





Strategic Improvement Updates

Dr. Peggy Aune

Vice Chancellor for Strategic Improvement



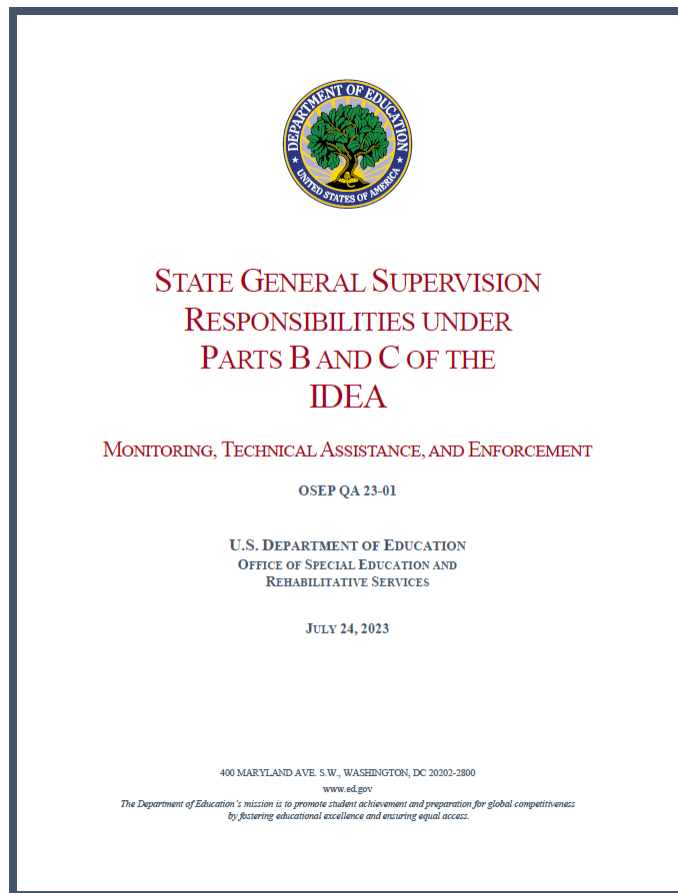
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Office of Special Education Programs (OSEP)

QA 23-01: Issued July 24, 2023



The United States Department of Education, Office of Special Education and Rehabilitative Services (OSERS) updated their guidance on the general supervision requirements of every state under IDEA.

OSERS clarified what is considered a reasonably designed general supervision system.

Source: [OSEP QA 23-01](#)



Dispute Resolution and Monitoring (DRM) Support

- The DRM team supports and assists districts with the following:
 - State Complaints
 - Communications
 - Alternative Resolution:
 - State-Facilitated Individual Educational Plan (SFIEP)
 - Mediation
 - Due Process
 - Monitoring:
 - Indicator 15 – Resolution Sessions
 - Indicator 16 – Mediation



Child Study Team Intervention

Section 1003.26, F.S.

**Frequent attempts at
communication
between teacher and
the family**

**Attempts to
determine the reasons
for the absences and
provide remedies if
available**

**Attendance
contracts**

**Referral to other
agencies for family
services**

**Evaluation for
alternative
education programs**




House Bill 1255 – Military Family Assistance Updates

- Section 1003.05, F.S. – Assistance to transitioning students from military families
 - School districts must develop and maintain Memoranda of Agreement (MOAs) with military installations.
 - MOAs must include strategies to support students of active-duty military personnel during school transitions.
- FDOE is developing a training module that will be provided to each district school board for distribution to all public and charter K-12 schools within their respective districts.
 - The training will focus on facilitating and expediting the transfer of educational records for K-12 students transferring from out-of-state schools.



Implementation – Workforce Credential Program

- The Bureau of Exceptional Education and Student Services (BEESS) is working with various offices and projects to develop the content, training, and delivery model for the workforce credential program.
- An existing course for students with disabilities, Career Experiences, is being updated to include badges for the Workforce Credential Program.



November 2025: State Board of Education Meeting to consider adoption of Career Experiences course.

December 2025: FDOE staff will train district and school staff.

