

1                   A bill to be entitled  
2           An act relating to student literacy; amending s.  
3           1001.215, F.S.; revising and providing duties for the  
4           Just Read, Florida! Office within the Department of  
5           Education; amending s. 1001.42, F.S.; revising a  
6           district school board's duty to implement a school  
7           improvement plan for certain low-performing schools to  
8           conform to changes made by the act; amending s.  
9           1002.33, F.S.; conforming a provision to changes made  
10          by the act; amending s. 1002.55, F.S.; revising  
11          requirements for prekindergarten instructors relating  
12          to the completion of emergent literacy training  
13          courses; amending s. 1002.59, F.S.; requiring the  
14          Office of Early Learning to adopt minimum standards  
15          for such courses in collaboration with the Just Read,  
16          Florida! Office; requiring such courses to be  
17          consistent with certain strategies identified by the  
18          Just Read, Florida! Office and reviewed; amending s.  
19          1002.67, F.S.; requiring certain private  
20          prekindergarten providers and public schools to  
21          participate in a certain coordinated screening and  
22          progress monitoring system; amending s. 1002.69, F.S.;  
23          prohibiting the use of results from the statewide  
24          kindergarten screening in the calculation of readiness  
25          rates for a specified program year; requiring that

26 | certain prekindergarten providers and public schools  
27 | participate in the coordinated screening and progress  
28 | monitoring system; requiring that system results be  
29 | used for specified purposes; providing that readiness  
30 | rates calculated for a specified program year are for  
31 | informational purposes only; prohibiting the use of  
32 | such rates for the purpose of imposing sanctions or  
33 | penalties; amending s. 1002.83, F.S.; requiring early  
34 | learning coalitions to adopt best-practices plans for  
35 | transitioning prekindergarten students into  
36 | kindergarten; providing requirements for such plans;  
37 | requiring the Office of Early Learning to provide  
38 | certain guidelines to assist early learning  
39 | coalitions, schools districts, charter schools, and  
40 | parents; amending s. 1003.57, F.S.; requiring a school  
41 | district to notify the parents of certain students of  
42 | certain available scholarship options within a  
43 | specified timeframe; amending ss. 1002.995 and  
44 | 1003.621, F.S.; conforming provisions to changes made  
45 | by the act; amending s. 1004.04, F.S.; providing  
46 | requirements for certain candidates entering a teacher  
47 | preparation program in a specified school year;  
48 | revising provisions relating to teacher preparation  
49 | programs; removing provisions authorizing the waiver  
50 | of certain admission requirements for such programs;

51 requiring certain school district and instructional  
52 personnel to have a certificate or endorsement in  
53 reading beginning in a specified school year; amending  
54 s. 1004.85, F.S.; providing requirements for certain  
55 candidates entering an educator preparation institute  
56 in a specified school year; amending s. 1006.28, F.S.;  
57 requiring each school district to provide certain  
58 training to school librarians and media specialists;  
59 amending s. 1008.25, F.S.; requiring certain students  
60 to participate in a certain coordinated screening and  
61 progress monitoring system; prohibiting a school from  
62 waiting until a certain evaluation is completed to  
63 provide specified interventions for certain students;  
64 requiring that such interventions be initiated upon  
65 receipt of certain documentation; requiring a school  
66 to immediately begin collecting evidence for  
67 portfolios for certain students under specified  
68 conditions; requiring schools to communicate with  
69 parents at least monthly regarding the progress of  
70 certain students; providing requirements for such  
71 communication; requiring the department to compile  
72 resources that school districts must incorporate into  
73 read-at-home plans; providing requirements for such  
74 resources; requiring that a parent be provided a  
75 hardcopy of such resources upon request; requiring the

76 | department, in collaboration with the Office of Early  
77 | Learning, to procure and require the use of a certain  
78 | coordinated screening and progress monitoring system;  
79 | providing requirements for such system; requiring  
80 | private Voluntary Prekindergarten Education Program  
81 | providers and public schools to participate in such  
82 | system beginning in a specified school year; providing  
83 | the frequency with which such system must be  
84 | administered during the program year or school year,  
85 | as applicable; providing that certain prekindergarten  
86 | students may be eligible for certain instruction and  
87 | interventions; authorizing a school district to pay  
88 | for such instruction and interventions using certain  
89 | funds; requiring screening and progress monitoring  
90 | system results to be reported to the department and  
91 | maintained in a specified department warehouse;  
92 | requiring such results to be provided to a student's  
93 | teacher and parent; requiring the department, in  
94 | collaboration with the Office of Early Learning, to  
95 | provide certain training and support; amending s.  
96 | 1008.345, F.S.; conforming a cross-reference; creating  
97 | s. 1008.365, F.S.; providing a short title;  
98 | establishing the Reading Achievement Initiative for  
99 | Scholastic Excellence Program within the department;  
100 | providing a purpose; requiring the department to

