



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

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FLORIDA DEPARTMENT OF
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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

Vehicles Driving Literacy Policy and Initiatives

**CARES Act/
ESSER II/ARP**

**2021:
HB 7011
& HB 3**

**2022:
SB 2524**

**2023:
HB 5101
& HB 7039**

**2024:
HB 5101,
HB 1361, SB 46
& SB 7004**

**Literacy
Grants**

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

- Each school district must implement a system of comprehensive reading instruction for students enrolled in PreK through grade 12.
- Districts must develop CERPs on an annual basis and submit to Just Read, Florida! for approval by August 1, after approval by the governing board or authority.
- The CERP includes the district's approach to leadership, professional learning, literacy coaching, assessment, curriculum, instruction and intervention.
- The CERP focuses districts on evidence-based reading practices proven to work.



Florida's FORMULA FOR READING SUCCESS

6 + 4 + T1 + T2 + T3

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

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

Evidence-Based Practices & Programs

- **Evidence-based instructional materials** have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in 20 U.S.C. s. 7801(21)(A)(i) and comply with s. 1001.215, F.S.
- **FCRR Reading Program Repository:**
www.fcrr.org/educators
- **Reputable sites** to support your research on evidence-based practices and programs to meet your target population:
 - Evidence for ESSA
 - What Works Clearinghouse
 - National Center for Intensive Intervention

2024-2025 Instructional Materials Adoption Cycle

- The current instructional materials adoption cycle includes ELA (K-12) and ELA Interventions (K-3).
- It is required that the primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding.
- The identified reading instructional and intervention programs for foundational skills may not include strategies that employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
- Such programs may include visual information and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading, pursuant s. 1001.215(7), F.S.
- The Department shall provide a list of state examined and approved comprehensive reading and intervention programs.

Read-At-Home Plan

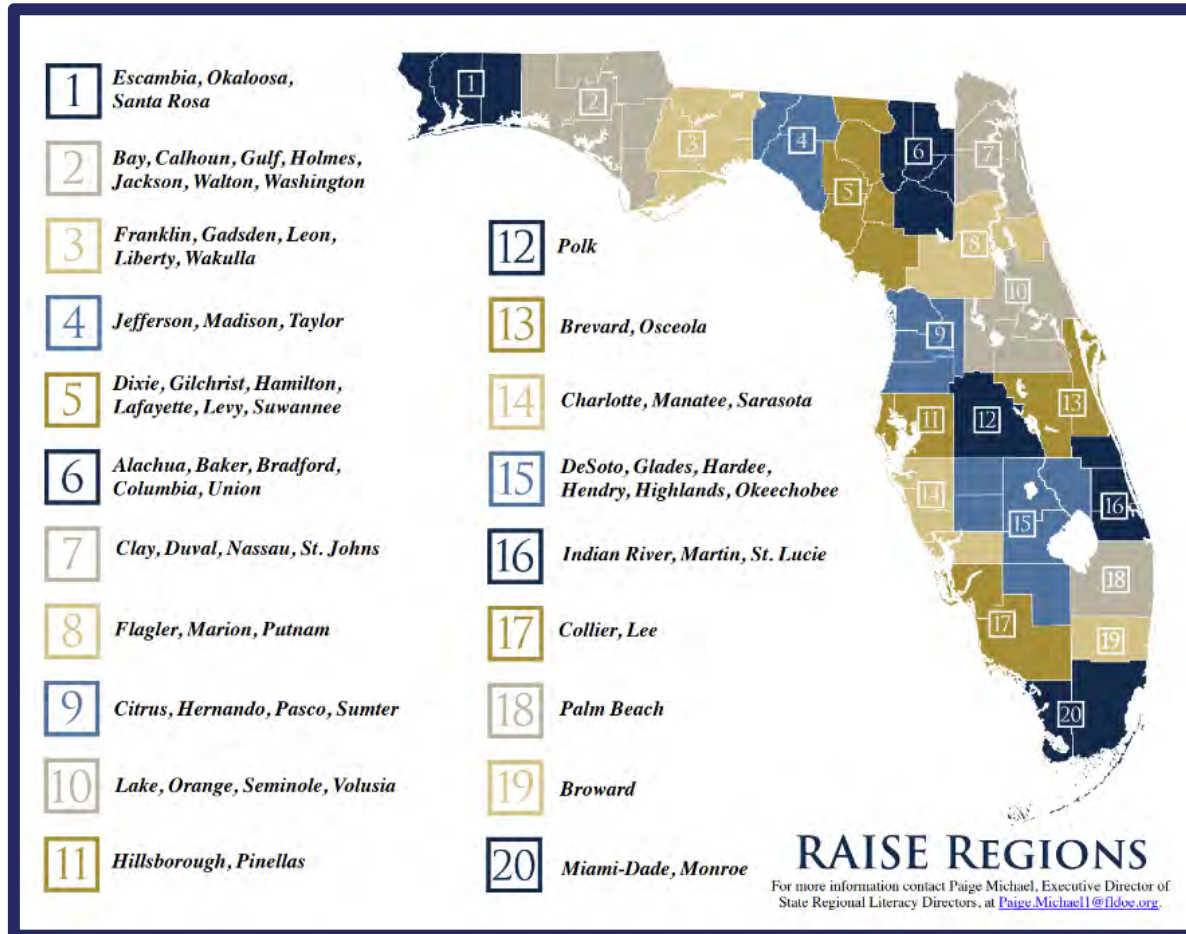
A read-at-home plan is required to be provided to parents of any K – grade 3 student who has been identified with a substantial reading deficiency. FDOE provides digital resources that each school district must include in the read-at-home plan.

