



# CLAS Fall 2019 – JRF!



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# FLDOE Resources and Updates

## Important FLDOE Resources

- State Board of Education Meetings

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

- Chancellor's Weekly Memos

<https://info.fldoe.org/docushare/dsweb/View/Collection-393>

- State Board Rules Under Review

<https://web02.fldoe.org/Rules/Default.aspx>



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# Reading Scholarship Accounts

## Section 1002.411 F.S. – Reading Scholarship Accounts

- Reading scholarship accounts are established to provide educational options for students.
- Contingent upon available funds, each student in grades 3 through 5 who is enrolled in a Florida public school is eligible for a reading scholarship account if the student scored below a Level 3 on the grade 3 or 4 statewide, standardized ELA assessment in the prior school year.
- Reading Scholarships valued at \$500 each, are available to eligible students on a first-come, first-served basis, to pay for tuition and fees related to part-time tutoring, summer and/or after-school literacy programs, instructional materials and curriculum related to reading or literacy.

# Qualifying for a Reading Scholarship Account

- By September 30, 2019, the school district shall notify the parent of each student in grades 3 through 5 who scored below a level 3 on the statewide, standardized ELA assessment in the prior school year of the process to request and receive a reading scholarship, subject to available funds.
- For an eligible student to receive a reading scholarship account, the student's parent must:
  - Submit an application to an eligible nonprofit scholarship-funding organization (**SFO**) by the deadline established by such organization;
  - Submit eligible expenses to the SFO for reimbursement of qualifying expenditures.

# Expenses Eligible for Reimbursement

- Tuition & fees for part-time tutoring provided by a person who holds a valid Florida educator's certificate, a baccalaureate or graduate degree in the subject, an adjunct teaching certificate, or has a demonstrated mastery of the subject area knowledge pursuant to s.1012.56(5), Florida Statutes;
- Fees for summer and/or after-school education programs designed to improve reading or literacy skills;
- Instructional materials & curriculum related to reading or literacy.

## Scholarship Funding Organization Initiative: *Step Up For Students*

- As of the 2019-2020 fiscal year, Step Up For Students (**SUFS**) is the only state-approved SFO available to distribute reading scholarships to parents of eligible students who have submitted an online application.
- Many families cannot afford to spend \$500 and wait to receive reimbursement on a quarterly basis.
- Districts that provide tutoring, and/or after-school or summer reading programs have the opportunity to partner with Step Up For Students to receive payment for eligible students directly from the scholarship funding organization.

# Establishing a Partnership with SUFS

1. **Direct** eligible students to SUFS' [Reading Scholarship Accounts](#) page to complete a scholarship application;
2. **Obtain** and **complete** the [District Partnership Agreement](#) and a current [W-9](#).
3. **Advertise** the district and/or applicable school(s) summer and/or after-school reading programs to eligible students.
4. **Submit** the completed District Partnership Agreement, W-9 and a copy of the published description of the summer and/or after-school reading programs to Step Up For Students.
5. **Register** eligible students in a summer and/or after-school reading program. When registering eligible students:
  - **Request** a copy of each students' conditional eligibility letter or funding confirmation letter provided to the family by Step Up For Students.
  - **Have each parent complete** the District Payment Approval form granting permission for Step Up For Students to use the funds from the student's Reading Scholarship Account to pay the district directly for the services rendered.
  - **Inform** the parent that lack of approval will result in the district seeking payment directly from the parent.

# Ideas for Implementation

- Invite families of eligible students to an after school event (such as “Title I Reading Night” or “Scholarships & Snacks Sit-Down”) hosted in an on-campus computer lab where they can receive an overview of the Step Up For Students Initiative, as well as a demonstration and/or walk-through of the application process.
- Provide families of eligible students with a detailed description of district sponsored after-school or summer literacy program(s) & initiative offerings designed to improve reading and literacy skills.
- Prepare for and present a handout or host an informational table at Open House and/or Quarterly Conference Nights.
- Provide eligible families with printed newsletters and/or transmit relevant information via digital communication tools (school website posting; e-mail or academic messaging system, etc.)

