

1                   A bill to be entitled  
2           An act relating to reading instruction; amending s.  
3           1001.215, F.S.; revising the duties of the Just Read,  
4           Florida! Office; amending s. 1001.42, F.S.; requiring  
5           certain schools to include specific information in the  
6           school's improvement plan; requiring certain schools  
7           to implement an early warning system for students who  
8           meet specific criteria; requiring certain school  
9           personnel to monitor data from the early warning  
10          system and perform certain duties when a student  
11          exhibits specified indicators; amending s. 1002.20,  
12          F.S.; revising requirements for notifying a parent of  
13          a student with a substantial reading deficiency;  
14          amending s. 1002.59, F.S.; revising the emergent  
15          literacy and performance standards training course  
16          requirements to include specific reading instruction;  
17          amending s. 1002.67, F.S.; requiring the Office of  
18          Early Learning to approve specific Voluntary  
19          Prekindergarten Education Program assessments and  
20          establish requirements for individuals administering  
21          the assessments; requiring certain prekindergarten  
22          students to receive specific reading instruction;  
23          amending s. 1002.69, F.S.; conforming provisions;  
24          requiring data from the statewide kindergarten  
25          screening to be used to identify certain students;  
26          amending s. 1004.04, F.S.; revising core curricula

27 requirements for certain teacher preparation programs  
28 to include certain reading instruction and  
29 interventions; amending s. 1004.85, F.S.; requiring  
30 certain educator preparation institutes to provide  
31 evidence of specified reading instruction as a  
32 condition of program approval; amending s. 1008.25,  
33 F.S.; requiring district school boards to allocate  
34 certain instruction resources to certain students  
35 deficient in reading; revising criteria and requiring  
36 the State Board of Education to identify guidelines  
37 for determining whether certain students have a  
38 substantial deficiency in reading; revising the  
39 required plans for certain students deficient in  
40 reading; revising the parental notification  
41 requirements for students with a substantial  
42 deficiency in reading; requiring a school to provide  
43 updates to parents of students who receive certain  
44 services; requiring the Department of Education to  
45 develop a handbook containing specific information for  
46 parents of students with a substantial reading  
47 deficiency; requiring schools to provide certain  
48 instruction to students who received a good cause  
49 exemption from retention; revising grounds for such  
50 good cause exemption; revising intervention  
51 requirements for certain retained students; revising  
52 provisions relating to the Intensive Acceleration

53 Class for retained students in certain grades;  
54 revising student progress evaluation requirements;  
55 amending s. 1008.345, F.S.; revising reporting  
56 requirements of the Commissioner of Education relating  
57 to the state system of school improvement and  
58 education accountability; amending s. 1011.67, F.S.;  
59 revising the contents of a comprehensive staff  
60 development plan required for each school district;  
61 requiring certain information to be included in a  
62 certification provided to the commissioner from each  
63 district school superintendent; creating s. 1012.567,  
64 F.S.; requiring candidates for an educator certificate  
65 in certain areas to demonstrate competence in  
66 specified areas; providing that a teacher  
67 certification from another state does not meet  
68 competency requirements; requiring the state board to  
69 identify teacher certification areas in which  
70 candidates must demonstrate competence; requiring  
71 certain teacher preparation courses to provide  
72 specific instruction in order to receive approval;  
73 providing requirements for an endorsement in reading  
74 instruction; providing for review of specialization  
75 and coverage area requirements for certain education  
76 area certifications; providing for rulemaking;  
77 amending s. 1012.585, F.S.; revising requirements for  
78 renewal of professional teaching certificates;

79 | amending s. 1012.586, F.S.; authorizing the department  
 80 | to recommend consolidation of endorsement areas and  
 81 | requirements for endorsements for teacher certificate;  
 82 | amending s. 1012.98, F.S.; revising duties and  
 83 | requirements for implementation of the School  
 84 | Community Professional Development Act; providing an  
 85 | appropriation and authorizing positions; providing an  
 86 | effective date.

87 |

88 | Be It Enacted by the Legislature of the State of Florida:

89 |

90 | Section 1. Section 1001.215, Florida Statutes, is amended  
 91 | to read:

92 | 1001.215 Just Read, Florida! Office.—There is created in  
 93 | the Department of Education the Just Read, Florida! Office. The  
 94 | office is ~~shall be~~ fully accountable to the Commissioner of  
 95 | Education and shall:

96 | (1) Train ~~highly effective~~ reading coaches.

97 | (2) Create multiple designations of effective reading  
 98 | instruction, with accompanying credentials, to enable ~~which~~  
 99 | ~~encourage~~ all teachers to integrate reading instruction into  
 100 | their content areas.

101 | (3) Provide training to ~~Train~~ K-12 teachers, reading  
 102 | coaches, and school principals on effective content-area-  
 103 | specific reading strategies; the integration of content-rich,  
 104 | nonfiction texts from other core subject areas into reading

105 instruction; and explicit, systematic, and multisensory  
106 approaches to reading instruction that are proven to improve the  
107 reading performance of all students. For secondary teachers,  
108 emphasis shall be on technical text. These strategies must be  
109 developed for all content areas in the K-12 curriculum.

110 (4) Provide parents with information and strategies for  
111 assisting their children in reading, including reading in the  
112 content areas ~~area~~.

113 (5) Provide technical assistance to school districts in  
114 the development and implementation of district plans for use of  
115 the research-based reading instruction allocation provided in s.  
116 1011.62(9) and annually review and approve such plans.

117 (6) Review, evaluate, and provide technical assistance to  
118 school districts' implementation of the K-12 comprehensive  
119 reading plan required in s. 1011.62(9).

120 (7) Work with the Florida Center for Reading Research to  
121 identify effective research-based and evidence-based reading  
122 instructional and intervention ~~provide information on research-~~  
123 ~~based reading programs and effective reading in the content area~~  
124 ~~strategies.~~ Reading intervention strategies are evidence-based  
125 strategies frequently used to remediate reading deficiencies and  
126 include individual instruction, tutoring, or mentoring that  
127 targets specific reading skills and abilities.

128 (8) Periodically review the Next Generation Sunshine State  
129 Standards for English Language Arts to determine their  
130 appropriateness at each grade level ~~reading at all grade levels.~~

131 (9) Periodically review teacher certification requirements  
132 and examinations, including alternative certification  
133 requirements and examinations ~~exams~~, to ascertain whether the  
134 examinations measure the skills needed for evidence-based  
135 ~~research-based~~ reading instruction and instructional strategies  
136 for teaching reading, including reading in ~~the~~ content areas.