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



**READ-AT-HOME
PLAN RESOURCES**

State Regional Literacy Directors (SRLDs)



2024-2025 RAISE Tiers of Support Initial Criteria

- **Universal Support (1,165 schools)**
 - Grades K-2: Fifty (50) percent or more students score below the 40th percentile in any grade level on the Spring 2024 coordinated screening and progress monitoring system
 - Grades 3-5: Fifty (50) percent or more students score below a Level 3 in any grade level on the Spring 2024 statewide, standardized English Language Arts assessment
- **Targeted Support (496 schools)**
 - Grade 2: Fifty (50) percent or more students score below the 40th percentile on the Spring 2024 coordinated screening and progress monitoring system
- **Intensive Support (207 schools)**
 - Grade 3: Sixty-six (66) percent or more students score below a Level 3 on the Spring 2024 statewide, standardized English Language Arts assessment



UNIVERSAL

Webinar Series, Book Studies, Article Studies, Office Hours

Regional Rallies and Literacy Institutes

B.E.S.T. Standards for English Language Arts (ELA) and Science of Reading Professional Learning

District Reading Plan Implementation, Reflection and Improvement Planning

Literacy Leadership Team Professional Learning

Literacy Coach Professional Learning

★ STATE/REGION/DISTRICT ★

TARGETED

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

School Improvement Planning Support to Develop Literacy Goals

Literacy Leadership Team Professional Learning and Implementation Planning

Literacy Coach Professional Learning and Ongoing Support

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

Differentiated Support Based on Data

★ DISTRICT/SCHOOL ★

INTENSIVE

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

School Improvement Plan Development and Implementation Support

Literacy Coach Professional Learning and Ongoing Support

Evidence-based Instructional Planning Aligned to B.E.S.T. ELA Standards and Science of Reading

Differentiated Ongoing Support Based on Data

★ SCHOOL ★

RAISE Universal Support



Universal Webinars 2024-2025

- The Science of Reading in Action in the B.E.S.T. ELA Classroom
- Accelerating Student Growth Through Data-Based Problem Solving for Tier 1 Instruction
- Using Small Groups to Accelerate Learning



RAISE Universal Support

UNIVERSAL NEWSLETTER

RAISING LITERACY

ISSUE NO. 2 | FALL 2024

What is Raising Literacy? **Raising Literacy**, a quarterly newsletter produced by the Florida Department of Education's State Regional Literacy Directors (SRLDs), provides resources and information on a variety of topics, such as the science of reading, evidence-based pedagogy, literacy leadership, the B.E.S.T. English Language Arts (ELA) Standards and more.