101 establish a specified number of literacy support  
102 regions and regional support teams for a certain  
103 purpose; requiring a regional literacy support  
104 director to meet certain criteria; providing duties  
105 and requirements for such teams; authorizing the  
106 department to establish criteria for identifying  
107 schools that need supports; requiring such schools to  
108 implement or amend a certain plan, as applicable;  
109 requiring the department to provide progress  
110 monitoring data to such teams regarding the  
111 implementation of supports; providing requirements for  
112 such supports; providing that certain schools are not  
113 required to implement a turnaround option or take  
114 other corrective actions; authorizing a school to  
115 discontinue receiving supports and implementing a  
116 school improvement plan under certain circumstances;  
117 requiring the department to establish a tutoring  
118 program and develop certain training to prepare high  
119 school students to tutor certain students; providing  
120 eligibility criteria for high school students to  
121 participate in the tutoring program; requiring school  
122 districts that wish to participate in such program to  
123 recruit, train, and deploy eligible high school  
124 students; providing requirements for such program;  
125 requiring the department to designate certain high

126 school students as New Worlds Scholars; requiring the  
127 State Board of Education to adopt rules; amending s.  
128 1011.62, F.S.; renaming the research-based reading  
129 instruction allocation as the evidence-based reading  
130 instruction allocation; requiring such allocation to  
131 be used to provide comprehensive reading instruction  
132 to certain prekindergarten students; requiring a  
133 school district's K-12 comprehensive reading plan to  
134 be developed with input from certain personnel and  
135 provide for certain interventions delivered by certain  
136 instructional personnel; requiring the department to  
137 annually release to certain school districts their  
138 allocations of appropriated funds by a specified date;  
139 requiring the department to annually report certain  
140 findings and recommendations to the State Board of  
141 Education by a specified date; providing a definition;  
142 amending s. 1011.67, F.S.; authorizing school  
143 districts to purchase certain instructional materials  
144 with specified funds without undergoing certain  
145 adoption procedures; amending s. 1012.56, F.S.;

146 providing requirements for certain candidates entering  
147 a competency-based professional development  
148 certification program in a specified school year;  
149 amending s. 1012.585, F.S.; revising requirements for  
150 the renewal of a professional certificate in certain

151 areas; providing a limitation on earning certain  
152 inservice points; amending s. 1012.586, F.S.;  
153 requiring the department to adopt competency-based  
154 pathways for instructional personnel to earn a reading  
155 endorsement by the beginning of a specified school  
156 year; providing requirements for such pathways;  
157 providing requirements for the department in adopting  
158 such pathways; requiring school districts to resubmit  
159 certain programs to the department for approval by a  
160 specified date; prohibiting instructional personnel  
161 from earning a reading endorsement solely by achieving  
162 a passing score on a specified assessment; amending s.  
163 1012.98, F.S.; requiring the department to identify  
164 certain professional development opportunities to be  
165 implemented by school districts, with priority given  
166 to certain training; amending s. 1012.986, F.S.;  
167 revising the goals of the William Cecil Golden  
168 Professional Development Program for School Leaders to  
169 include support for instructional personnel who  
170 provide reading instruction and interventions;  
171 providing an effective date.

172  
173 Be It Enacted by the Legislature of the State of Florida:

174  
175 Section 1. Subsections (1), (3), (4), (5), (6), and (11)

176 of section 1001.215, Florida Statutes, are amended, and  
177 subsection (8) of that section is republished, to read:

178 1001.215 Just Read, Florida! Office.—There is created in  
179 the Department of Education the Just Read, Florida! Office. The  
180 office is fully accountable to the Commissioner of Education and  
181 shall:

182 (1) Provide training to ~~Train~~ reading coaches and school  
183 administrators on the evidence-based strategies identified  
184 pursuant to subsection (8) for purposes of implementation,  
185 modeling, and classroom observations to support professional  
186 growth and inform performance evaluations of instructional  
187 personnel.

188 (3) Work with the Lastinger Center for Learning at the  
189 University of Florida to develop training for K-12 teachers,  
190 reading coaches, and school administrators ~~principals~~ on  
191 effective content-area-specific reading strategies; the  
192 coordinated integration of content-rich curriculum from other  
193 core subject areas into reading instruction, with an emphasis on  
194 civic literacy; and evidence-based reading strategies identified  
195 pursuant to ~~in~~ subsection (8) to improve student reading  
196 performance. For secondary teachers, emphasis shall be on  
197 technical text. These strategies must be developed for all  
198 content areas in the K-12 curriculum.