137 (10) Work with teacher preparation programs approved  
138 pursuant to ~~ss. s.~~ 1004.04 and 1004.85 to integrate effective,  
139 research-based, and evidence-based reading instructional and  
140 intervention strategies; ~~and~~ reading in ~~the~~ content area  
141 instructional strategies; and explicit, systematic, and  
142 multisensory reading instructional strategies into teacher  
143 preparation programs.

144 (11) Post on its website a list of core reading materials  
145 and supplemental intervention reading materials for kindergarten  
146 through grade 5 that meet, at a minimum, all of the following  
147 criteria:

148 (a) Use of an explicit, systematic, sequential, and  
149 multisensory approach to teaching phonemic awareness, phonics,  
150 vocabulary, fluency, and text comprehension.

151 (b) Incorporation of cooperative learning strategies.

152 (c) Incorporation of one-to-one or small group  
153 instructional strategies.

154 (d) Incorporation of decodable or phonetic text  
155 instructional strategies.

156 (e) Provision of teacher training on well-specified

157 | teaching methods and instructional processes designed to  
 158 | implement the materials.

159 | ~~(12)-(11)~~ Administer grants and perform other functions as  
 160 | necessary to help ~~meet the goal that all~~ students read at their  
 161 | highest potential ~~grade level.~~

162 | Section 2. Paragraphs (a) and (b) of subsection (18) of  
 163 | section 1001.42, Florida Statutes, are amended to read:

164 | 1001.42 Powers and duties of district school board.—The  
 165 | district school board, acting as a board, shall exercise all  
 166 | powers and perform all duties listed below:

167 | (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—  
 168 | Maintain a system of school improvement and education  
 169 | accountability as provided by statute and State Board of  
 170 | Education rule. This system of school improvement and education  
 171 | accountability shall be consistent with, and implemented  
 172 | through, the district's continuing system of planning and  
 173 | budgeting required by this section and ss. 1008.385, 1010.01,  
 174 | and 1011.01. This system of school improvement and education  
 175 | accountability shall comply with the provisions of ss. 1008.33,  
 176 | 1008.34, 1008.345, and 1008.385 and include the following:

177 | (a) School improvement plans.—

178 | 1. The district school board shall annually approve and  
 179 | require implementation of a new, amended, or continuation school  
 180 | improvement plan for each school in the district. If a school  
 181 | has a significant gap in achievement on statewide, standardized  
 182 | assessments administered pursuant to s. 1008.22 by one or more

183 student subgroups, as defined in the federal Elementary and  
184 Secondary Education Act (ESEA), 20 U.S.C. s.  
185 6311(b)(2)(C)(v)(II); has not significantly increased the  
186 percentage of students passing statewide, standardized  
187 assessments; has not significantly increased the percentage of  
188 students demonstrating Learning Gains, as defined in s. 1008.34  
189 and as calculated under s. 1008.34(3)(b), who passed statewide,  
190 standardized assessments; or has significantly lower graduation  
191 rates for a subgroup when compared to the state's graduation  
192 rate, that school's improvement plan shall include strategies  
193 for improving these results. The state board shall adopt rules  
194 establishing thresholds and for determining compliance with this  
195 subparagraph.

196 2. A school that serves any students in kindergarten  
197 through grade ~~includes any of grades 6, 7, or 8~~ shall include  
198 annually in its school improvement plan information and data on  
199 the school's early warning system required under paragraph (b),  
200 including a list of the early warning indicators used in the  
201 system, the number of students identified by the system as  
202 exhibiting two or more early warning indicators, the number of  
203 students by grade level that exhibit each early warning  
204 indicator, and a description of all intervention strategies  
205 employed by the school to improve the academic performance of  
206 students identified by the early warning system. The plan must  
207 also ~~In addition, a school that includes any of grades 6, 7, or~~  
208 ~~8 shall describe in its school improvement plan the strategies~~

209 used by the school to implement and evaluate the instructional  
210 practices ~~for middle grades~~ emphasized by the district's  
211 professional development system pursuant to s. 1012.98(4)(b)9.  
212 and 10.

213 (b) Early warning system.—

214 1. A school that serves any students in kindergarten  
215 through grade ~~includes any of grades 6, 7, or 8~~ shall implement  
216 an early warning system to identify students in these grades ~~6,~~  
217 ~~7, and 8~~ who need additional support to improve academic  
218 performance and stay engaged in school. The early warning system  
219 must include the following early warning indicators:

220 a. Attendance below 90 percent, regardless of whether  
221 absence is excused or a result of out-of-school suspension.

222 b. One or more suspensions, whether in school or out of  
223 school.

224 c. Course failure in English Language Arts or mathematics  
225 during any grading period.

226 d. A Level 1 score on the statewide, standardized  
227 assessments in English Language Arts or mathematics or, for  
228 students in kindergarten through grade 3, a substantial reading  
229 deficiency as provided in s. 1008.25(5)(a).

230

231 A school district may identify additional early warning  
232 indicators for use in a school's early warning system.

233 2. A school-based team responsible for implementing the  
234 requirements of this paragraph shall monitor the data from the

235 early warning system in subparagraph (a)2. The team may include  
236 a school psychologist. When a student exhibits two or more early  
237 warning indicators, the team shall ~~school's child study team~~  
238 ~~under s. 1003.02 or a school-based team formed for the purpose~~  
239 ~~of implementing the requirements of this paragraph shall convene~~  
240 ~~to determine,~~ in consultation with the student's parent,  
241 appropriate intervention strategies for the student unless the  
242 student is already being served by an intervention program at  
243 the direction of a school-based, multidisciplinary team. Data  
244 and information relating to a student's early warning indicators  
245 must be used to inform any intervention strategies provided to  
246 the student ~~The school shall provide at least 10 days' written~~  
247 ~~notice of the meeting to the student's parent, indicating the~~  
248 ~~meeting's purpose, time, and location, and provide the parent~~  
249 ~~the opportunity to participate.~~

250 Section 3. Subsection (11) of section 1002.20, Florida  
251 Statutes, is amended to read:

252 1002.20 K-12 student and parent rights.—Parents of public  
253 school students must receive accurate and timely information  
254 regarding their child's academic progress and must be informed  
255 of ways they can help their child to succeed in school. K-12  
256 students and their parents are afforded numerous statutory  
257 rights including, but not limited to, the following:

258 (11) STUDENTS WITH READING DEFICIENCIES.—The parent of any  
259 K-3 student who exhibits a substantial reading deficiency shall  
260 be immediately notified of the student's deficiency pursuant to