STRATEGY SPOTLIGHT

When students can intentionally develop appropriate voice and tone in their writing, they are more likely to engage their readers and convey a strong command of language. We can support this learning by using mentor texts. According to the What Works Clearinghouse (WWC) practice guide, [Teaching Elementary School Students to Be Effective Writers](#), students learn to develop their own voice and tone by noting the features of good writing in the texts that they read. Teachers select exemplary models of writing, explicitly drawing students' attention to aspects of the author's craft based on the goals of the lesson. In order for students to internalize and apply the "features of good writing" from exemplar texts, students "may specifically focus on emulating sentence patterns or identifying and substituting words in appropriate places" (p. 22). The practice guide recommends text-based exercises to make students comfortable with both "analyzing and emulating writing styles," (p. 22) so they may be better able to express their own meaning in benchmark-aligned writing. This strategy for voice and tone development aligns with the ELA Expectation 6.1. See the table in "Content Connection" below for more!

CONTENT CONNECTION

ELA Expectations	
ELA.K.12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K.12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K.12.EE.3.1	Make inferences to support comprehension.
ELA.K.12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K.12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K.12.EE.6.1	Use appropriate voice and tone when speaking or writing.

The six ELA Expectations can be found in Appendix A of Florida's B.E.S.T. ELA Standards (p. 147). They are the compass that guides teachers in cultivating well-rounded, skilled readers and communicators. By weaving these expectations into daily literacy-based and content-area instruction, educators empower students to thrive in a rapidly evolving world. These skills go beyond the boundaries of ELA instruction. They offer students different ways to engage in content area benchmarks, rooted in language. These expectations are the pillars of our teaching – nurturing the next generation of collaborative, articulate, critical thinkers.


DID YOU KNOW ?

Scarborough's Reading Rope is a model used to demonstrate how the components of language comprehension and word recognition become interwoven to increase skilled reading. When developing reading instruction, teachers should account for student needs across the strands of the rope, so all students can access grade-level complex text.

Scarborough, R. S. (2001). *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice*. In S. Newman, R. S. Glisson (Eds.), *Handbook for research in early literacy* (pp. 17-126). New York, NY: Guilford Press.

www.fldoe.org

RAISE Universal Support



2024-2025

Upcoming RAISE Universal Opportunities
Provided by State Regional Literacy Directors (SRLDs)

<p>Grades K-2 Paper2Practice</p>	<p>Grades 3-5 Book Club</p>
<p>Collaborate with SRLDs and other educators across the state in learning, synthesizing and determining classroom application of strategies based on Joan Sedita's <i>The Writing Rope</i>. The articles below are resources that will be provided to participants:</p>	<p>Collaborate with SRLDs and other educators across the state to enhance knowledge of literacy theory and pedagogy while connecting research to instructional practices based on Joan Sedita's <i>The Writing Rope</i>. Participants are required to have a copy of the text below:</p>

RAISE Spotlight on Success

- **District-level**

- Fluency initiative
- Professional learning series
- Knowledge and capacity building

- **School-level**

- Writing
- Cross-school collaboration
- Site-based coaches

Science of Reading: An Introduction Course

- Free, online professional learning course (5 hours)
- Designed specifically for K-12 classroom educators but may also be useful for school administrators, other school personnel, pre-service teachers, and college and university faculty to gain a better understanding of the science of reading
- Access through the Independent Course Catalog on fl-pla.org
- Launched in October 2023
 - 1,407 completers
 - 4,411 currently enrolled



Literacy Coach Endorsement

Face-to-Face (Boot Camps)



- Launched in Summer 2022.
- Facilitated face-to-face by SRLDs.
- 637 educators have earned the Literacy Coach Endorsement in Cohorts 1-3 of the FCRR pathway.
- Cohort 4 started October 1st.
- 138 district personnel have been trained to facilitate the FCRR pathway in their districts.

Online



- Launched in Fall 2022.
- Facilitated online by navigators.
- 297 educators have earned the Literacy Coach Endorsement in Cohorts 1-2 of the Lastinger pathway.
- Cohort 3 started September 17th.
- 30 district personnel are being trained to facilitate the Lastinger pathway in their districts.

