



# Council of Language Arts Supervisors and Florida Reading Supervisors

May 13, 2016



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

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

# Agenda

- K-12 Comprehensive Reading Plans
- Legislative Changes
- Rule Revisions
- Lowest 300 Schools
- Differentiation

## K-12 Comprehensive Reading Plan

- K-12 Plan template revised based on Florida Statute 1011.62. Funds may be spent for the following:
  - the additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools;
  - reading intervention teachers;
  - reading/literacy coaches;
  - professional development;
  - summer reading camps;
  - instructional materials and intensive interventions for students identified with a reading deficiency.

## K-12 Comprehensive Reading Plan

- Plans were initially due on April 15.
- Reviews were conducted and feedback provided to districts by April 29.
- Revisions and the budget sections are due by May 20.
- Plans must be fully approved for funds to flow July 1.
- Plans will be open after a new list of the lowest-performing elementary schools is established for districts containing those schools to submit Chart 300L.
- Plans may be open at district request at any time.
- Just Read, Florida! staff will monitor K-12 Plans with site visits to some districts in October-December of 2016.
- Legislative report pertaining to implementation due February 1.

## Legislative Change – HB 7029

(b) The basis for the agreement for funding students enrolled in a charter school shall be the sum of the school district's operating funds from the Florida Education Finance Program as provided in s. 1011.62 and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy; divided by total funded weighted full-time equivalent students in the school district; multiplied by the weighted full-time equivalent students for the charter school. Charter schools whose students or programs meet the eligibility criteria in law are entitled to their proportionate share of categorical program funds included in the total funds available in the Florida Education Finance Program by the Legislature, including transportation, **the research-based reading allocation**, and the Florida digital classrooms allocation. Total funding for each charter school shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the charter school during the full-time equivalent student survey periods designated by the Commissioner of Education.

## Legislative Changes

- HB 5001 (General Appropriations Act) reflects the following language pertaining to the 300 lowest-performing elementary schools:
  - The list of the 300 lowest-performing elementary schools will be based on the statewide, standardized English Language Arts assessment.
  - These schools must provide an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year.
  - The additional hour must be provided by teachers or reading specialists who are effective in teaching reading.
  - Students who score at Level 5 may choose to participate in the additional hour of instruction on an optional basis.

## Rule Revisions

- Revisions are currently in the approval process for the following rules:
  - State Board Rule 6A-1.094221 Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Exemption
  - State Board Rule 6A-6.053 K-12 Comprehensive Research-Based Reading Plan

## Lowest 300 Schools 2015-16

- A survey was recently sent to districts containing these schools requesting information regarding implementation. This is due on May 27. Student data will be collected at the Department, and the finance office will collect expenditure information from districts.
- Legislative report regarding implementation of the additional hour of instruction is due on September 1.



## SAT – Alignment of New Test Score to Old

- SAT Administration March 2016 – Test changed and scores are reported on a new scale. Scores are being released this week.
- Tables comparing new SAT score to old – See Table 14:  
<https://collegereadiness.collegeboard.org/sat/k12-educators/score-reports/educator-scores-guide>
- The old SAT Reading concordant score of **430** is a **24** on the new Reading subtest. Therefore a student who scored a **24** on the new SAT reading test may use this score to satisfy his/her FCAT 2.0 Grade 10 Reading assessment requirement as well as his/her FSA Grade 10 ELA assessment requirement until a new concordant score is established for the FSA.
- This is NOT a new concordant score to the FSA – it is an alignment of the old SAT Reading score to the new Reading scale.
- In addition, a student may use a score of 430 or greater on the new SAT Evidence-Based Reading and Writing section to meet the graduation requirement – **even if the student did not achieve a 24 or higher on the Reading subtest.**

## Just Read, Florida! Staff List

- Richard Myhre, Executive Director [Richard.Myhre@fldoe.org](mailto:Richard.Myhre@fldoe.org)
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- JRF! Phone 850-245-0503



# Let's Talk About Instruction!

## Differentiation

## Size Me Up Activity

- Is your partner a night owl or a morning person?
- What does your partner drink in the morning (coffee, tea, juice, soda, water)?
- What kind of vehicle does your partner drive (truck, van, SUV, sports car, sedan)?
- Does your partner listen to jazz, rock, country, or contemporary music?