261 s. 1008.25(5) and ~~with a description and explanation, in terms~~  
262 ~~understandable to the parent, of the exact nature of the~~  
263 ~~student's difficulty in learning and lack of achievement in~~  
264 ~~reading;~~ shall be consulted in the development of a plan, as  
265 described in s. 1008.25(4)(b); ~~and shall be informed that the~~  
266 ~~student will be given intensive reading instruction until the~~  
267 ~~deficiency is corrected. This subsection operates in addition to~~  
268 ~~the remediation and notification provisions contained in s.~~  
269 ~~1008.25 and in no way reduces the rights of a parent or the~~  
270 ~~responsibilities of a school district under that section.~~

271 Section 4. Subsection (1) of section 1002.59, Florida  
272 Statutes, is amended to read:

273 1002.59 Emergent literacy and performance standards  
274 training courses.—

275 (1) The office shall adopt minimum standards for one or  
276 more training courses in emergent literacy for prekindergarten  
277 instructors. Each course must comprise 5 clock hours and provide  
278 instruction in explicit, systematic, and multisensory  
279 instruction ~~strategies and techniques~~ to address the age-  
280 appropriate progress of prekindergarten students in developing  
281 emergent literacy skills, including oral communication,  
282 knowledge of print and letters, phonemic and phonological  
283 awareness, and vocabulary and comprehension development. Each  
284 course must address early identification of and intervention for  
285 students experiencing difficulties with emergent literacy skills  
286 and also provide resources containing strategies that allow

287 students with disabilities and other special needs to derive  
288 maximum benefit from the Voluntary Prekindergarten Education  
289 Program. Successful completion of an emergent literacy training  
290 course approved under this section satisfies requirements for  
291 approved training in early literacy and language development  
292 under ss. 402.305(2)(d)5., 402.313(6), and 402.3131(5).

293 Section 5. Paragraphs (a) and (c) of subsection (3) of  
294 section 1002.67, Florida Statutes, are amended, and paragraph  
295 (d) is added to that subsection, to read:

296 1002.67 Performance standards; curricula and  
297 accountability.—

298 (3)

299 (a) Contingent upon legislative appropriation, each  
300 private prekindergarten provider and public school in the  
301 Voluntary Prekindergarten Education Program must implement an  
302 evidence-based pre- and post-assessment that has been approved  
303 by the office ~~rule of the State Board of Education~~.

304 (c) The pre- and post-assessment must be administered by  
305 individuals meeting requirements established by the office ~~rule~~  
306 ~~of the State Board of Education~~.

307 (d) Students who exhibit a deficiency in emergent literacy  
308 skills, including oral communication, knowledge of print and  
309 letters, phonemic and phonological awareness, and vocabulary and  
310 comprehension development, must be provided intensive, explicit,  
311 and systematic instruction.

312 Section 6. Subsections (1) and (2) of section 1002.69,

313 Florida Statutes, are amended to read:

314 1002.69 Statewide kindergarten screening; kindergarten  
 315 readiness rates; state-approved prekindergarten enrollment  
 316 screening; good cause exemption.—

317 (1) The department shall adopt a statewide kindergarten  
 318 screening that assesses the readiness of each student for  
 319 kindergarten based upon the performance standards adopted by the  
 320 office ~~department~~ under s. 1002.67(1) for the Voluntary  
 321 Prekindergarten Education Program. The department shall require  
 322 that each school district administer the statewide kindergarten  
 323 screening to each kindergarten student in the school district  
 324 within the first 30 school days of each school year. Nonpublic  
 325 schools may administer the statewide kindergarten screening to  
 326 each kindergarten student in a nonpublic school who was enrolled  
 327 in the Voluntary Prekindergarten Education Program.

328 (2) The statewide kindergarten screening shall provide  
 329 objective data concerning each student's readiness for  
 330 kindergarten and progress in attaining the performance standards  
 331 adopted by the office under s. 1002.67(1). Data from the  
 332 screening, along with other available data, must be used to  
 333 identify students in need of intervention and support pursuant  
 334 to s. 1008.25(5).

335 Section 7. Paragraphs (b) and (c) of subsection (2) of  
 336 section 1004.04, Florida Statutes, are amended to read:

337 1004.04 Public accountability and state approval for  
 338 teacher preparation programs.—

339 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

340 (b) The rules to establish uniform core curricula for each  
341 state-approved teacher preparation program must include, but are  
342 not limited to, the following:

343 1. The Florida Educator Accomplished Practices.

344 2. The state-adopted content standards.

345 3. Scientifically researched reading instruction,  
346 including explicit, systematic, and multisensory approaches to  
347 reading instruction and intervention that are proven to improve  
348 reading performance for all students.

349 4. Content literacy and mathematics practices.

350 5. Strategies appropriate for the instruction of English  
351 language learners.

352 6. Strategies appropriate for the instruction of students  
353 with disabilities.

354 7. School safety.

355 (c) Each candidate must receive instruction and be  
356 assessed on the uniform core curricula in the candidate's area  
357 or areas of program concentration, including reading instruction  
358 under s. 1012.567, as applicable, during course work and field  
359 experiences.

360 Section 8. Paragraphs (a) and (b) of subsection (3) of  
361 section 1004.85, Florida Statutes, are amended to read:

362 1004.85 Postsecondary educator preparation institutes.—

363 (3) Educator preparation institutes approved pursuant to  
364 this section may offer competency-based certification programs

365 specifically designed for noneducation major baccalaureate  
366 degree holders to enable program participants to meet the  
367 educator certification requirements of s. 1012.56. An educator  
368 preparation institute choosing to offer a competency-based  
369 certification program pursuant to the provisions of this section  
370 must implement a program previously approved by the Department  
371 of Education for this purpose or a program developed by the  
372 institute and approved by the department for this purpose.  
373 Approved programs shall be available for use by other approved  
374 educator preparation institutes.

375 (a) Within 90 days after receipt of a request for  
376 approval, the Department of Education shall approve a  
377 preparation program pursuant to the requirements of this  
378 subsection or issue a statement of the deficiencies in the  
379 request for approval. The department shall approve a  
380 certification program if the institute provides evidence of the  
381 institute's capacity to implement a competency-based program  
382 that includes each of the following:

383 1.a. Participant instruction and assessment in the Florida  
384 Educator Accomplished Practices.

385 b. The state-adopted student content standards.

386 c. Scientifically researched reading instruction,  
387 including explicit, systematic, and multisensory approaches to  
388 reading instruction and intervention that are proven to improve  
389 reading performance for all students.

390 d. Content literacy and mathematical practices.

391 e. Strategies appropriate for instruction of English  
392 language learners.