Literacy Micro-Credentials

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



FLAMINGO
LITERACY





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 schools and 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 the capacity of teachers and coaches 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. Each 90-minute session is followed by 90 minutes of collaborative applied activities at your school site, for a total of approximately 24 hours of professional learning.

Overview of Literacy and Leadership Sessions

Session	Objective	Tool	Length	Florida's Educational Leadership Standards
1	Why Leadership and Literacy?	Overview of the Roadmap to Implementing Evidence-Based Literacy Practices & Lead for Literacy Framework	90 minutes	FELS.1. c,d FELS.3. b,c,f FELS.4. a,b,c FELS.5. c FELS.7. a,b,c
2	The Science of Reading	What Works Clearinghouse (WWC) Practice Guides & Literacy Mission, Vision, & Goals	90 minutes	FELS.2. a,b,c,d,e FELS.3. b,c,d,f FELS.4. b, c FELS.5. c
3	Understanding and Evaluating Evidence-Based Practices	FCRR Reading Program Repository, WWC, Evidence for ESSA & National Center for Intensive Interventions Tools Charts	90 minutes	FELS.3. d,f FELS.4. b,c
4	Using Your Implementation Team	School Leader's Literacy Walkthrough Tool, Self-Study Process & REL Self-Study Guides	90 minutes	FELS.2. a,b,c,d,e FELS.4. b,c,d,e,f,g FELS.5. b,c,d FELS.7. a,b,c
5	Creating a Logic Model for Implementing & Evaluating Evidence-Based Practices	REL Logic Model Tools, School Improvement Plans & FDOE Comprehensive Evidence-Based Reading Plans (CERP)	90 minutes	FELS.2. a,b,c,d,e FELS.3. b,c,d,f FELS.4. b,c,d,e,f,g FELS.5. b,c,d FELS.6. b,c,d,e,f,g,h,i FELS.7. a,b,c FELS.8. d,e
6	The Inputs: Selecting Materials, Strategies, & Assessments	CERP Assessment/Curriculum Decision Trees, WWC Practice Guides & National Center for Intensive Interventions Tools Charts	90 minutes	FELS.2. b FELS.3. b,c,d,f FELS.4. b,c,d,e,f,g FELS.6. b,c,d,e,f,g,h,i
7	The Outputs: Implementing Evidence-Based Practices	REL Professional Learning Communities & National Center for Improving Literacy Toolkits	90 minutes	FELS.2. c FELS.3. b,c,d,f FELS.4. b,c,d,e,f,g FELS.7. a,b,c,d
8	The Outcomes: Ongoing Evaluation of Evidence-Based Practices	REL Continuous Improvement in Education: Toolkit for Schools & Districts, REL Self-Study Guides & CERP Reflection Tool	90 minutes	FELS.2. d FELS.3. b,c,d,f FELS.4. b,c,d,e,f,g FELS.5. c,d FELS.6. g FELS.7. a,b,c,d FELS.8. a,b,c,d,e

Reading Endorsement

- Two high-quality state pathways to earn Reading Endorsement:
 - UF Lastinger Center Literacy Matrix ([Online](#))
 - Instructed by UF Lastinger Center Course Facilitators
 - FCRR Reading Endorsement Pathway (Face-to-Face)
 - Instructed by District Literacy Cadre Trainers
- Effective July 1, 2024, instructional personnel cannot earn a Reading Endorsement solely by achieving a passing score on the Reading K-12 exam (s. 1012.586, F.S.).

Who's Required To Be Reading Endorsed/Certified?

- Teachers who teach summer reading camps for third grade students scoring Level 1 on statewide, standardized ELA assessment (s. 1008.25, F.S.)
- Teachers instructing retained third grade students (s. 1008.25, F.S.)
- Teachers providing Tier 3 reading intervention must possess a literacy micro-credential or be endorsed/certified in reading (Rule 6A-6.053, F.A.C.)
- Literacy coaches (Rule 6A-6.053, 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 in Rule 6A-4.0051, F.A.C., pursuant to s. 1012.585, F.S. (s. 1004.04, F.S.)
- Candidates entering an ITP, EPI, or PLCP for a certificate area identified in Rule 6A-4.0051, F.A.C., pursuant to s. 1012.585, F.S. (ss. 1004.04 and 1004.85, F.S.)