January 2026: Students enroll in course and start earning badges.

January 2027: FDOE submits the first annual report to the Legislature.



Hope Florida Model Districts

- Bay – 42 schools
 - District Liaison: Christina Bordelon, Director of Student Services
- Hendry – 15 schools
 - District Liaison: Lynette White, Director of ESE and Student Services
- Lake – 52 schools
 - District Liaison: Kristine Landry, Director of Student Services
- Orange – 236 schools
 - District Liaison: Mariel Milano, Director of Family and Community Engagement
 - District Liaison: Mary Bridges, Senior Executive Director
- Pasco – 96 schools
 - District Liaison: Michelle Hudson, Supervisor of Social Work
- Sumter – 12 schools
 - District Liaison: Cookie Norman-Tadlock, Supervisor of Student Services
 - District Liaison: Lisa Melendez, Family Involvement Coordinator
- Suwannee – 11 schools
 - District Liaison: Kelly Waters, Director of Student Services



RESILIENCY FLORIDA

GRATITUDE Teacher Resource

GRADES
3-5

WHAT IS GRATITUDE?

Being thankful and showing appreciation with others.

BENCHMARKS

- ✓ **HE.3.K.1.1** Identify skills needed when working with others. Clarification: Listening, cooperating, taking turns and compromising.
- ✓ **HE.4.R.1.2** Identify the benefits of treating others with respect.
- ✓ **HE.5.R.2.6** Explain how attitudes and thoughts can influence your behavior and affect others.

PURPOSE

These interactive activities will help your students explore the characteristics of **gratitude** by being thankful and showing appreciation with others. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **gratitude**.

Suggested Introduction:

"Today, we are going to explore **gratitude**. **Gratitude** means being thankful and sharing appreciation with others. Expressing **gratitude** is a way we can show kindness to others. When we practice **gratitude**, we are showing others our appreciation for what they do."

Activities to Build Gratitude:

1 Gratitude Poetry

Divide students into groups and assign each group to write a poem focusing on **gratitude**. Introduce different types of poetry (e.g., acrostic, haiku, free verse) and provide a poetry prompt for each group. **Example poem prompts include:**

- Write an acrostic poem using the word "grateful."
 - Write a haiku poem about a situation for which you are thankful.
 - Write a free verse poem about the benefits of being grateful.
- Have students share their poems with the class and describe the types of poems they selected to write. Consider displaying the poems in the classroom or a hallway.



RESPONSIBILITY Teacher Resource

GRADES
K-2

WHAT IS RESPONSIBILITY?

Owning my actions, using good judgment and practicing self-control.

BENCHMARKS

- ✓ **HE.K.R.2.2** Demonstrate the ability to follow rules and directions.
- ✓ **HE.1.R.2.1** Identify my role and **responsibilities** in the school, community and family. Clarification: Following directions, rules and procedures.
- ✓ **HE.2.R.2.3** Demonstrate healthy ways to express needs, wants and listening skills. Clarification: Paying attention, making eye contact and raising my hand.

PURPOSE

These interactive activities will help your students own the characteristics of **responsibility** and how to use good judgment and self-control and owning their actions. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **responsibility**.

Suggested Introduction:

"Today, we are going to learn about **responsibility**. **Responsibility** means making good choices, demonstrating self-control and owning our actions. We demonstrate **responsibility** every time we think before we act. If a teacher says to raise your hand to be called on in class, and you listen to this rule and raise your hand before being called on, you are practicing **responsibility**. If a friend is speaking and you wait your turn before speaking, you are practicing **responsibility** by controlling your actions. Every time we use good judgment before making a decision, we are being **responsible**."

Activities to Build Responsibility:

1 "Simon Says" with a Twist

Help students practice following directions and paying attention in a fun way. Play "Simon Says" with a twist by including school-related commands (e.g., raise your hand to speak, stand quietly in line, put materials in safe classroom and school environments). Emphasize the importance of listening carefully, making eye contact and following rules.



CITIZENSHIP Teacher Resource

GRADES
6-8

WHAT IS CITIZENSHIP?