393 f. Strategies appropriate for instruction of students with  
394 disabilities.

395 g. School safety.

396 2. An educational plan for each participant to meet  
397 certification requirements and demonstrate his or her ability to  
398 teach the subject area for which the participant is seeking  
399 certification, which is based on an assessment of his or her  
400 competency in the areas listed in subparagraph 1.

401 3. Field experiences appropriate to the certification  
402 subject area specified in the educational plan with a diverse  
403 population of students in a variety of settings under the  
404 supervision of qualified educators.

405 4. A certification ombudsman to facilitate the process and  
406 procedures required for participants who complete the program to  
407 meet any requirements related to the background screening  
408 pursuant to s. 1012.32 and educator professional or temporary  
409 certification pursuant to s. 1012.56.

410 (b) Each program participant must:

411 1. Meet certification requirements pursuant to s.  
412 1012.56(1) by obtaining a statement of status of eligibility in  
413 the certification subject area of the educational plan and meet  
414 the requirements of s. 1012.56(2) (a)-(f).

415 2. Participate in coursework and field experiences that  
416 are appropriate to his or her educational plan prepared under

417 paragraph (a), including reading instruction under s. 1012.567,  
418 as applicable.

419 3. Before completion of the program, fully demonstrate his  
420 or her ability to teach the subject area for which he or she is  
421 seeking certification by documenting a positive impact on  
422 student learning growth in a prekindergarten through grade 12  
423 setting and achieving a passing score on the professional  
424 education competency examination, the basic skills examination,  
425 and the subject area examination for the subject area  
426 certification which is required by state board rule.

427 Section 9. Subsection (3), paragraph (b) of subsection  
428 (4), paragraphs (a) and (c) of subsection (5), paragraph (b) of  
429 subsection (6), subsection (7), and paragraph (a) of subsection  
430 (8) of section 1008.25, Florida Statutes, are amended, and  
431 paragraph (d) is added to subsection (5) of that section, to  
432 read:

433 1008.25 Public school student progression; student  
434 support; reporting requirements.—

435 (3) ALLOCATION OF RESOURCES.—District school boards shall  
436 allocate remedial and supplemental instruction resources to  
437 students in the following priority:

438 (a) Students in kindergarten through grade 3 who have a  
439 substantial deficiency ~~are deficient~~ in reading as determined in  
440 paragraph (5) (a) by the end of grade 3.

441 (b) Students who fail to meet performance levels required  
442 for promotion consistent with the district school board's plan

443 for student progression required in subsection (2) paragraph  
444 ~~(2)(b)~~.

445 (4) ASSESSMENT AND SUPPORT.—

446 (b) A student who has a substantial reading deficiency as  
447 determined in paragraph (5)(a) or is not meeting the school  
448 district or state requirements for satisfactory performance in  
449 English Language Arts and mathematics must be covered by one of  
450 the following plans:

451 1. a federally required student plan, such as an  
452 individual education plan,

453 2. ~~A schoolwide system of progress monitoring for all~~  
454 ~~students, except a student who scores Level 4 or above on the~~  
455 ~~English Language Arts and mathematics assessments may be~~  
456 ~~exempted from participation by the principal; or~~

457 3. an individualized progress monitoring plan, or both, as  
458 necessary.

459 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

460 (a) Any student in kindergarten through grade 3 who  
461 exhibits a substantial deficiency in reading, based upon  
462 screening, diagnostic, progress monitoring, or assessment data;  
463 ~~locally determined or statewide assessments; conducted in~~  
464 ~~kindergarten or grade 1, grade 2, or grade 3, or through teacher~~  
465 ~~observations,~~ must be provided given intensive, explicit,  
466 systematic, and multisensory reading interventions instruction  
467 immediately following the identification of the reading  
468 deficiency. A school may not wait for a student to receive a

469 failing grade at the end of a grading period to identify the  
470 student as having a substantial reading deficiency and initiate  
471 intensive reading interventions. The student's reading  
472 proficiency must be monitored and the intensive interventions  
473 ~~instruction~~ must continue until the student demonstrates grade  
474 level proficiency in a manner determined by the district, which  
475 may include achieving a Level 3 on the statewide, standardized  
476 English Language Arts assessment. The State Board of Education  
477 shall identify by rule guidelines for determining whether a  
478 student in kindergarten through grade 3 has a substantial  
479 deficiency in reading.

480 (c) The parent of any student who exhibits a substantial  
481 deficiency in reading, as described in paragraph (a), must be  
482 notified in writing of the following:

483 1. That his or her child has been identified as having a  
484 substantial deficiency in reading, including a description and  
485 explanation, in terms understandable to the parent, of the exact  
486 nature of the student's difficulty in learning and lack of  
487 achievement in reading.

488 2. A description of the current services that are provided  
489 to the child.

490 3. A description of the proposed intensive interventions  
491 ~~supplemental instructional services~~ and supports that will be  
492 provided to the child that are designed to remediate the  
493 identified area of reading deficiency.

494 4. That if the child's reading deficiency is not

495 remediated by the end of grade 3, the child must be retained  
496 unless he or she is exempt from mandatory retention for good  
497 cause.

498 5. Opportunities to observe effective instruction and  
499 intervention strategies in the classroom; receive literacy  
500 instruction from the school or through community adult literacy  
501 initiatives; and receive strategies, including multisensory  
502 strategies, through a read-at-home plan the parent can for  
503 ~~parents to~~ use in helping his or her ~~their~~ child succeed in  
504 reading ~~proficiency~~.

505 6. That the statewide, standardized English Language Arts  
506 assessment is not the sole determiner of promotion and that  
507 additional evaluations, portfolio reviews, and assessments are  
508 available to the child to assist parents and the school district  
509 in knowing when a child is reading at or above grade level and  
510 ready for grade promotion.

511 7. The district's specific criteria and policies for a  
512 portfolio as provided in subparagraph (6)(b)4. and the evidence  
513 required for a student to demonstrate mastery of Florida's  
514 academic standards for English Language Arts. A parent of a  
515 student in grade 3 who is identified anytime during the year as  
516 being at risk of retention may request that the school  
517 immediately begin collecting evidence for a portfolio.

518 8. The district's specific criteria and policies for  
519 midyear promotion. Midyear promotion means promotion of a  
520 retained student at any time during the year of retention once

521 the student has demonstrated ability to read at grade level.

522  
523 After initial notification, the school shall apprise the parent  
524 of the student's progress in response to the intensive  
525 interventions and supports at least once every 2 weeks. These  
526 communications must be in writing and must explain any  
527 additional interventions or supports that will be used to  
528 accelerate the student's progress if the interventions and  
529 supports already being implemented have not resulted in  
530 improvement.