## Differentiation Resources

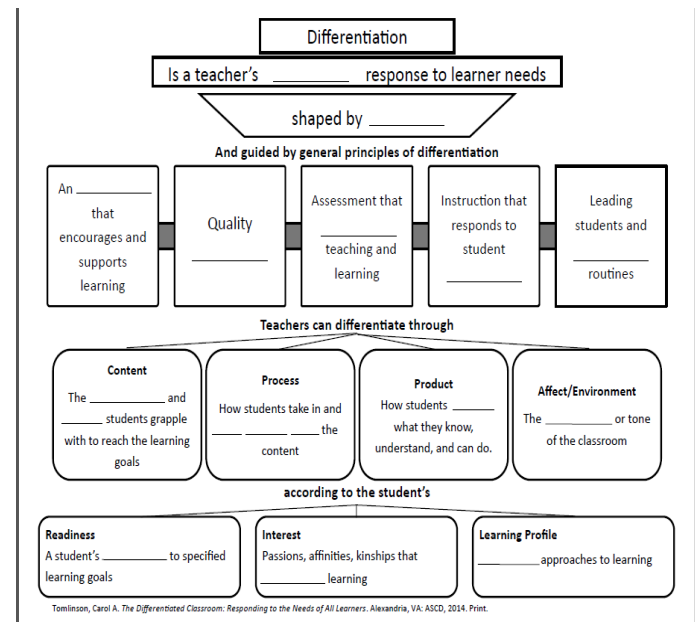
- Agree or Disagree
  - Working with a shoulder partner, read the two statements on your card and discuss with your partner if you agree or disagree with the statements.
    - Share with your partner any ideas you have for things you can do or are doing in your current role to help turn knowledge of best practice into action.
    - If you finish early, switch cards with the other people at your table.



# Differentiation Framework

## Word Box

- Climate
- Curriculum
- environment
- Ideas
- Information
- Informs
- Make sense of
- Managing
- Mindset
- Motivate
- Preferred
- Proactive
- Proximity
- Show
- Variance