Helping my neighbor, community and nation.

BENCHMARKS

- ✓ **HE.6.R.3.2** Explore and develop ways to apply leadership skills in the school and the community.
- ✓ **HE.6.R.3.3** Identify the importance of volunteerism in positively affecting the community and nation.
- ✓ **HE.6.R.3.4** Identify ways to participate in our constitutional republic through public policy, voting and leadership positions.

PURPOSE

These interactive activities will help your students explore the characteristics of **citizenship** and make good choices that help the school, community and nation. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **citizenship**.

Suggested Introduction:

"You are familiar with **citizenship** and the importance of making good choices that help our community and nation. Today, we are going to explore **citizenship** and ways we can use our leadership skills and good character to help our community and nation. **Citizenship** requires being an active member in your school, community and nation. It means acting responsibly and serving the common good. By participating in things like voting, volunteering or helping classmates, you're contributing to a stronger, more supportive society where everyone can thrive."

Activities to Build Citizenship:

1 Class Election

Introduce students to the concept of voting by holding an election in the classroom. Students can vote on class activities, school improvement projects, a mock presidential election or who should lead a specific event. Reflect on the importance of voting in a representative government, how it helps in decision-making and how every citizen's voice counts. This activity could be extended by inviting a guest from the local superior of elections office, or sharing books and articles about the importance of voting.



CRITICAL THINKING & PROBLEM SOLVING Teacher Resource

GRADES
9-12

WHAT IS CRITICAL THINKING & PROBLEM SOLVING?

Gathering information to think through and determine the best solution.

BENCHMARKS

- ✓ **HE.9.12.R.1** Analyze the importance of character and grit to achieve individual outcomes.
- ✓ **HE.9.12.R.2** Generate and apply alternative solutions when **resolving problems** or resolving conflict.
- ✓ **HE.9.12.R.3** Describe ways to anticipate, avoid or de-escalate conflicts.

PURPOSE

These interactive activities will help your students explore the characteristics of **critical thinking and problem solving** and ways to **resolve problems**, avoid and de-escalate conflicts. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **critical thinking and problem solving**.

Suggested Introduction:

"You are familiar with using **critical thinking and problem solving** skills to gather information to think through and determine the best solution. These skills help you approach issues logically, think creatively and adapt to new situations. You practice these skills every time you take a test, build your class schedule, pursue a hobby or strengthen friendships. By developing these skills, you prepare yourself to tackle real-world problems with confidence and creativity, setting the stage for future success."

Activities to Build Critical Thinking and Problem Solving:

1 "Conflict De-Escalation Toolkit"

This is a supplemental document to support the 9-12 Critical Thinking and Problem Solving Teacher Resource.

www.bulldresiliency.org

CRITICAL THINKING & PROBLEM SOLVING Conflict De-Escalation Toolkit

Anticipating Conflict Strategies

Avoiding Conflict Strategies

Conflict De-Escalation Strategies

This is a supplemental document to support the 9-12 Critical Thinking and Problem Solving Teacher Resource.
www.bulldresiliency.org

NEW Teacher Resources



RESILIENCY
FLORIDA



Resiliency Coach Training



Florida Teacher Standards for ESOL Endorsement

- Communication and Understanding for English Language (CU)
- Applied Linguistics (AL)
- Methods of Teaching ESOL (MT)
- ESOL Curriculum and Materials Development (CM)
- Testing and Evaluation of ESOL (TE)



Florida Teacher Standards for ESOL Endorsement

In the CU strand:

- Standard 1: Learning of Academic Content and Language for ELLs

In the AL strand:

- Standard 1: Language as a System

In the MT strand:

- Standard 1: ESOL Requirements and Practices
- Standard 2: English Language Acquisition and Development
- Standard 3: Standards-Based ESOL and Content Instruction

In the CM strand:

- Standard 1: Planning for Standards-Based Instruction for ELLs
- Standard 2: Effective Use of Resources and Technologies

In the TE strand:

- Standard 1: Key Factors and Considerations in Assessment for ELLs
- Standard 2: Classroom-Based Assessment for ELLs



ESOL Endorsement Matrix

School districts and state-approved teacher preparation programs are required to submit their ESOL endorsement matrices to FDOE by June 1, 2026, for review and approval based upon the revised strands, standards and performance indicators.