199 (4) Develop and provide access to sequenced, content-rich  
200 curriculum programming, instructional practices, and resources



201 that help elementary schools use state-adopted instructional  
202 materials to increase students' background knowledge and  
203 literacy skills, including student attainment of the Next  
204 Generation Sunshine State Standards for social studies, science,  
205 and the arts. The office shall, as part of the adoption cycle  
206 for English Language Arts instructional materials, assist in  
207 evaluating elementary grades instructional materials submitted  
208 for adoption consideration in order to identify those materials  
209 that are closely aligned to the content and evidence-based  
210 strategies identified pursuant to subsection (8) and incorporate  
211 professional development to implement such strategies.

212 (5) Provide parents with information and evidence-based  
213 strategies for assisting their children in reading, including  
214 reading in content areas.

215 (6) Provide technical assistance to school districts in  
216 the development and implementation of district plans for use of  
217 the evidence-based ~~research-based~~ reading instruction allocation  
218 provided in s. 1011.62(9) and annually review and approve such  
219 plans.

220 (8) Work with the Florida Center for Reading Research to  
221 identify scientifically researched and evidence-based reading  
222 instructional and intervention programs that incorporate  
223 explicit, systematic, and sequential approaches to teaching  
224 phonemic awareness, phonics, vocabulary, fluency, and text  
225 comprehension and incorporate decodable or phonetic text

226 | instructional strategies. Reading intervention includes  
 227 | evidence-based strategies frequently used to remediate reading  
 228 | deficiencies and includes, but is not limited to, individual  
 229 | instruction, multisensory approaches, tutoring, mentoring, or  
 230 | the use of technology that targets specific reading skills and  
 231 | abilities.

232 |       (11) Work with teacher preparation programs approved  
 233 | pursuant to ss. 1004.04 and 1004.85 to integrate effective,  
 234 | ~~research-based and~~ evidence-based reading instructional and  
 235 | intervention strategies, including explicit, systematic, and  
 236 | sequential reading strategies, multisensory intervention  
 237 | strategies, and reading in content area instructional strategies  
 238 | into teacher preparation programs.

239 |       Section 2. Paragraph (a) of subsection (18) of section  
 240 | 1001.42, Florida Statutes, is amended to read:

241 |       1001.42 Powers and duties of district school board.—The  
 242 | district school board, acting as a board, shall exercise all  
 243 | powers and perform all duties listed below:

244 |       (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—  
 245 | Maintain a system of school improvement and education  
 246 | accountability as provided by statute and State Board of  
 247 | Education rule. This system of school improvement and education  
 248 | accountability shall be consistent with, and implemented  
 249 | through, the district's continuing system of planning and  
 250 | budgeting required by this section and ss. 1008.385, 1010.01,

251 and 1011.01. This system of school improvement and education  
252 accountability shall comply with the provisions of ss. 1008.33,  
253 1008.34, 1008.345, and 1008.385 and include the following:

254 (a) School improvement plans.—The district school board  
255 shall annually approve and require implementation of a new,  
256 amended, or continuation school improvement plan for each school  
257 in the district which has a school grade of "D" or "F"; has a  
258 significant gap in achievement on statewide, standardized  
259 assessments administered pursuant to s. 1008.22 by one or more  
260 student subgroups, as defined in the federal Elementary and  
261 Secondary Education Act (ESEA), 20 U.S.C. s.  
262 6311(b)(2)(C)(v)(II); has not significantly increased the  
263 percentage of students passing statewide, standardized  
264 assessments; has not significantly increased the percentage of  
265 students demonstrating Learning Gains, as defined in s. 1008.34  
266 and as calculated under s. 1008.34(3)(b), who passed statewide,  
267 standardized assessments; has been identified as requiring  
268 instructional supports under the Reading Achievement Initiative  
269 for Scholastic Excellence program established in s. 1008.365; or  
270 has significantly lower graduation rates for a subgroup when  
271 compared to the state's graduation rate. The improvement plan of  
272 a school that meets the requirements of this paragraph shall  
273 include strategies for improving these results. The state board  
274 shall adopt rules establishing thresholds and for determining  
275 compliance with this paragraph.

276 Section 3. Paragraph (b) of subsection (17) of section  
 277 1002.33, Florida Statutes, is amended to read:

278 1002.33 Charter schools.—

279 (17) FUNDING.—Students enrolled in a charter school,  
 280 regardless of the sponsorship, shall be funded as if they are in  
 281 a basic program or a special program, the same as students  
 282 enrolled in other public schools in the school district. Funding  
 283 for a charter lab school shall be as provided in s. 1002.32.