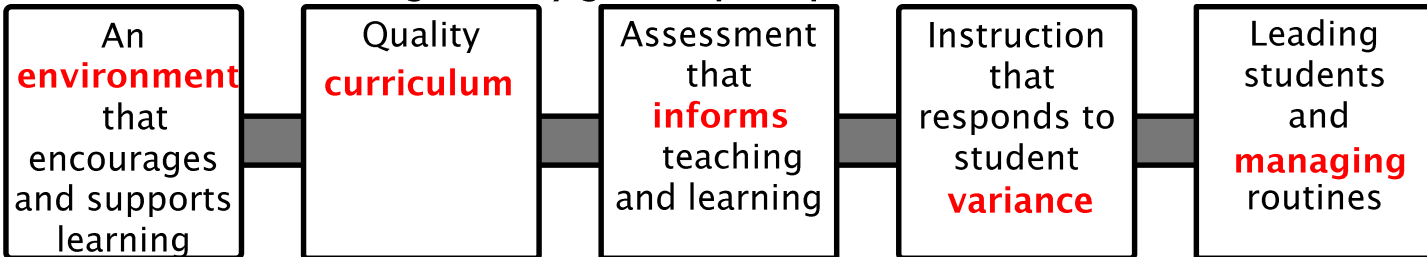


## Differentiation

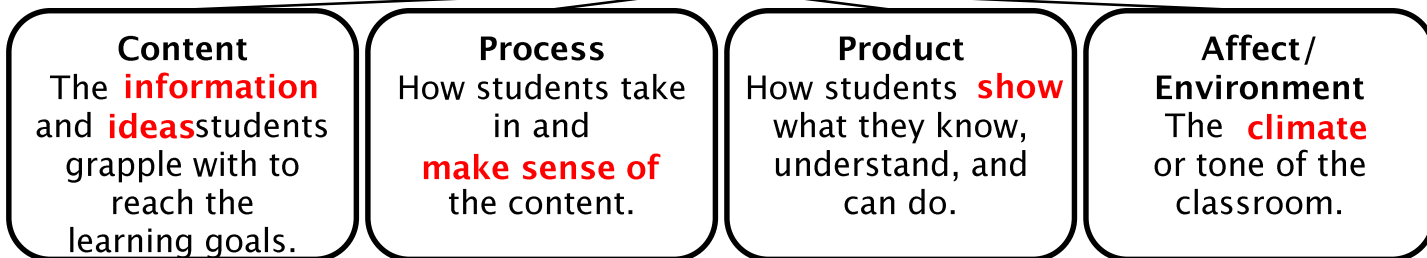
Is a teacher's **proactive** response to learner needs

shaped by **mindset**

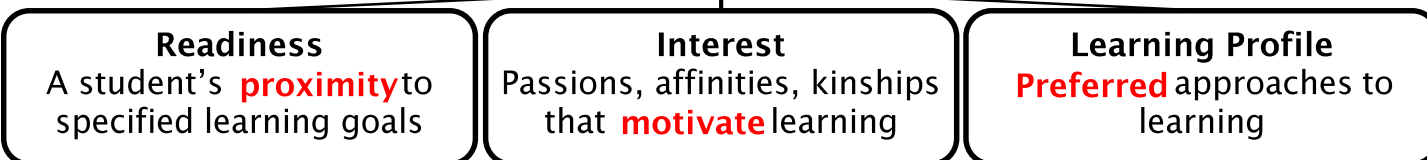
And guided by general principles of differentiation



Teachers can differentiate through



according to the student's



The Differentiated Classroom: Responding to the Needs of All Learners. 2<sup>nd</sup> ed. Alexandria, VA: ASCD, 2014. Print.

# Indicators of Differentiation



OR

**FAIRness**  
**MeAns...**

Everyone gets the  
things that they

**NEED.**

*not*

Everyone gets the  
**SAME** things.

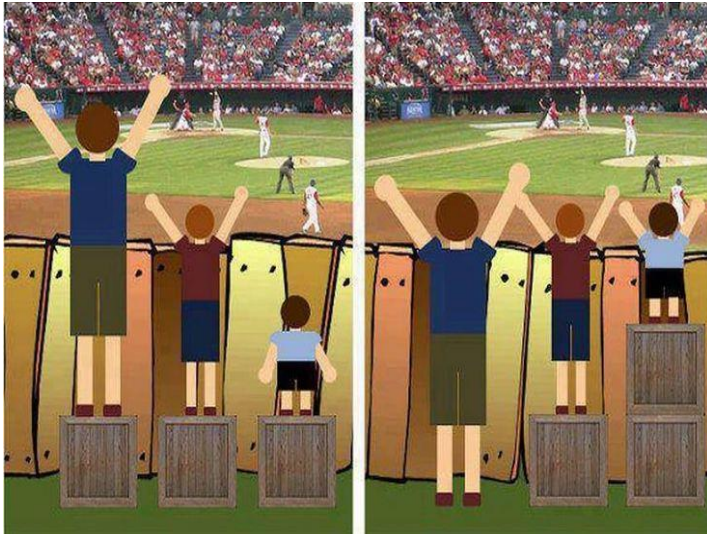


One Time Through





# Fairness



**I will not be treating you exactly the same way as someone else because you do not need the same thing.**

**What you need and what someone else needs may be very different.**

**I will always try to be FAIR, which means that I will do my best to give each student what he or she needs to be successful.**

## Differentiation in Professional Development

How are we differentiating the PD we deliver to our stakeholders?



## In Conclusion....

- Differentiation must be based on data, not assumptions.
- Differentiation is implemented to assist ALL students in meeting the standards – the approach changes – not the standard.
- Differentiation can occur through the content, process, product, or environment.
- Fair does not necessarily mean equal!