MORE TIME FOR READING:
How Florida Schools Are Using a Longer Day To Bolster Literacy Instruction
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More Time for Reading: How Florida Schools Are Using a Longer Day to Bolster Literacy Instruction

Expert Presenters:

Debbie Battles, elementary curriculum director, Palm Beach County school district, Fla.

Harriet Taylor, principal, Springfield Elementary School, Panama City, Fla.
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Extending the School Day
Florida Law - HB 5101

State Requirements:
- March 2012 – law was passed
- Lowest 100 schools – required to provide extra hour of reading instruction daily
- Extra hour – taught by a highly effective teacher
- 30 million dollars added to State budget

Palm Beach County:
- Set aside 5 million dollars
- 16 elementary schools were identified on the State’s Lowest 100 list
- An Action Plan was developed
Extended School Day
(Prevention and Support Using Best Practices)

Action Plan:

• Collaboration - **ALL** departments
• Communication - **ALL** stakeholders
• Survey - **ALL** principals
• Create - Memorandum of Understanding (MOU) between the Teacher’s Union and the District for **ALL** teachers
• Monthly meetings with **ALL** principals
• Professional Development - **ALL** teachers at every identified school -

“Developing the Highly Effective Teacher”
Six Days of Training… “Developing the Highly Effective Teacher”

- 2 Days of Reading Running Record (RRR) training
- 2 Days of Small Group/Whole Group Balanced Literacy Instruction training
- 2 Days of Leveled Literacy Intervention (LLI) training
**Level 1**

- Understanding the Reading Process
- Overview of the PBC Literacy Assessment System (includes Benchmark Assessment System)
- Coding a RRR
- Scoring the RRR for errors and self corrections
- Determining independent, instructional, and difficult level
- Analyzing errors and noting patterns (MSV analysis)

**Level 2**

- The Reading Process at work
- Review of Day 1
- Looking for patterns
- Looking beyond “Sounding it Out”
- Supporting strategic actions
- Analyzing a year’s progress
# Small Group/Whole Group

## Day One
- The Extended Day
- Gradual Release of Responsibility
- Whole Group Instruction
  - Interactive Read Aloud
  - Shared Reading
  - Minilessons
  - Word Study & Word Walls

## Day Two
- Gradual Release of Responsibility
- Small Group Instruction
  - Guided Reading
  - Strategy Groups
  - Read Aloud
  - Shared Reading
  - Oral Language
  - Word Work
- Conferring with readers
- Independent Reading
Leveled Literacy Intervention (LLI)

Intensive Intervention

- Consistent with Balanced Literacy Framework
  - Original engaging leveled text
  - Daily small group instruction
- LLI success in other schools
- Model for instruction
- Home connection
Existing Resources

Every school already had:

- 2 ~ Leveled Literacy Intervention (LLI) Orange Systems (Kindergarten Levels A-C)
- 2 ~ Leveled Literacy Intervention (LLI) Green Systems (1st grade Levels A-J)
- 2 ~ Leveled Literacy Intervention (LLI) Blue Systems (2nd grade Levels C-N)
The District provided:

- Benchmark Assessment System for Grades K-4
- Benchmark Assessment System for 5th Grade (1-3 additional kits per school, based on need and size of school)
Title I Funds

- Schools were encouraged to revise their Title I budgets to:
  - Enhance Classroom Libraries
  - Purchase Leveled Readers
  - Purchase additional LLI Systems
  - Pay for Substitutes
  - Stipend Pay for Saturday Trainings
  - LLI Consumable Supplies
Scheduling

- Sample schedules: Adding an additional hour of reading instruction to the school day
  - Departmentalized sample schedule
  - Self-contained sample schedule

- Scheduling 3 hours of reading instruction daily
  - 90 minute Reading block
  - 30 minute iii
  - 60 minutes Additional Reading Block

- Configuring personnel
Results

- 15 of the 16 schools identified came off the state’s Low 100 list in one school year
- Palm Beach County had the highest success rate in the state
- Sam Foerster, Deputy Chancellor of Student Achievement and School Improvement, came to our District to learn more about our implementation
District chose to keep the extra hour at the identified schools, even though 15 of the 16 schools were no longer required to do so

- Positive outlook of principals
- Intentional teaching “bell to bell”
- Schools developed a sense of urgency
- Teachers embraced the new learning opportunities
- Built teacher capacity at the school level
- We developed the “highly effective” teacher
Lessons Learned

- Have the plan developed prior to the release of grades
- Begin teacher training during the summer, as soon as the state list is published
- Best practices were replicated for district literacy roll-out
EdWeek Webinar, April 2, Springfield Elementary School’s Implementation of Florida’s Extra-hour of Reading Mandate
Springfield Elementary School

- Only school in Bay County district on the Lowest 100 Performing Schools List in 2012–2013.
- District officials allow principal and staff to make site-based decisions:
  - Springfield Elementary School’s Action Plan
    - Communicate with all Stakeholders
    - Core Curriculum Change
    - Training
    - Support
Key Considerations

- Retention of Highly Qualified Instructional Staff
- Triangulated and analyzed data to identify specific areas of concern in reading
- Investigated effective researched-based Direct Instruction Reading Programs
- Discussion of where the extra hour would be most beneficial
- When to start the extra hour of reading instruction
- Purchasing Instructional Materials
- Administering the SRA Initial Placement Test for all students
- Hiring and scheduling additional Instructional Paraprofessionals
Implementation

- Foundational Skills was the area that proved weak in reading for all levels.
- SRA was chosen for implementation in grades K–5.
- To ensure fidelity of instruction and capitalize on prime-time instruction, the extra hour was attached to the 90-minute reading block.
- All teachers and paraprofessionals received training and support throughout the year.
Challenges

- Notice of the extra hour two weeks before school began
- Purchasing SRA Instructional Materials
- Scheduling of Training
- Testing and placement of students
- Reorder of additional materials after placement tests
- Literacy Coach change during the process
- Implementing most effective Master Schedule for Walk to Read to benefit students
- Scheduling of Paraprofessionals in order to cover all Reading blocks
Successes

- All staff chose to stay at Springfield Elementary School
- Dedication to the new curriculum from the administration and instructional and non-instructional staff.
- SRA embeds standards and Bay County Reading Frameworks
- SRA helped teachers to close the achievement gap and students to master skills necessary to become excellent readers
- Support gave us a crucial advantage to service the needs of students (Side-by-side coaching, modeling, data chats)
- District level support
- Discipline problems decreased 80%
- All grade level data showed gains
Lessons Learned

- Instructional materials should be ordered after placement tests are administered.
- Training and **continuous** support is key for new teachers and staff.
- Students should be placed in homerooms by reading level instead of heterogeneously. Multiple levels can be assigned to each homeroom.
- Provide continuous professional development in data analysis along with team level data chats to ensure accountability.
- Keeping the momentum of academic urgency is difficult to maintain.
Q&A
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More Time for Reading: How Florida Schools Are Using a Longer Day to Bolster Literacy Instruction

Required Reading from *Education Week*:

**Fla. Pushes Longer Day, More Reading in Some Schools**
Two years ago, Florida took a step no other state has taken to improve students' reading skills: It required its 100 lowest-performing elementary schools to add an extra hour to their school day and to use that time for reading instruction. Early results suggest the new initiative may be paying off.

**Spotlight on Literacy and the Common Core**
Many English/Language arts teachers are preparing their students for the Common Core State Standards. In this Spotlight, look at how instructional materials are being evaluated in the common core-era, understand how “skimming” is used in literary analysis, and see how films can be a tool for critical reading.