284 (b) The basis for the agreement for funding students  
 285 enrolled in a charter school shall be the sum of the school  
 286 district's operating funds from the Florida Education Finance  
 287 Program as provided in s. 1011.62 and the General Appropriations  
 288 Act, including gross state and local funds, discretionary  
 289 lottery funds, and funds from the school district's current  
 290 operating discretionary millage levy; divided by total funded  
 291 weighted full-time equivalent students in the school district;  
 292 multiplied by the weighted full-time equivalent students for the  
 293 charter school. Charter schools whose students or programs meet  
 294 the eligibility criteria in law are entitled to their  
 295 proportionate share of categorical program funds included in the  
 296 total funds available in the Florida Education Finance Program  
 297 by the Legislature, including transportation, the evidence-based  
 298 ~~research-based~~ reading allocation, and the Florida digital  
 299 classrooms allocation. Total funding for each charter school  
 300 shall be recalculated during the year to reflect the revised

301 calculations under the Florida Education Finance Program by the  
302 state and the actual weighted full-time equivalent students  
303 reported by the charter school during the full-time equivalent  
304 student survey periods designated by the Commissioner of  
305 Education. For charter schools operated by a not-for-profit or  
306 municipal entity, any unrestricted current and capital assets  
307 identified in the charter school's annual financial audit may be  
308 used for other charter schools operated by the not-for-profit or  
309 municipal entity within the school district. Unrestricted  
310 current assets shall be used in accordance with s. 1011.62, and  
311 any unrestricted capital assets shall be used in accordance with  
312 s. 1013.62(2).

313 Section 4. Paragraph (c) of subsection (3) and subsection  
314 (4) of section 1002.55, Florida Statutes, are amended to read:

315 1002.55 School-year prekindergarten program delivered by  
316 private prekindergarten providers.—

317 (3) To be eligible to deliver the prekindergarten program,  
318 a private prekindergarten provider must meet each of the  
319 following requirements:

320 (c) The private prekindergarten provider must have, for  
321 each prekindergarten class of 11 children or fewer, at least one  
322 prekindergarten instructor who meets each of the following  
323 requirements:

324 1. The prekindergarten instructor must hold, at a minimum,  
325 one of the following credentials:

326 a. A child development associate credential issued by the  
327 National Credentialing Program of the Council for Professional  
328 Recognition; or

329 b. A credential approved by the Department of Children and  
330 Families as being equivalent to or greater than the credential  
331 described in sub-subparagraph a.

332  
333 The Department of Children and Families may adopt rules under  
334 ss. 120.536(1) and 120.54 which provide criteria and procedures  
335 for approving equivalent credentials under sub-subparagraph b.

336 2. The prekindergarten instructor must successfully  
337 complete three ~~an~~ emergent literacy training courses ~~course~~ and  
338 a student performance standards training course approved by the  
339 office as meeting or exceeding the minimum standards adopted  
340 under s. 1002.59. The prekindergarten instructor must complete  
341 an emergent literacy training course at least once every 5 years  
342 after initially completing the three emergent literacy training  
343 courses. The courses in this subparagraph must be recognized as  
344 part of the informal early learning career pathway identified by  
345 the Office of Early Learning under s. 1002.995(1)(b). ~~The~~  
346 ~~requirement for completion of the standards training course~~  
347 ~~shall take effect July 1, 2014, and~~ The courses must ~~course~~  
348 ~~shall~~ be made available online.

349 (4) A prekindergarten instructor, in lieu of the minimum  
350 credentials ~~and courses~~ required under paragraph (3)(c)1.

351 ~~(3)(e)~~, may hold one of the following educational credentials:

352 (a) A bachelor's or higher degree in early childhood  
353 education, prekindergarten or primary education, preschool  
354 education, or family and consumer science;

355 (b) A bachelor's or higher degree in elementary education,  
356 if the prekindergarten instructor has been certified to teach  
357 children any age from birth through 6th grade, regardless of  
358 whether the instructor's educator certificate is current, and if  
359 the instructor is not ineligible to teach in a public school  
360 because his or her educator certificate is suspended or revoked;

361 (c) An associate's or higher degree in child development;

362 (d) An associate's or higher degree in an unrelated field,  
363 at least 6 credit hours in early childhood education or child  
364 development, and at least 480 hours of experience in teaching or  
365 providing child care services for children any age from birth  
366 through 8 years of age; or

367 (e) An educational credential approved by the department  
368 as being equivalent to or greater than an educational credential  
369 described in this subsection. The department may adopt criteria  
370 and procedures for approving equivalent educational credentials  
371 under this paragraph.