Accountability for All Students

State Accountability

- Schools that receive a **school grade**; and
- Schools that receive a **school improvement rating**

MAY ALSO
RECEIVE A

Federal Designation under the Every Student Succeeds Act (ESSA)

- Additional Targeted Support and Improvement (**ATSI**);
- Targeted Support and Improvement (**TSI**); or
- Comprehensive Support and Improvement (**CSI**)



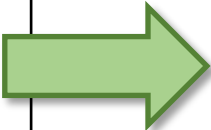
Every Student Succeeds Act (ESSA)

Identification of Schools

| Category | Criteria |
|---|--|
| ATSI Additional Targeted Support and Improvement | A school not identified for CSI but has one or more subgroups with a Federal Index below 41%. |
| TSI Targeted Support and Improvement | A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |
| CSI Comprehensive Support and Improvement | A school can be identified as CSI in any of the following 4 ways: <ol style="list-style-type: none">1. Have an overall Federal Index below 41%;2. Have a graduation rate at or below 67%;3. Have a school grade of D or F; or4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |



Federal Index Consecutive Years Timeline

| Federal Index Identification (Consecutive Years) | School Year of Federal Index Calculation | School Year for Support (Based on School Year of Federal Index Calculation) |
|--|--|---|
| 5 | 2023-2024 | 2024-2025 |
|  6 | 2024-2025 (1 st year a school can be designated as CSI for a Federal Index below 41% in the same subgroup(s) for 6 consecutive years) | 2025-2026 |



Comprehensive Support Grant (CSG)

Funds will be allocated to Local Educational Agencies (LEAs) to serve public district and charter Title I schools implementing comprehensive and targeted support and improvement activities.

Target Population(s)

Students attending an eligible public district or charter Title 1 school.

Eligible Applicant(s)

LEAs with Title I schools are eligible to apply for funding if the schools meet the following criteria from the 2025 Federal Index and Support Categories list:

- ***Federal Index below 41% in the same subgroup(s) for 6 consecutive years.***

**Schools with fewer than 100 students enrolled during the prior year Survey 3 are not eligible for funding.*



Comprehensive Support Grant (CSG)

Total Funding Amount: \$39,282,943

DJJ, Alternative and ESE Center Schools: \$30,000 per eligible school

K12 General Education Schools: \$79,349.45 per eligible school

REGION 1

Bay, Escambia, Franklin, Gadsden, Gulf,
Hamilton, Holmes, Jackson, Leon,
Madison, Okaloosa, Santa Rosa,
Suwannee, Wakulla, Walton, Washington,
FAMU Lab School

REGION 3

Charlotte, Citrus, DeSoto, Hardee,
Hernando, Hillsborough, Lake,
Manatee, Pasco, Pinellas, Sarasota

REGION 2

Alachua, Bradford, Brevard, Clay,
Columbia, Duval, Flagler, Marion,
Orange, Putnam, Seminole, St. Johns,
Volusia, Levy, UCP

REGION 4

Broward, Collier, Glades, Hendry,
Highlands, Lee, Martin, Miami-Dade,
Okeechobee, Osceola, Palm Beach, Polk,
St. Lucie



Comprehensive Support Grant (CSG)

Budget / Program Performance Period

The budget period begins on October 24, 2025, (or the date the application is determined to be substantially approvable) and ends on July 31, 2026. Expenditures purchased before the budget period begins will not be reimbursed.

Application Due Date

November 14, 2025, at 5:00 p.m. ET

Application Process

Application must be submitted electronically via the secure ShareFile by November 14, 2025. This application will **not** be submitted in CIMS.