531 (d) The Department of Education shall develop a handbook  
532 that schools must provide to the parent of a student who is  
533 identified as having a substantial reading deficiency. The  
534 handbook must be made available in an electronic format that is  
535 accessible online and must include the following information:

536 1. An overview of the requirements for interventions and  
537 supports that districts must provide to students who do not make  
538 adequate academic progress.

539 2. An overview of the procedural requirements for  
540 initiating and conducting evaluations for exceptional education  
541 eligibility. The overview must include an explanation that a  
542 diagnosis of a medical condition alone is not sufficient to  
543 establish exceptional education eligibility but may be used to  
544 document how that condition relates to the student's eligibility  
545 determination and may be disclosed in an eligible student's  
546 individual education plan (IEP) when necessary to inform school

547 personnel responsible for implementing the IEP.

548 3. Characteristics of conditions associated with learning  
549 disorders, including dyslexia, dysgraphia, dyscalculia, and  
550 developmental aphasia.

551 4. A list of resources that support informed parent  
552 involvement in decisionmaking processes for students who have  
553 difficulty with learning.

554 (6) ELIMINATION OF SOCIAL PROMOTION.—

555 (b) The district school board may only exempt students  
556 from mandatory retention, as provided in paragraph (5) (b), for  
557 good cause. A student who is promoted to grade 4 with a good  
558 cause exemption shall be provided intensive reading instruction  
559 and intervention that include specialized diagnostic information  
560 and specific reading strategies to meet the needs of each  
561 student so promoted. The school district shall assist schools  
562 and teachers with the implementation of explicit, systematic,  
563 and multisensory reading instruction and intervention strategies  
564 for students promoted with a good cause exemption which research  
565 has shown to be successful in improving reading among students  
566 who have reading difficulties. Good cause exemptions are limited  
567 to the following:

568 1. Limited English proficient students who have had less  
569 than 2 years of instruction in an English for Speakers of Other  
570 Languages program based on the initial date of entry into a  
571 school in the United States.

572 2. Students with disabilities whose individual education

573 plan indicates that participation in the statewide assessment  
574 program is not appropriate, consistent with the requirements of  
575 s. 1008.212.

576 3. Students who demonstrate an acceptable level of  
577 performance on an alternative standardized reading or English  
578 Language Arts assessment approved by the State Board of  
579 Education.

580 4. A student who demonstrates through a student portfolio  
581 that he or she is performing at least at Level 2 on the  
582 statewide, standardized English Language Arts assessment.

583 5. Students with disabilities who take the statewide,  
584 standardized English Language Arts assessment and who have an  
585 individual education plan or a Section 504 plan that reflects  
586 that the student has received intensive instruction in reading  
587 or English Language Arts for more than 2 years but still  
588 demonstrates a deficiency and was previously retained in  
589 kindergarten, grade 1, grade 2, or grade 3.

590 6. Students who have received intensive reading  
591 intervention for 2 or more years but still demonstrate a  
592 deficiency in reading and who were previously retained in  
593 kindergarten, grade 1, grade 2, or grade 3 for a total of 2  
594 years. A student may not be retained more than once in grade 3.

595 ~~7. Students who have received intensive remediation in~~  
596 ~~reading or English Language Arts for 2 or more years but still~~  
597 ~~demonstrate a deficiency and who were previously retained in~~  
598 ~~kindergarten, grade 1, grade 2, or grade 3 for a total of 2~~

599 ~~years. Intensive instruction for students so promoted must~~  
600 ~~include an altered instructional day that includes specialized~~  
601 ~~diagnostic information and specific reading strategies for each~~  
602 ~~student. The district school board shall assist schools and~~  
603 ~~teachers to implement reading strategies that research has shown~~  
604 ~~to be successful in improving reading among low-performing~~  
605 ~~readers.~~

606 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE  
607 STUDENTS.—

608 (a) Students retained under ~~the provisions of~~ paragraph  
609 (5) (b) must be provided intensive interventions in reading to  
610 ameliorate the student's specific reading deficiency and prepare  
611 the student for promotion to the next grade. These  
612 interventions, as identified by a valid and reliable diagnostic  
613 assessment. This intensive intervention must include:

614 1. Evidence-based, explicit, systematic, and multisensory  
615 reading instruction in phonemic awareness, phonics, fluency,  
616 vocabulary, and comprehension and other strategies prescribed by  
617 the school district. effective instructional strategies,

618 2. Participation in the school district's summer reading  
619 camp, which must incorporate the instructional and intervention  
620 strategies under subparagraph 1, and appropriate teaching  
621 methodologies necessary to assist those students in becoming  
622 successful readers, able to read at or above grade level, and  
623 ready for promotion to the next grade.

624 3. A minimum of 90 minutes of daily, uninterrupted reading

625 instruction incorporating the instructional and intervention  
626 strategies under subparagraph 1. This instruction may include:  
627 ~~(b) Each school district shall:~~  
628 ~~1. Provide third grade students who are retained under the~~  
629 ~~provisions of paragraph (5) (b) with intensive instructional~~  
630 ~~services and supports to remediate the identified areas of~~  
631 ~~reading deficiency, including participation in the school~~  
632 ~~district's summer reading camp as required under paragraph (a),~~  
633 ~~and a minimum of 90 minutes of daily, uninterrupted,~~  
634 ~~scientifically research-based reading instruction which includes~~  
635 ~~phonemic awareness, phonics, fluency, vocabulary, and~~  
636 ~~comprehension and other strategies prescribed by the school~~  
637 ~~district, which may include, but are not limited to:~~  
638 a. Integration of content-rich, nonfiction texts in  
639 science and social studies content within the 90-minute block.  
640 b. Small group instruction.  
641 c. Reduced teacher-student ratios.  
642 d. More frequent progress monitoring.  
643 e. Tutoring or mentoring.  
644 f. Transition classes containing 3rd and 4th grade  
645 students.  
646 g. Extended school day, week, or year.  
647 (b) Each school district shall:  
648 1.2. Provide written notification to the parent of a  
649 student who is retained under ~~the provisions of~~ paragraph (5) (b)  
650 that his or her child has not met the proficiency level required

651 for promotion and the reasons the child is not eligible for a  
652 good cause exemption as provided in paragraph (6) (b). The  
653 notification must comply with paragraph (5) (c) ~~the provisions of~~  
654 ~~s. 1002.20(15)~~ and must include a description of proposed  
655 interventions and supports that will be provided to the child to  
656 remediate the identified areas of reading deficiency.