RAISE High School Tutoring Program

Tutoring Program

- Training was deployed for the High School Tutoring Program to districts opting to participate.
- Participating districts must recruit, train and deploy eligible tutors in RAISE schools.
- Tutors may earn up to 3 credit hours.
- Tutors may use unpaid hours for community service requirements.
- Tutors providing at least 75 hours of tutoring are designated as New Worlds Scholars by FDOE.

New Worlds Scholars

- In the 2022-2023 school year, 65 high school tutors received the New Worlds Scholar designation.
- In the 2023-2024 school year, 139 high school tutors received the New Worlds Scholar designation.



Third Grade Progression Power Hour

Save the Date

Who: District Administrators,
School Administrators and
Literacy Coaches

When: The third Thursday of
each month!

What: All things third grade
to support districts, schools
and students to improve
student outcomes!

Third Grade Progression
Power Hour

Thursday, January 16th
3:00-4:00 pm ET

**Topic: Using PM2 Data to
Maximize Student
Outcomes**



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General Session Recap

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

Amendments to the CERP rule:

- Add criteria for determining if a VPK student has a substantial deficiency in early literacy skills;
- Require students, immediately following identification of a substantial deficiency in early literacy skills, to be provided interventions in early literacy skills that are intensive, explicit, systematic and multisensory;
- Require that remedial and supplemental instruction resources must be prioritized for VPK students who have a substantial deficiency in early literacy skills; and
- Require that, for students with a substantial deficiency in reading, an individualized progress monitoring plan must be developed no later than 45 days after the results of the coordinated screening and progress monitoring system become available.

Summer Bridge Program (Rule 6A-6.0530, F.A.C.)

- School districts will offer the Summer Bridge Program to eligible students from private and public VPK providers during the summer prior to entering kindergarten.
- Eligible VPK students are those who score below the 10th percentile or receive a non-participation status of “assessment inappropriate,” “failed practice,” or “non-English speaker” on PM3.
- Every VPK program will provide parents with the results of PM3, including a statement of eligibility for the Summer Bridge Program.

Summer Bridge Program (Rule 6A-6.0530, F.A.C.)

- Instructional requirements for implementation include:
 - 4 hours a day for a minimum total of 100 instructional hours.
 - Instruction aligned to FELDS with emphasis on oral language development and emergent literacy skills.
 - In-person instruction in an elementary school setting with a maximum 1:12 instructor-student ratio; and
 - Instructors must meet the school year or summer prekindergarten instructor qualifications or possess a valid active Florida educator certificate in Elementary Education K-6, Pre-Kindergarten/Primary Education PK-3 or Preschool Education Birth-Age 4.

Summer Bridge Program (Rule 6A-6.0530, F.A.C.)

School districts must:

- Enroll eligible students who meet district registration requirements;
- Keep a daily record of a student's attendance in the program;
- Notify the parent that the enrolled student is eligible to participate in the New Worlds Reading Initiative, as described in s. 1003.485, F.S.;
- Notify the parent that the enrolled student is eligible for a New Worlds Scholarship Account, as described in s. 1002.411, F.S.; and
- Provide an annual report to the Department by October 1.

School districts will receive information on Requests for Application (RFA) and funding allocations as soon as they become available.