Application includes required forms:

- DOE 100A Project Application Form
- DOE 101 Budget Narrative Form Comprehensive Support Grant Application (Excel)
- Comprehensive Support Grant District Plan and Assurances



Investing CSG Funds for Student Impact

**Professional Learning
Activities**

**Certification
Stipends**

**Recruitment and Retention
Incentives**

**Targeted Supports for
Underperforming Subgroups**



Family Empowerment Scholarship and District Cross-Checks

Adam Emerson, Executive Director
Office of Independent Education and Parental Choice



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Family Empowerment Scholarship Cross-Checks

- More than 550,000 students receiving the Family Empowerment Scholarship (FES) and the Florida Tax Credit Scholarship (FTC) in 2025-2026.
- **Statutorily Required Payment Schedule:**
 - Payments to Scholarship Funding Organizations follow a statutory schedule as required by s. 1002.394(12)(a)2.a.-b., F.S.
 - **August 1:** This payment was made for **renewing students**.
 - **September 1:** This payment was made for **new students** entering the program.
 - **November 1**
 - **February 1**
 - **April 1**



Family Empowerment Scholarship Cross-Checks

- FDOE receives and submits student and payment information through its online portal.
- Each district currently has a liaison (typically the charter or home education liaison) with access to the portal; however, Superintendents and Chief Financial Officers, or their designees, may also request access by emailing FESdistrictreport@fldoe.org. Access is password protected.
- What the portal includes ...
 - Student files for:
 - Family Empowerment Scholarship for Education Options (FES-EO)
 - Family Empowerment Scholarship for Unique Abilities (FES-UA)
 - Florida Tax Credit Scholarship (FTC) and Personalized Education Programs (PEP)



Family Empowerment Scholarship Cross-Checks

- Before any scholarship payment, district superintendents and their staff can view the students in their district scheduled to receive a payment.
 - FES and FTC/PEP files are viewable.
- Any matches would “freeze” that student’s scholarship until resolution.
- FDOE has been working with the scholarship funding organizations to expedite a resolution.
 - Resolution includes the Standard Withdrawal Form for Students Entering K-12 Scholarship Programs.



Family Empowerment Scholarship Cross-Checks

- Matched students should be reported to FESdistrictreport@fldoe.org in a single batch for each program, using the downloadable format available on the student file page.
- Cross check all students in your district's student file. Report back those matched students that the district would report for funding in the full-time equivalent (FTE) survey.
 - Districts should not disenroll these students.
- Downloadable report format requests the following fields:
 - Current public school enrollment (MSID)
 - Most recent enrollment date
 - Most recent withdraw date



Division of Early Learning

Cari Miller
Chancellor of Early Learning



DEL Goals

1

Engage families as their child's first teacher and support them in making informed decisions on high-quality child care that best meets their family needs.

2

Support families by providing high-quality child care as they work to become economically self-sufficient.

3

Build high-quality early learning programs to meet the individual needs of all children.

4

Increase the knowledge and skills of early learning professionals to provide high-quality care and education.

5

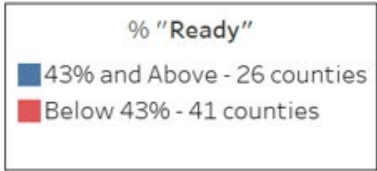
Increase Kindergarten readiness, setting children on a path to learn, graduate and succeed.



Importance of Kindergarten Readiness

- **90%** of a child's brain is fully developed by the age of 5.
- For children who enter kindergarten behind, **roughly 75%** will never catch up to their classmates.
- The **strongest predictors of later achievement** are school-entry math, reading and attention skills.
- State and local **prekindergarten programs**, almost without exception, **improve academic readiness for school**.
- Participants in Florida's VPK program **scored higher on third-grade language arts tests** than did nonparticipants.
- Participation in an **early childhood experience** (child care or preschool) **increases high school graduation rates**.