657 2.3. Implement a policy for the midyear promotion of a  
658 student retained under ~~the provisions of~~ paragraph (5) (b) who  
659 can demonstrate that he or she is a successful and independent  
660 reader and performing at or above grade level in reading or,  
661 upon implementation of English Language Arts assessments,  
662 performing at or above grade level in English Language Arts.  
663 Tools that school districts may use in reevaluating a student  
664 retained may include subsequent assessments, alternative  
665 assessments, and portfolio reviews, in accordance with rules of  
666 the State Board of Education. Students promoted during the  
667 school year after November 1 must demonstrate proficiency levels  
668 in reading equivalent to the level necessary for the beginning  
669 of grade 4. The rules adopted by the State Board of Education  
670 must include standards that provide a reasonable expectation  
671 that the student's progress is sufficient to master appropriate  
672 grade 4 level reading skills.

673 3.4. Provide students who are retained under ~~the~~  
674 ~~provisions of~~ paragraph (5) (b) with a highly effective teacher  
675 as determined by the teacher's performance evaluation under s.  
676 1012.34, and, beginning July 1, 2018, the teacher must also be

677 certified or endorsed in reading.

678 ~~4.5.~~ Establish at each school, when applicable, an  
679 intensive reading acceleration course ~~Class~~ for any student  
680 retained in grade 3 who was previously retained in kindergarten,  
681 grade 1, or grade 2 ~~students who subsequently score Level 1 on~~  
682 ~~the required statewide, standardized assessment identified in s.~~  
683 ~~1008.22. The focus of the Intensive Acceleration Class shall be~~  
684 ~~to increase a child's reading and English Language Arts skill~~  
685 ~~level at least two grade levels in 1 school year. The intensive~~  
686 reading acceleration course must provide the following Class  
687 shall:

688 a. Uninterrupted reading instruction for the majority of  
689 student contact time each day and opportunities to master the  
690 grade 4 Next Generation Sunshine State Standards in other core  
691 subject areas through content-rich, nonfiction texts.

692 b. Small group instruction.

693 c. Reduced teacher-student ratios.

694 d. The use of explicit, systematic, and multisensory  
695 reading interventions, including intensive language and  
696 vocabulary instruction and use of a speech-language therapist if  
697 necessary, that have proven results in accelerating student  
698 reading achievement within the same school year.

699 e. A read-at-home plan.

700 ~~a. Be provided to a student in grade 3 who scores Level 1~~  
701 ~~on the statewide, standardized English Language Arts assessment~~  
702 ~~and who was retained in grade 3 the prior year because of~~

703 ~~scoring Level 1.~~

704 ~~b. Have a reduced teacher-student ratio.~~

705 ~~e. Provide uninterrupted reading instruction for the~~  
706 ~~majority of student contact time each day and incorporate~~  
707 ~~opportunities to master the grade 4 Next Generation Sunshine~~  
708 ~~State Standards in other core subject areas.~~

709 ~~d. Use a reading program that is scientifically research-~~  
710 ~~based and has proven results in accelerating student reading~~  
711 ~~achievement within the same school year.~~

712 ~~e. Provide intensive language and vocabulary instruction~~  
713 ~~using a scientifically research-based program, including use of~~  
714 ~~a speech-language therapist.~~

715 (8) ANNUAL REPORT.—

716 (a) In addition to the requirements in paragraph (5) (b),  
717 each district school board must annually report to the parent of  
718 each student the progress of the student toward achieving state  
719 and district expectations for proficiency in English Language  
720 Arts, science, social studies, and mathematics. The district  
721 school board must report to the parent the student's results on  
722 each statewide, standardized assessment. The evaluation of each  
723 student's progress must be based upon the student's classroom  
724 work, observations, tests, district and state assessments,  
725 response to intensive interventions provided under paragraph  
726 (5) (a), and other relevant information. Progress reporting must  
727 be provided to the parent in writing in a format adopted by the  
728 district school board.

729 Section 10. Subsection (5) of section 1008.345, Florida  
 730 Statutes, is amended to read:

731 1008.345 Implementation of state system of school  
 732 improvement and education accountability.—

733 (5) The commissioner shall annually report to the State  
 734 Board of Education and the Legislature and recommend changes in  
 735 state policy necessary to foster school improvement and  
 736 education accountability. The report shall include:

737 (a) For each school district:

738 1. The percentage of students, by school and grade level,  
 739 demonstrating learning growth in English Language Arts and  
 740 mathematics.

741 2. The percentage of students, by school and grade level,  
 742 in both the highest and lowest quartiles demonstrating learning  
 743 growth in English Language Arts and mathematics.

744 3. The information contained in the school district's  
 745 annual report required under s. 1008.25(8).

746 (b) Intervention and support strategies used by school  
 747 districts ~~boards~~ whose students in both the highest and lowest  
 748 quartiles exceed the statewide average learning growth for  
 749 students in those quartiles.

750 (c) Intervention and support strategies used by school  
 751 districts ~~boards~~ whose schools provide educational services to  
 752 youth in Department of Juvenile Justice programs that  
 753 demonstrate learning growth in English Language Arts and  
 754 mathematics that exceeds the statewide average learning growth

755 for students in those subjects.

756 (d) Based upon a review of each school district's reading  
757 plan submitted pursuant to s. 1011.62(9), intervention and  
758 support strategies used by school districts that were effective  
759 in improving the reading performance of students, as indicated  
760 by student performance data, who are identified as having a  
761 substantial reading deficiency pursuant to s. 1008.25(5)(a).

762

763 School reports shall be distributed pursuant to this subsection  
764 and s. 1001.42(18)(c) and according to rules adopted by the  
765 State Board of Education.

766 Section 11. Subsection (2) of section 1011.67, Florida  
767 Statutes, is amended to read:

768 1011.67 Funds for instructional materials.—

769 (2) (a) Annually by July 1 and before ~~prior to~~ the release  
770 of instructional materials funds, each district school  
771 superintendent shall certify to the Commissioner of Education  
772 that the district school board has approved a comprehensive  
773 staff development plan that supports fidelity of implementation  
774 of instructional materials programs, including. ~~The report shall~~  
775 ~~include~~ verification that training was provided; and that the  
776 materials are being implemented as designed; and, beginning  
777 April 1, 2019, for core reading materials and supplemental  
778 intervention reading materials used in kindergarten through  
779 grade 5, that the materials have been identified by the Just  
780 Read, Florida! Office as meeting the requirements of s.

781 1001.215(11). This paragraph does not preclude school districts  
782 from purchasing or using other materials to supplement reading  
783 instruction and provide additional skills practice.