# Contact Step Up For Students

For additional information relative to Reading Scholarship Accounts or if you have questions about partnering with Step Up For Students for the 2019-2020 school year, please utilize the following contact information:

## Step Up For Students, Reading Scholarship Accounts

**Phone:** 1-877-735-7837

**E-mail:** [readingprovider@sufs.org](mailto:readingprovider@sufs.org)

**Website:** <https://www.stepupforstudents.org>



Krystle R. Morrison, Reading Specialist

**Just Read, Florida!**

850-245-9541

[Krystle.Morrison@fldoe.org](mailto:Krystle.Morrison@fldoe.org)



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# District K12 Reading Plans

# 2019-2020 District K-12 Comprehensive Reading Plans

## Section 1011.62(9)(d)1, Florida Statutes(F.S):

- School districts shall submit a K-12 comprehensive reading plan for the specific use of the research-based reading instruction allocation in the format prescribed by the department for review and approval by the Just Read, Florida! Office.
- School districts shall be allowed reasonable flexibility in designing their plans and shall be encouraged to offer reading intervention through innovative methods.
- The plan format shall be developed with input from school district personnel, including teachers and principals, and shall provide for intensive reading interventions through integrated curricula, provided that, beginning with the 2020-2021 school year, the interventions are delivered by a teacher who is certified or endorsed in reading.

# 2019-2020 District K-12 Comprehensive Reading Plans

## Section 1011.62(9)(d)1, F.S.:

- The department shall monitor and track the implementation of each district plan, including conducting site visits and collecting specific data on expenditures and reading improvement results.
- The department may withhold funds upon a determination that reading instruction allocation funds are not being used to implement the approved plan.

## 6A-6.053(7)(e)1, F.A.C.

- Districts are required to report student enrollment in reading intervention.

## Resources

### 2019-2020 District Reading Plans

<http://www.fldoe.org/academics/standards/just-read-fl/1920-readingplan.shtml>

### 2019-2020 Reading Intervention Component Data Element

<http://www.fldoe.org/academics/standards/just-read-fl/1920-readingplan.shtml>



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# Current Rulemaking

## 6A-4.0163 Reading Endorsement Competencies

- Proposed language may be found:  
[https://web02.fldoe.org/Rules/doc/6A-4.0163\\_681.doc](https://web02.fldoe.org/Rules/doc/6A-4.0163_681.doc)
- Important to note:
  - Keeps the current Reading Endorsement Competencies
  - Requires districts to resubmit add-on plan in new matrix
  - Explicitly states that a teacher does not have to “re-do” an already completed competency under the new add-on plan.
- Rule Workshop 10/8/2019 at 2 p.m.

## 6A-4.0292 Specialization Requirements for the Reading Endorsement - Academic Class

- Proposed language may be found:  
[https://web02.fldoe.org/Rules/doc/6A-4.0292\\_680.doc](https://web02.fldoe.org/Rules/doc/6A-4.0292_680.doc)
- Important proposed changes:
  - The department will now review other types of certificates.
  - A passing score of the Reading SAE will enable a teacher to earn the endorsement.
- Rule Workshop 10/8/2019 at 2 p.m.

## 6A-4.0051 Renewal and Reinstatement of a Professional Certificate

- Proposed language may be found:  
[https://web02.fldoe.org/Rules/doc/6A-4.0051\\_682.doc](https://web02.fldoe.org/Rules/doc/6A-4.0051_682.doc)
- Important proposed changes:
  - The coverage areas which need the 40 hours for renewal are identified.
  - Clarifies that coursework may count toward both the ESE and Reading requirement
  - Coursework from a previous renewal period may be used.
- Rule Workshop 10/8/2019 at 2 p.m.

## 6A-6.053 K-12 Comprehensive Research-Based Reading Plan

- Language not available at this time
- Possible amendments may further clarify:
  - Identification of students in need of interventions
  - Budget requirements
  - Coaching models
  - Charter Schools
  - Reporting
- Rule workshop 10/10/2019 1:00 p.m.