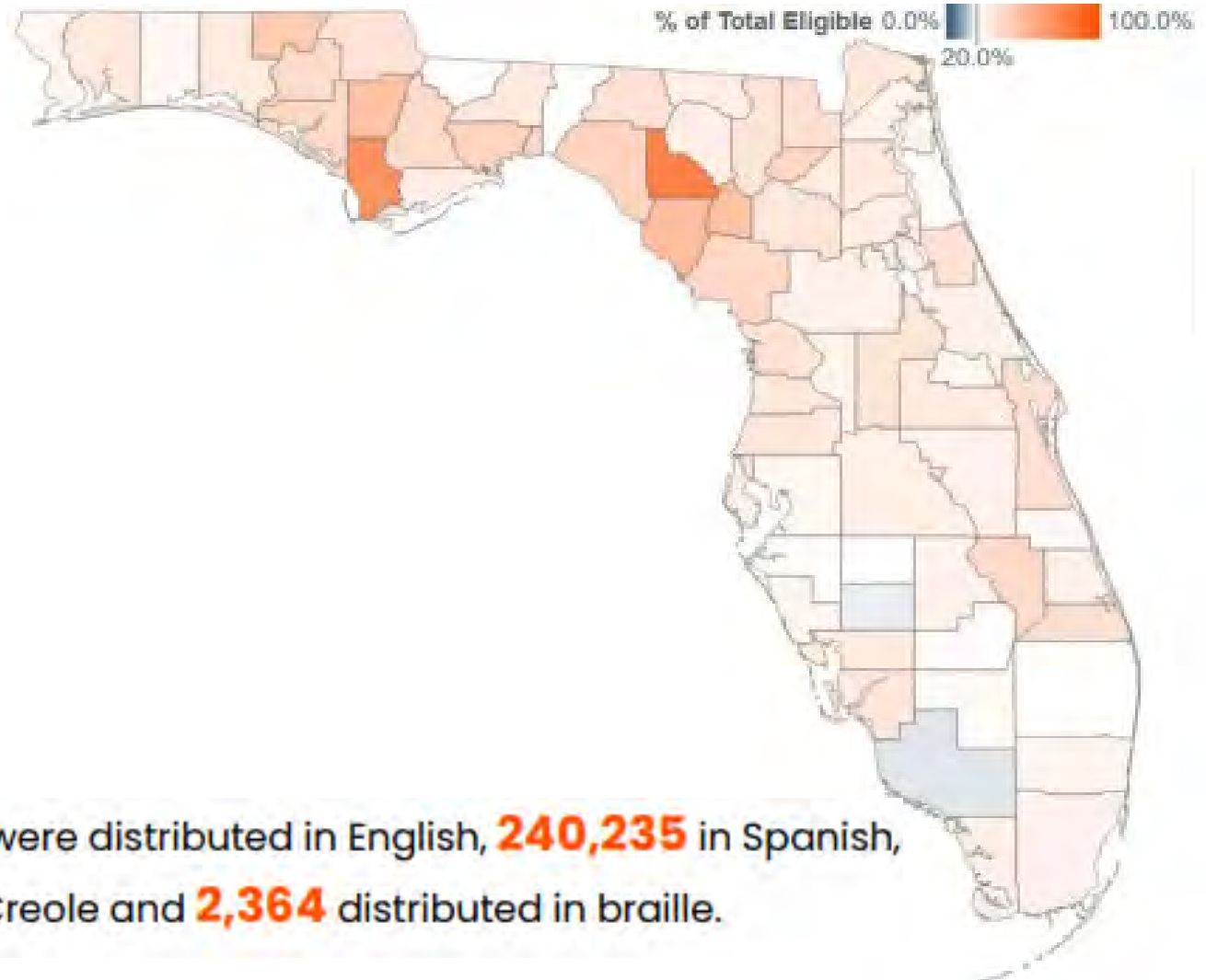
New Worlds Reading Initiative (NWRI)

**new
worlds
reading** }



- Eligible VPK – grade 5 students receive free books on a monthly basis until the student is promoted to 6th grade 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 7.9 million books have been distributed to over 350,000 students!

NWRI 2023-2024 Enrollment



3,142,457 books were distributed in English, **240,235** in Spanish, **21,342** in Haitian Creole and **2,364** distributed in braille.

New Worlds Scholarship Accounts

- Parents of eligible students have access to scholarship accounts, worth **\$1,200** each, for instructional materials, part-time tutoring, and summer and after-school programs to improve literacy or mathematics skills.
- Effective July 1, 2024, the New Worlds Scholarship Accounts expanded to include eligible VPK – grade 5 students who:
 - have a substantial deficiency in early literacy or early mathematics skills;
 - have a substantial deficiency in reading or mathematics;
 - exhibit characteristics of dyslexia or dyscalculia; or
 - scored below Level 3 on the most recent statewide, standardized ELA or Mathematics assessment.