784 (b) Each district school superintendent shall, as part of  
785 the certification under paragraph (a), report the number and  
786 percentage of the district's K-5 instructional personnel who  
787 have received training to implement the core and supplemental  
788 intervention reading materials. The district school  
789 superintendent shall also report the process and timeline by  
790 which the remaining K-5 personnel will be provided the training,  
791 including those newly hired by the district.

792 Section 12. Section 1012.567, Florida Statutes, is created  
793 to read:

794 1012.567 Certification and endorsement of elementary  
795 reading instructors.—

796 (1) CERTIFICATION.—

797 (a) Beginning January 1, 2018, a candidate for an educator  
798 certificate in an area involving reading instruction or  
799 intervention for any students in kindergarten through grade 6  
800 must, as part of the certification process, demonstrate  
801 competence in the following:

802 1. Identifying characteristics of conditions such as  
803 dyslexia and other causes of diminished phonological processing  
804 skills.

805 2. Using explicit, systematic, and multisensory approaches  
806 to reading instruction and intervention that are proven to

807 improve reading performance for all students.

808 3. Using predictive and other data to make instructional  
809 decisions based on individual student needs.

810

811 The State Board of Education shall adopt by rule the minimum  
812 requirements for instruction provided by teacher preparation  
813 programs and school districts for this purpose.

814 (b) Documentation of a valid professional standard  
815 teaching certificate issued by another state is not sufficient  
816 to meet the requirements of paragraph (a). The State Board of  
817 Education shall establish a procedure by which a candidate who  
818 holds a certificate issued by another state may demonstrate  
819 competence as required in paragraph (a).

820 (c) The State Board of Education shall identify by rule  
821 certification areas in which candidates must demonstrate  
822 competence as provided in paragraph (a) as part of the  
823 certification process.

824 (d) To receive initial or continued approval, a teacher  
825 preparation program under s. 1004.04 or s. 1004.85 must provide  
826 instruction in the skills and strategies listed in paragraph (a)  
827 to candidates for certificates in the areas identified by the  
828 state board pursuant to paragraph (c).

829 (2) ENDORSEMENT.—Beginning January 1, 2018, the  
830 specialization requirements for an endorsement in reading  
831 instruction must include at least 3 semester hours of  
832 instruction in explicit, systematic, and multisensory approaches

833 to reading instruction and intervention that are proven to  
834 improve reading performance for all students. This instruction  
835 may be incorporated into semester hour requirements established  
836 in State Board of Education rule.

837 (3) REVIEW.—By July 1, 2017, and at least once every 5  
838 years thereafter, the department shall conduct a review of  
839 specialization and coverage area requirements in the elementary,  
840 reading, and exceptional student educational areas. At the  
841 conclusion of each review, the department shall recommend to the  
842 State Board of Education changes to the specialization and  
843 coverage area requirements based upon any identified  
844 instructional or intervention strategies proven to improve  
845 student reading performance.

846 (4) STATE BOARD RULES.—The State Board of Education shall  
847 adopt rules pursuant to ss. 120.536 and 120.54 as necessary to  
848 implement this section.

849 Section 13. Paragraph (a) of subsection (3) of section  
850 1012.585, Florida Statutes, is amended, and paragraph (f) is  
851 added to that subsection, to read:

852 1012.585 Process for renewal of professional  
853 certificates.—

854 (3) For the renewal of a professional certificate, the  
855 following requirements must be met:

856 (a) The applicant must earn a minimum of 6 college credits  
857 or 120 inservice points or a combination thereof. For each area  
858 of specialization to be retained on a certificate, the applicant

859 must earn at least 3 of the required credit hours or equivalent  
860 inservice points in the specialization area. Education in  
861 "clinical educator" training pursuant to s. 1004.04(5)(b) and  
862 credits or points that provide training in the area of  
863 scientifically researched, knowledge-based reading literacy,  
864 including explicit, systematic, and multisensory approaches to  
865 reading instruction and intervention; ~~and~~ computational skills  
866 acquisition;; exceptional student education;; normal child  
867 development;; and the disorders of development may be applied  
868 toward any specialization area. Credits or points that provide  
869 training in the areas of drug abuse, child abuse and neglect,  
870 strategies in teaching students having limited proficiency in  
871 English, or dropout prevention, or training in areas identified  
872 in the educational goals and performance standards adopted  
873 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward  
874 any specialization area, except specialization areas identified  
875 by State Board of Education rule as involving reading  
876 instruction or intervention for any students in kindergarten  
877 through grade 6 under s. 1012.567(1)(c). Credits or points  
878 earned through approved summer institutes may be applied toward  
879 the fulfillment of these requirements. Inservice points may also  
880 be earned by participation in professional growth components  
881 approved by the State Board of Education and specified pursuant  
882 to s. 1012.98 in the district's approved master plan for  
883 inservice educational training; however, such points may not be  
884 used to satisfy the specialization requirements of this

885 ~~paragraph, including, but not limited to, serving as a trainer~~  
886 ~~in an approved teacher training activity, serving on an~~  
887 ~~instructional materials committee or a state board or commission~~  
888 ~~that deals with educational issues, or serving on an advisory~~  
889 ~~council created pursuant to s. 1001.452.~~

890 (f) Beginning January 1, 2018, an applicant for renewal of  
891 a professional certificate in any area of certification  
892 identified by State Board of Education rule pursuant to s.  
893 1012.567(1)(c) must earn a minimum of 2 college credits or the  
894 equivalent inservice points in the use of explicit, systematic,  
895 and multisensory approaches to reading instruction and  
896 intervention. Such training must be provided by teacher  
897 preparation programs under s. 1004.04 or s. 1004.85 or approved  
898 school district professional development systems under s.  
899 1012.98. The requirements in this paragraph may not add to the  
900 total hours required by the department for continuing education  
901 or inservice training.

902 Section 14. Subsection (1) of section 1012.586, Florida  
903 Statutes, is amended to read:

904 1012.586 Additions or changes to certificates; duplicate  
905 certificates.—A school district may process via a Department of  
906 Education website certificates for the following applications of  
907 public school employees:

908 (1) Addition of a subject coverage or endorsement to a  
909 valid Florida certificate on the basis of the completion of the  
910 appropriate subject area testing requirements of s.

911 1012.56(5) (a) or the completion of the requirements of an  
912 approved school district program or the inservice components for  
913 an endorsement. To reduce duplication, the department may  
914 recommend the consolidation of endorsement areas and  
915 requirements to the State Board of Education.