372 Section 5. Subsection (1) of section 1002.59, Florida  
373 Statutes, is amended to read:

374 1002.59 Emergent literacy and performance standards  
375 training courses.-

376           (1) The office, in collaboration with the Just Read,  
377 Florida! Office, shall adopt minimum standards for ~~one or more~~  
378 training courses in emergent literacy for prekindergarten  
379 instructors. Each course must comprise 5 clock hours and provide  
380 instruction in strategies and techniques to address the age-  
381 appropriate progress of prekindergarten students in developing  
382 emergent literacy skills, including oral communication,  
383 knowledge of print and letters, phonological and phonemic ~~and~~  
384 ~~phonological~~ awareness, and vocabulary and comprehension  
385 development, consistent with the evidence-based content and  
386 strategies identified pursuant to s. 1001.215(8). The course  
387 standards must be reviewed as part of any review of subject  
388 coverage or endorsement requirements in the elementary, reading,  
389 and exceptional student educational areas conducted pursuant to  
390 s. 1012.586. Each course must also provide resources containing  
391 strategies that allow students with disabilities and other  
392 special needs to derive maximum benefit from the Voluntary  
393 Prekindergarten Education Program. Successful completion of an  
394 emergent literacy training course approved under this section  
395 satisfies requirements for approved training in early literacy  
396 and language development under ss. 402.305(2)(e)5., 402.313(6),  
397 and 402.3131(5).

398           Section 6. Paragraph (a) of subsection (3) of section  
399 1002.67, Florida Statutes, is amended to read:

400           1002.67 Performance standards; curricula and



401 accountability.—

402 (3) (a) Contingent upon legislative appropriation, each  
403 private prekindergarten provider and public school in the  
404 Voluntary Prekindergarten Education Program must implement an  
405 evidence-based pre- and post-assessment that has been approved  
406 by rule of the State Board of Education. However, beginning with  
407 the 2022-2023 program year, such providers and public schools  
408 shall participate in the coordinated screening and progress  
409 monitoring system pursuant to s. 1008.25(8) to meet the  
410 requirements of this subsection.

411 Section 7. Subsections (1) and (5) of section 1002.69,  
412 Florida Statutes, are amended to read:

413 1002.69 Statewide kindergarten screening; kindergarten  
414 readiness rates; state-approved prekindergarten enrollment  
415 screening; good cause exemption.—

416 (1) (a) The department shall adopt a statewide kindergarten  
417 screening that assesses the readiness of each student for  
418 kindergarten based upon the performance standards adopted by the  
419 department under s. 1002.67(1) for the Voluntary Prekindergarten  
420 Education Program. The department shall require that each school  
421 district administer the statewide kindergarten screening to each  
422 kindergarten student in the school district within the first 30  
423 school days of each school year. Nonpublic schools may  
424 administer the statewide kindergarten screening to each  
425 kindergarten student in a nonpublic school who was enrolled in

426 the Voluntary Prekindergarten Education Program. For the 2021-  
427 2022 program year, results from the kindergarten screening may  
428 not be used in the calculation of readiness rates.

429 (b) Notwithstanding paragraph (a) and subsection (5),  
430 beginning with the 2022-2023 program year, each private  
431 prekindergarten provider and public school participating in the  
432 Voluntary Prekindergarten Education Program must participate in  
433 the coordinated screening and progress monitoring system  
434 pursuant to s. 1008.25(8). Results from the progress monitoring  
435 system shall be used to determine student learning gains and  
436 norm-referenced learning outcomes based on the standards  
437 established under s. 1002.67 and to calculate a provider's  
438 kindergarten readiness rate annually. For purposes of this  
439 paragraph, progress monitoring results must be limited to  
440 assessments conducted during the program year.

441 (5) The office shall adopt procedures to annually  
442 calculate each private prekindergarten provider's and public  
443 school's kindergarten readiness rate, which must be expressed as  
444 the percentage of the provider's or school's students who are  
445 assessed as ready for kindergarten. The methodology for  
446 calculating each provider's kindergarten readiness rate must  
447 include student learning gains when available and the percentage  
448 of students who meet all state readiness measures. The rates  
449 must not include students who are not administered the statewide  
450 kindergarten screening. The office shall determine learning

451 gains using a value-added measure based on growth demonstrated  
452 by the results of the preassessment and postassessment from at  
453 least 2 successive years of administration of the preassessment  
454 and postassessment. Readiness rates calculated for the 2020-2021  
455 program year shall be for informational purposes only and may  
456 not be used to impose any sanction or penalty under subsection  
457 (7).