- www.FLDOE.org**



Program Assessment

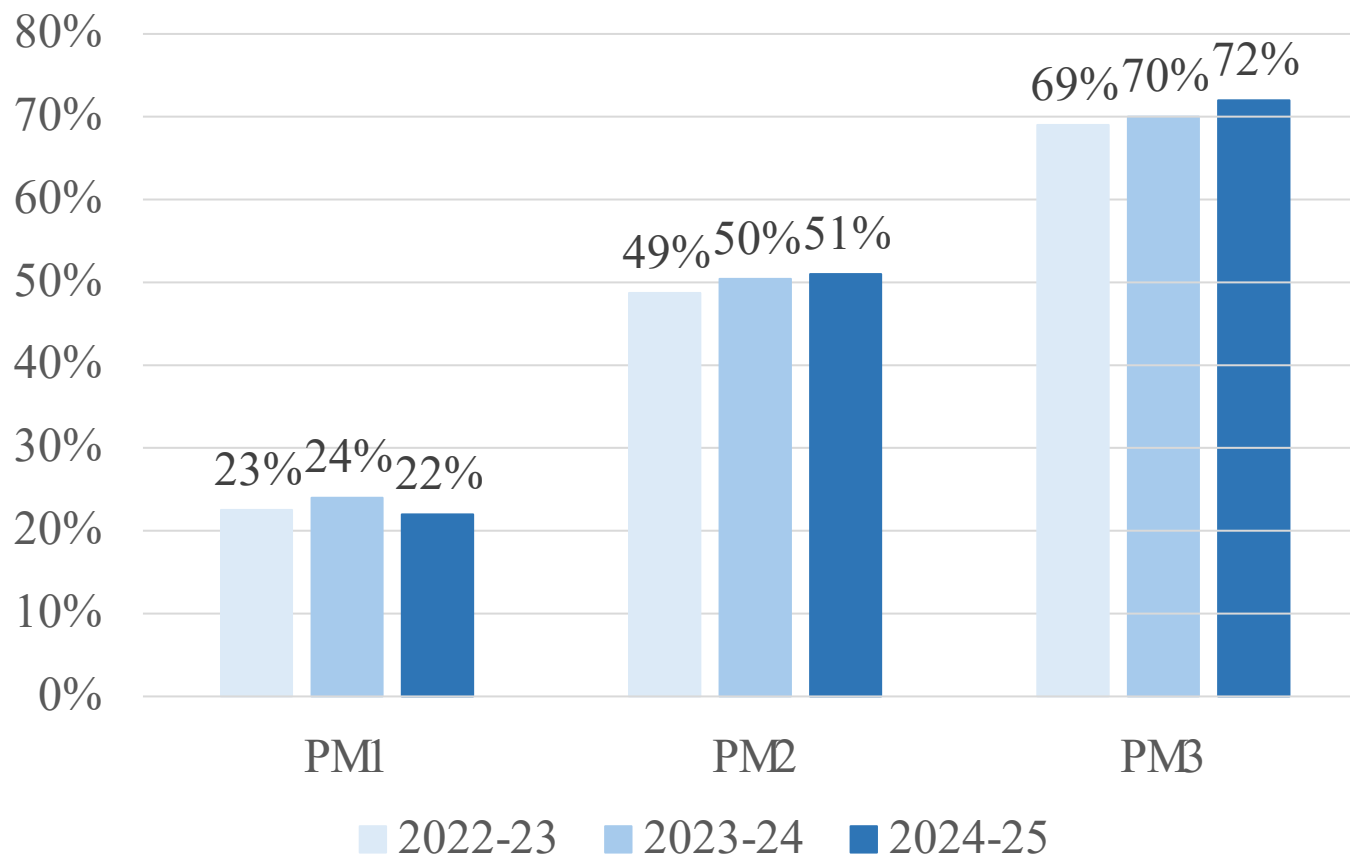
- CLASS = **C**lassroom **A**ssessment **S**coring **S**ystem is a research-based method of measuring, evaluating and improving teacher-child interactions from infant care through Prekindergarten.
- Early Learning Coalitions (ELCs) are responsible for administration of CLASS, which must be conducted by qualified individuals.
- Providers of School Readiness (SR)/Voluntary Prekindergarten (VPK) must have a 4.00 composite score to contract in future years.
- Over 99% of SR and VPK providers scored 4.0 or higher.