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# Standards Review Process

## Success Criteria for Standards

- Provide a roadmap to make Florida's standards number one in the nation.
- Support achievement as reflected on yearly state assessments, NAEP, ACT and SAT.
- Lead the nation in students graduating high school, as well as earning college degrees, industry certifications and other high-quality credentials.
- Provide a logical, sequential progression of content that increases a student's knowledge and skills over time.
- Develop a standardized coding scheme.
- Have clear and concise standard language.



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## Mandate

Executive Order 19-32 directs Florida Department of Education Commissioner Richard Corcoran to comprehensively review the academic standards and provide recommended revisions to Governor DeSantis. The recommendations shall, among other things, “articulate how Florida will eliminate Common Core (Florida Standards) and ensure we return to the basics of reading, writing and arithmetic.”



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## Mandate

**“We have long decried the endless issues associated with Common Core, and we are taking action to **eliminate every last shred of it from Florida’s academic standards.**”**

--FDOE Education Commissioner Richard Corcoran



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# Overview

## Current LAFS

Range of standards by grade level: 44-48

Number of strands: 6

9/10 and 11/12 banded together

Content Area Literacy standards in ELA

## Proposed ELA Standards

Range of standards by grade level: 28-30

Number of strands: 4

Individual standards by grade level K-12

Content Area Literacy standards in subject area

## Current LAFS

Ambiguous language

Standards are limiting because many skills are packed into individual standards making text difficult to find

## Propose ELA Standards

Clear and concise language

Standards are concise and designed to be “used together. Teachers have the versatility to group standards together, building from acquisition to application

## Current LAFS

Example within standard language

Duplication among standards

## Propose ELA Standards

Eliminated examples except in Reading Foundations

Eliminated duplication

## Current LAFS

Reading foundational standards K-5

## Propose ELA Standards

Reading foundational standards for grades K-5 and in addition reading foundational standards for grades 6-12 designed for intensive reading elective courses

## Current LAFS

Introduces theme at 3rd grade

Introduces rhetoric at 9th grade

No appendices

## Propose ELA Standards

Introduces theme at 2nd grade

Introduces rhetoric at 6th grade

Appendices for each strand

Glossary of terms



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# New Components

## New Components

- Appendices
  - An Appendix with resources associated with each strand
  - An additional Appendix for the ELA Expectations
- Remarks
  - Explanations attached to the standard that give greater detail and clear up any ambiguity
- ELA Expectations
  - 10 expectations
  - Transcend strand
  - K-12 with scaffolded remarks
  - Meant to be used with grade-level standards

# ELA Expectations

1. Cite textual evidence to explain and justify reasoning.
2. Read and comprehend grade-level complex texts proficiently.
3. Make inferences to support comprehension.
4. Acquire and use academic vocabulary in a variety of situations, checking for accuracy with appropriate resources.
5. Use appropriate collaborative techniques when engaging in discussions in a variety of situations, including one-on-one dialogues and larger conversations.
6. Use active listening skills to gain meaning from information delivered audibly.
7. Self-monitor comprehension when reading, viewing, or listening.
8. Use the accepted rules governing a specific format to create quality work.
9. Use appropriate voice and tone when speaking or writing.
10. Use grade-appropriate methods of citation, summarization, and paraphrasing to avoid plagiarism.



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**Feedback Invited**

<https://www.floridastandardsreview.org/>



[Contact Support](#)  
[Quick Start Guide](#)  
[Video Tutorial \(transcript\)](#)

# Welcome to the Florida Standards Review

*Leading the nation in developing world-class standards*

Please register an account to begin reviewing standards.

Register

Sign In

Summary Data

This site is not fully compatible with Internet Explorer. Please use [Chrome](#), [Safari](#), [Firefox](#) or [Edge](#).

## Listening Tour

- October 7 – Highlands County, Sebring Middle School
- October 8 – Seminole County, Winter Springs High School
- October 10 – Alachua County, Alachua School District Office
- October 14 – Palm Beach County, John I. Leonard High School
- October 16 – Collier County, Collier School District Office
- October 17 – Hillsborough County, Jefferson High School
- October 21 – St. Johns County, Liberty Pines Academy
- October 22 – Hamilton County, Hamilton County High School
- October 23 – Walton County, Walton High School

All meetings will be held from 5:30 – 6:30 pm local time.  
Doors will open at 5:00 pm local time.





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