458 Section 8. Subsection (14) of section 1002.83, Florida  
459 Statutes, is renumbered as subsection (15), and a new subsection  
460 (14) is added to that section to read:

461 1002.83 Early learning coalitions.—

462 (14) Each early learning coalition shall adopt a best-  
463 practices plan for transitioning prekindergarten students into  
464 kindergarten. The plan must provide for:

465 (a) Opportunities for prekindergarten students and their  
466 parents to visit schools in which they may be enrolled in  
467 kindergarten.

468 (b) Written information for parents on school registration  
469 and academic and social expectations for kindergarten.

470 (c) Meetings at least annually with school districts and  
471 charter schools in the coalition's service area to identify and  
472 address areas for improvement in transitioning prekindergarten  
473 students into kindergarten.

474 (d) Transferring prekindergarten student information for  
475 continuity in progress monitoring and the provision of supports.

476  
 477 The office shall provide guidelines for successful kindergarten  
 478 transitions to early learning coalitions, school districts,  
 479 charter schools, and parents to assist with the implementation  
 480 of this subsection.

481 Section 9. Subsection (2) of section 1002.995, Florida  
 482 Statutes, is amended to read:

483 1002.995 Early learning professional development standards  
 484 and career pathways.—

485 (2) To the greatest extent possible, the credentials and  
 486 certifications established pursuant to this section shall align  
 487 with the training for K-12 teachers, reading coaches, and school  
 488 administrators ~~principals~~ in s. 1001.215(3).

489 Section 10. Paragraph (k) is added to subsection (1) of  
 490 section 1003.57, Florida Statutes, to read:

491 1003.57 Exceptional students instruction.—

492 (1)

493 (k) Within 10 days after a student's individual education  
 494 plan or 504 accommodation plan under s. 504 of the  
 495 Rehabilitation Act of 1973 is issued, a school district shall  
 496 notify the parent of the student of all the scholarship options  
 497 available under chapter 1002.

498 Section 11. Paragraph (g) of subsection (2) of section  
 499 1003.621, Florida Statutes, is amended to read:

500 1003.621 Academically high-performing school districts.—It

501 is the intent of the Legislature to recognize and reward school  
502 districts that demonstrate the ability to consistently maintain  
503 or improve their high-performing status. The purpose of this  
504 section is to provide high-performing school districts with  
505 flexibility in meeting the specific requirements in statute and  
506 rules of the State Board of Education.

507 (2) COMPLIANCE WITH STATUTES AND RULES.—Each academically  
508 high-performing school district shall comply with all of the  
509 provisions in chapters 1000-1013, and rules of the State Board  
510 of Education which implement these provisions, pertaining to the  
511 following:

512 (g) Those statutes pertaining to planning and budgeting,  
513 including chapter 1011, except s. 1011.62(9)(d), relating to the  
514 requirement for a comprehensive reading plan. A district that is  
515 exempt from submitting this plan shall be deemed approved to  
516 receive the evidence-based ~~research-based~~ reading instruction  
517 allocation.

518 Section 12. Paragraph (c) of subsection (2), paragraph (b)  
519 of subsection (3), and paragraph (b) of subsection (5) of  
520 section 1004.04, Florida Statutes, are amended to read:

521 1004.04 Public accountability and state approval for  
522 teacher preparation programs.—

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

524 (c) Each candidate must receive instruction and be  
525 assessed on the uniform core curricula in the candidate's area

526 or areas of program concentration during course work and field  
527 experiences. Beginning with candidates entering a teacher  
528 preparation program in the 2022-2023 school year, a candidate  
529 for certification in a coverage area identified pursuant to s.  
530 1012.585(3)(f) must successfully complete all competencies for a  
531 reading endorsement, including completion of the endorsement  
532 practicum through the candidate's field experience under  
533 subsection (5), in order to graduate from the program.

534 (3) INITIAL STATE PROGRAM APPROVAL.—

535 (b) Each teacher preparation program approved by the  
536 Department of Education, as provided for by this section, shall  
537 require students, at a minimum, to meet, at a minimum, the  
538 following as prerequisites for admission into the program:

539 1. Have a grade point average of at least 2.5 on a 4.0  
540 scale for the general education component of undergraduate  
541 studies or have completed the requirements for a baccalaureate  
542 degree with a minimum grade point average of 2.5 on a 4.0 scale  
543 from any college or university accredited by a regional  
544 accrediting association as defined by State Board of Education  
545 rule or any college or university otherwise approved pursuant to  
546 State Board of Education rule.