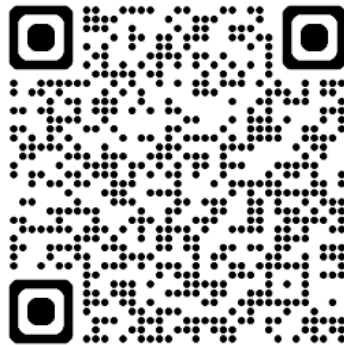




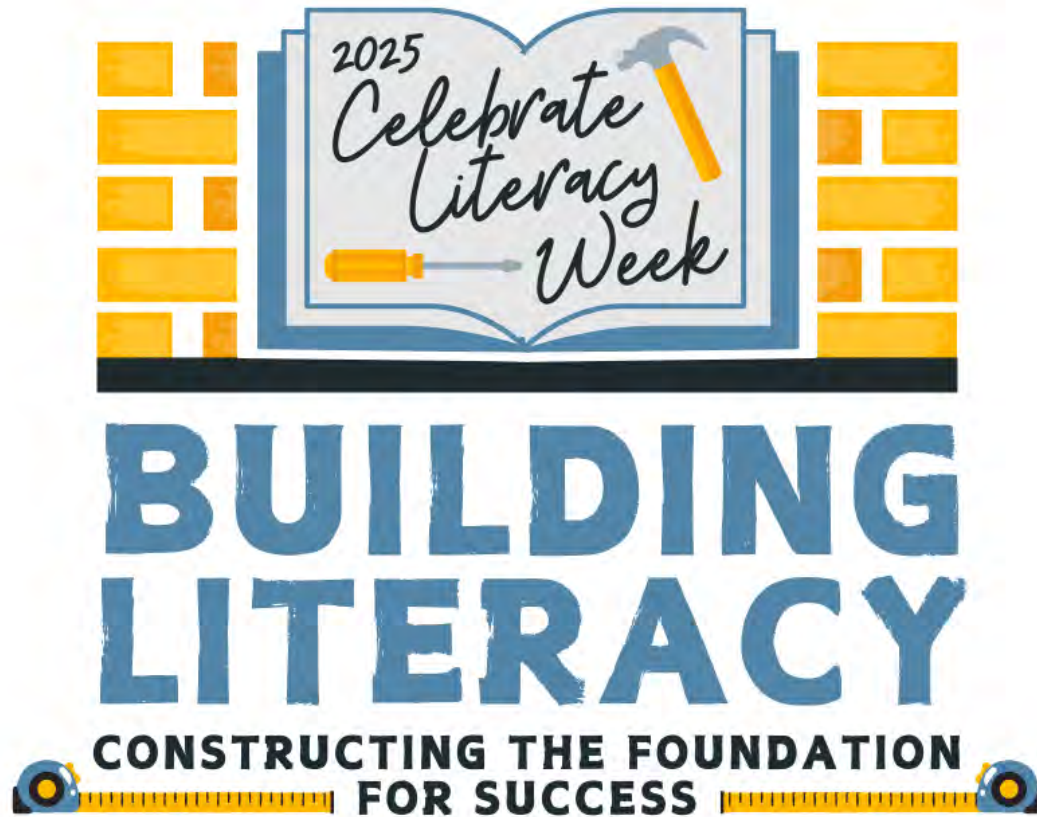
COMMISSIONER'S

BOOK OF THE MONTH

“The Commissioner’s Book of the Month will be an opportunity to highlight authors and titles, offering students rewarding opportunities for classroom and at-home discussion. This new initiative will add to Florida’s ever-present focus on providing students access to challenging books that increase critical thinking skills and deepen understanding.” ~ **Commissioner Manny Diaz, Jr.**



Celebrate Literacy Week – January 27-31, 2025



Summer Literacy Institute

Orlando World Center
Marriott

All Districts

- June 16-17, 2025



Secondary Regional Literacy Institutes

Orlando World Center
Marriott

South Districts

- June 23-24, 2025

North Districts

- June 25-26, 2025

Literacy Breakout Sessions

- Literacy Policy and Initiatives to Support Florida Educators in Improving Student Achievement
- State Initiatives: New Worlds Reading + Florida Tutoring Advantage
- Building a Bridge to Skilled Literacy Through Reading and Writing Connections (2x)



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Questions?

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