| Program | 2019- 2020 | 2020- 2021 | 2021- 2022 | 2022- 2023 | 2023- 2024 | 2024- 2025 |
|--------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| School Readiness (Fiscal Year) | 4.43 | 4.78 | 4.85 | 4.95 | 5.11 | 5.23 |
| VPK (School-Year) | - | - | - | 5.08 | 5.21 | 5.31 |



2024-2025 VPK FAST Star Early Literacy Overall Results

All Tested VPK Completers (Combined) Percent Scoring “Kindergarten Ready” and Above

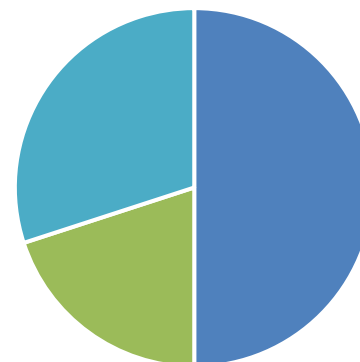




2024-2025 VPK Provider Designations Results

A provider's performance metric is made up of three components:

- 50% Program Quality
- 20% Student Achievement
- 30% Student Learning Gains



6,240 providers earned a designation and/or incomplete status

- **88%** of providers met or exceeded expectations.
- **7%** of providers did not meet expectations and are placed on probation.
- **5%** of providers received an incomplete status.

| Designation | Percent of Providers | Provider Count |
|--------------------|----------------------|----------------|
| Excellent | 33% | 2,066 |
| Above Expectations | 31% | 1,941 |
| Meets Expectations | 24% | 1,493 |
| Below Expectations | 6% | 373 |
| Unsatisfactory | 1% | 43 |
| Incomplete | 5% | 324 |



Providers on Probation (POP)

VPK provider who earn a designation of Below Expectations or Unsatisfactory for a program type (school-year or summer) must be placed on probation. POPs must develop and complete a coalition-approved improvement plan each year they are on probation.



Approved
Curriculum



Staff
Development



Communication
Plan





Know Your Schools

www.KnowYourSchoolsFL.org

- Florida's KnowYourSchools portal – a one-stop shop for various education data resources, including state, district and school report cards, as well as assessment and accountability advanced reporting.
- **Key Performance Indicator:**
 - Shows progression of VPK completers through grade 3.
 - Compares percent of VPK completers scoring Level 3 or above by the end of 3rd grade to non-VPK participants.



VPK Updates



- **VPK's 20th Birthday**
 - Celebrating the 20 years of VPK program impact for over 3.1 million children and their families.
 - A birthday toolkit is available: [VPK 20th Birthday Celebration!](#)
- **VPK 70% Substantial Completion Policy Change**
 - Allows families to reenroll their child with another VPK provider at any time during the VPK program year provided they meet specific reenrollment circumstances provided in amended Rule 6M-8.210, F.A.C.
 - Creates more parental choice and removes unnecessary hardship on families needing to transfer to a new VPK provider during the program year due to circumstances that are beyond their control.
- **New VPK Professional Learning Opportunities**



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Upcoming FDOE Professional Learning Events



Upcoming Events – November/December

- Civics Regional Professional Learning
 - November 8 – St. Petersburg
 - November 15 – Sunrise
- Literacy Coach Endorsement Boot Camp (Cohort 5)
 - November 18-19 – St. Petersburg
- Purple Star Teacher Leadership Meeting
 - December 4 – Panama City Beach



Upcoming Events – January/February

- Civics Regional Professional Learning
 - January 10 – TBD
- Florida Future Educators of America State Conference
 - January 16-18 – Orlando
- Celebrate Literacy Week
 - January 26-30 – Statewide
- Literacy Coach Endorsement Boot Camp (Cohort 5)
 - February 3-5 – St. Petersburg
- Capitol Complex Civics Immersion Experience
 - February 11-13 – Tallahassee



Upcoming Events – March/April

- Sunshine State Scholars
 - March 5-6 – Orlando
- Civics Regional Professional Learning
 - March 7 – TBD
- Literacy Coach Endorsement Boot Camp (Cohort 5)
 - April 2 – Virtual



Florida Organization of Instructional Leaders

Florida Department of Education Updates

November 6, 2025



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