547 2. Demonstrate mastery of general knowledge ~~sufficient for~~  
548 ~~entry into the program~~, including the ability to read, write,  
549 and perform in mathematics, by passing the General Knowledge  
550 Test of the Florida Teacher Certification Examination or, for a

551 graduate level program, obtain a baccalaureate degree from an  
 552 institution that is accredited or approved pursuant to the rules  
 553 of the State Board of Education.

554  
 555 ~~Each teacher preparation program may waive these admissions~~  
 556 ~~requirements for up to 10 percent of the students admitted.~~  
 557 ~~Programs shall implement strategies to ensure that students~~  
 558 ~~admitted under a waiver receive assistance to demonstrate~~  
 559 ~~competencies to successfully meet requirements for certification~~  
 560 ~~and shall annually report to the Department of Education the~~  
 561 ~~status of each candidate admitted under such a waiver.~~

562 (5) PRESERVICE FIELD EXPERIENCE.—All postsecondary  
 563 instructors, school district personnel and instructional  
 564 personnel, and school sites preparing instructional personnel  
 565 through preservice field experience courses and internships  
 566 shall meet special requirements. District school boards may pay  
 567 student teachers during their internships.

568 (b)1. All school district personnel and instructional  
 569 personnel who supervise or direct teacher preparation students  
 570 during field experience courses or internships taking place in  
 571 this state in which candidates demonstrate an impact on student  
 572 learning growth must have:

- 573 a. Evidence of "clinical educator" training;~~r~~
- 574 b. A valid professional certificate issued pursuant to s.
- 575 1012.56;~~r~~ and

576        c. At least 3 years of teaching experience in  
577 prekindergarten through grade 12; ~~and must have~~

578        d. Earned an effective or highly effective rating on the  
579 prior year's performance evaluation under s. 1012.34 or be a  
580 peer evaluator under the district's evaluation system approved  
581 under s. 1012.34; and

582        e. Beginning with the 2022-2023 school year, for all such  
583 personnel who supervise or direct teacher preparation students  
584 during internships in kindergarten through grade 3 or who are  
585 enrolled in a teacher preparation program for a certificate area  
586 identified pursuant to s. 1012.585(3) (f), a certificate or  
587 endorsement in reading.

588  
589 The State Board of Education shall approve the training  
590 requirements.

591        2. All instructional personnel who supervise or direct  
592 teacher preparation students during field experience courses or  
593 internships in another state, in which a candidate demonstrates  
594 his or her impact on student learning growth, through a Florida  
595 online or distance program must have received "clinical  
596 educator" training or its equivalent in that state, hold a valid  
597 professional certificate issued by the state in which the field  
598 experience takes place, and have at least 3 years of teaching  
599 experience in prekindergarten through grade 12.

600        3. All instructional personnel who supervise or direct



601 teacher preparation students during field experience courses or  
602 internships, in which a candidate demonstrates his or her impact  
603 on student learning growth, on a United States military base in  
604 another country through a Florida online or distance program  
605 must have received "clinical educator" training or its  
606 equivalent, hold a valid professional certificate issued by the  
607 United States Department of Defense or a state or territory of  
608 the United States, and have at least 3 years teaching experience  
609 in prekindergarten through grade 12.

610 Section 13. Paragraph (b) of subsection (3) of section  
611 1004.85, Florida Statutes, is amended to read:

612 1004.85 Postsecondary educator preparation institutes.—

613 (3) Educator preparation institutes approved pursuant to  
614 this section may offer competency-based certification programs  
615 specifically designed for noneducation major baccalaureate  
616 degree holders to enable program participants to meet the  
617 educator certification requirements of s. 1012.56. An educator  
618 preparation institute choosing to offer a competency-based  
619 certification program pursuant to the provisions of this section  
620 must implement a program previously approved by the Department  
621 of Education for this purpose or a program developed by the  
622 institute and approved by the department for this purpose.  
623 Approved programs shall be available for use by other approved  
624 educator preparation institutes.

625 (b) Each program participant must:

626           1. Meet certification requirements pursuant to s.  
627 1012.56(1) by obtaining a statement of status of eligibility in  
628 the certification subject area of the educational plan and meet  
629 the requirements of s. 1012.56(2) (a)-(f).

630           2. Participate in coursework and field experiences that  
631 are appropriate to his or her educational plan prepared under  
632 paragraph (a). Beginning with candidates entering an educator  
633 preparation institute in the 2022-2023 school year, a candidate  
634 for certification in a coverage area identified pursuant to s.  
635 1012.585(3) (f) must successfully complete all competencies for a  
636 reading endorsement, including completion of the endorsement  
637 practicum through the candidate's field experience, in order to  
638 graduate from the program.