916  
917 The employing school district shall charge the employee a fee  
918 not to exceed the amount charged by the Department of Education  
919 for such services. Each district school board shall retain a  
920 portion of the fee as defined in the rules of the State Board of  
921 Education. The portion sent to the department shall be used for  
922 maintenance of the technology system, the web application, and  
923 posting and mailing of the certificate.

924 Section 15. Paragraph (b) of subsection (4) of section  
925 1012.98, Florida Statutes, is amended, and paragraph (e) is  
926 added to subsection (3) of that section, to read:

927 1012.98 School Community Professional Development Act.—

928 (3) The activities designed to implement this section  
929 must:

930 (e) Provide all elementary grades instructional personnel  
931 without a reading endorsement with training sufficient to earn  
932 the endorsement before attainment or renewal of a professional  
933 certificate pursuant to s. 1012.56 or s. 1012.585.

934 (4) The Department of Education, school districts,  
935 schools, Florida College System institutions, and state  
936 universities share the responsibilities described in this

937 section. These responsibilities include the following:

938 (b) Each school district shall develop a professional  
939 development system as specified in subsection (3). The system  
940 shall be developed in consultation with teachers, teacher-  
941 educators of Florida College System institutions and state  
942 universities, business and community representatives, and local  
943 education foundations, consortia, and professional  
944 organizations. The professional development system must:

945 1. Be approved by the department. All substantial  
946 revisions to the system shall be submitted to the department for  
947 review for continued approval.

948 2. Be based on analyses of student achievement data and  
949 instructional strategies and methods that support rigorous,  
950 relevant, and challenging curricula for all students. Schools  
951 and districts, in developing and refining the professional  
952 development system, shall also review and monitor school  
953 discipline data; school environment surveys; assessments of  
954 parental satisfaction; performance appraisal data of teachers,  
955 managers, and administrative personnel; and other performance  
956 indicators to identify school and student needs that can be met  
957 by improved professional performance.

958 3. Provide inservice activities coupled with followup  
959 support appropriate to accomplish district-level and school-  
960 level improvement goals and standards. The inservice activities  
961 for instructional personnel shall focus on analysis of student  
962 achievement data, ongoing formal and informal assessments of

963 student achievement, identification and use of enhanced and  
964 differentiated instructional strategies that emphasize rigor,  
965 relevance, and reading in the content areas, enhancement of  
966 subject content expertise, integrated use of classroom  
967 technology that enhances teaching and learning, classroom  
968 management, parent involvement, and school safety.

969 4. Include a master plan for inservice activities,  
970 pursuant to rules of the State Board of Education, for all  
971 district employees from all fund sources. The master plan shall  
972 be updated annually by September 1, must be based on input from  
973 teachers and district and school instructional leaders, and must  
974 use the latest available student achievement data and research  
975 to enhance rigor and relevance in the classroom. Each district  
976 inservice plan must be aligned to and support the school-based  
977 inservice plans and school improvement plans pursuant to s.  
978 1001.42(18). Each district inservice plan must provide a  
979 description of the training that middle grades instructional  
980 personnel and school administrators receive on the district's  
981 code of student conduct adopted pursuant to s. 1006.07;  
982 integrated digital instruction and competency-based instruction  
983 and CAPE Digital Tool certificates and CAPE industry  
984 certifications; classroom management; student behavior and  
985 interaction; extended learning opportunities for students; and  
986 instructional leadership. District plans must be approved by the  
987 district school board annually in order to ensure compliance  
988 with subsection (1) and to allow for dissemination of research-

989 based best practices to other districts. District school boards  
990 must submit verification of their approval to the Commissioner  
991 of Education no later than October 1, annually. Each school  
992 principal may establish and maintain an individual professional  
993 development plan for each instructional employee assigned to the  
994 school as a seamless component to the school improvement plans  
995 developed pursuant to s. 1001.42(18). An individual professional  
996 development plan must be related to specific performance data  
997 for the students to whom the teacher is assigned, define the  
998 inservice objectives and specific measurable improvements  
999 expected in student performance as a result of the inservice  
1000 activity, and include an evaluation component that determines  
1001 the effectiveness of the professional development plan.

1002 5. Include inservice activities for school administrative  
1003 personnel that address updated skills necessary for  
1004 instructional leadership and effective school management  
1005 pursuant to s. 1012.986.

1006 6. Provide for systematic consultation with regional and  
1007 state personnel designated to provide technical assistance and  
1008 evaluation of local professional development programs.

1009 7. Provide for delivery of professional development by  
1010 distance learning and other technology-based delivery systems to  
1011 reach more educators at lower costs.

1012 8. Provide for the continuous evaluation of the quality  
1013 and effectiveness of professional development programs in order  
1014 to eliminate ineffective programs and strategies and to expand

1015 effective ones. Evaluations must consider the impact of such  
1016 activities on the performance of participating educators and  
1017 their students' achievement and behavior.

1018 9. For middle grades, emphasize:

1019 a. Interdisciplinary planning, collaboration, and  
1020 instruction.

1021 b. Alignment of curriculum and instructional materials to  
1022 the state academic standards adopted pursuant to s. 1003.41.

1023 c. Use of small learning communities; problem-solving,  
1024 inquiry-driven research and analytical approaches for students;  
1025 strategies and tools based on student needs; competency-based  
1026 instruction; integrated digital instruction; and project-based  
1027 instruction.

1028  
1029 Each school that includes any of grades 6, 7, or 8 must include  
1030 in its school improvement plan, required under s. 1001.42(18), a  
1031 description of the specific strategies used by the school to  
1032 implement each item listed in this subparagraph.

1033 10. Provide training to reading coaches, classroom  
1034 teachers, and school administrators in effective methods of  
1035 identifying characteristics of conditions such as dyslexia and  
1036 other causes of diminished phonological processing skills;  
1037 incorporating instructional techniques into the general  
1038 education setting that are proven to improve reading performance  
1039 for all students; and using predictive and other data to make  
1040 instructional decisions based on individual student needs. The

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1041 training must help teachers integrate phonemic awareness;  
1042 phonics, word study, and spelling; reading fluency; vocabulary,  
1043 including academic vocabulary; and text comprehension strategies  
1044 into an explicit, systematic, and multisensory approach to  
1045 reading instruction and intervention.

1046 Section 16. For the 2016-2017 fiscal year, the sums of  
1047 \$286,850 in recurring funds and \$57,998 in nonrecurring funds  
1048 from the General Revenue Fund are appropriated to the Department  
1049 of Education, and two full-time equivalent positions with  
1050 associated salary rate of 190,000 are authorized, for the  
1051 purpose of implementing this act.

1052 Section 17. This act shall take effect upon becoming a  
1053 law.