639           3. Before completion of the program, fully demonstrate his  
640 or her ability to teach the subject area for which he or she is  
641 seeking certification by documenting a positive impact on  
642 student learning growth in a prekindergarten through grade 12  
643 setting and achieving a passing score on the professional  
644 education competency examination, the basic skills examination,  
645 and the subject area examination for the subject area  
646 certification which is required by state board rule.

647           Section 14. Paragraph (d) of subsection (2) of section  
648 1006.28, Florida Statutes, is amended to read:

649           1006.28 Duties of district school board, district school  
650 superintendent; and school principal regarding K-12

651 instructional materials.—

652 (2) DISTRICT SCHOOL BOARD.—The district school board has  
653 the constitutional duty and responsibility to select and provide  
654 adequate instructional materials for all students in accordance  
655 with the requirements of this part. The district school board  
656 also has the following specific duties and responsibilities:

657 (d) School library media services; establishment and  
658 maintenance.—Establish and maintain a program of school library  
659 media services for all public schools in the district, including  
660 school library media centers, or school library media centers  
661 open to the public, and, in addition such traveling or  
662 circulating libraries as may be needed for the proper operation  
663 of the district school system. Each school district shall  
664 provide training to school librarians and media specialists  
665 regarding the prohibition against distributing harmful materials  
666 to minors under s. 847.012 and applicable case law, and best  
667 practices for providing students access to age-appropriate  
668 materials and library resources. Upon written request, a school  
669 district shall provide access to any material or book specified  
670 in the request that is maintained in a district school system  
671 library and is available for review.

672 Section 15. Subsections (8) and (9) of section 1008.25,  
673 Florida Statutes, are renumbered as subsections (9) and (10),  
674 respectively, paragraph (a) of subsection (4), paragraphs (a)  
675 and (c) of subsection (5), paragraph (a) of subsection (7), and

676 present subsection (8) are amended, paragraph (d) is added to  
677 subsection (5), and a new subsection (8) is added to that  
678 section, to read:

679 1008.25 Public school student progression; student  
680 support; screening and progress monitoring; reporting  
681 requirements.—

682 (4) ASSESSMENT AND SUPPORT.—

683 (a) Each student must participate in the statewide,  
684 standardized assessment program required under ~~by~~ s. 1008.22 and  
685 the Voluntary Prekindergarten Education Program through grade 8  
686 coordinated screening and progress monitoring system required  
687 under subsection (8). Each student who does not achieve a Level  
688 3 or above on the statewide, standardized English Language Arts  
689 assessment, the statewide, standardized Mathematics assessment,  
690 or the Algebra I EOC assessment must be evaluated to determine  
691 the nature of the student's difficulty, the areas of academic  
692 need, and strategies for providing academic supports to improve  
693 the student's performance.

694 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

695 (a) Any student in kindergarten through grade 3 who  
696 exhibits a substantial deficiency in reading based upon  
697 screening, diagnostic, progress monitoring, or assessment data;  
698 statewide assessments; or teacher observations must be provided  
699 intensive, explicit, systematic, and multisensory reading  
700 interventions immediately following the identification of the

701 reading deficiency. A school may not wait for a student to  
702 receive a failing grade at the end of a grading period to  
703 identify the student as having a substantial reading deficiency  
704 and initiate intensive reading interventions. In addition, a  
705 school may not wait until an evaluation conducted pursuant to s.  
706 1003.57 is completed to provide appropriate, evidence-based  
707 interventions for a student whose parent submits documentation  
708 from a professional licensed under chapter 490 which  
709 demonstrates that the student has been diagnosed with dyslexia.  
710 Such interventions must be initiated upon receipt of the  
711 documentation and based on the student's specific areas of  
712 difficulty as identified by the licensed professional. A ~~The~~  
713 student's reading proficiency must be monitored and the  
714 intensive interventions must continue until the student  
715 demonstrates grade level proficiency in a manner determined by  
716 the district, which may include achieving a Level 3 on the  
717 statewide, standardized English Language Arts assessment. The  
718 State Board of Education shall identify by rule guidelines for  
719 determining whether a student in kindergarten through grade 3  
720 has a substantial deficiency in reading.

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

724 1. That his or her child has been identified as having a  
725 substantial deficiency in reading, including a description and

726 explanation, in terms understandable to the parent, of the exact  
727 nature of the student's difficulty in learning and lack of  
728 achievement in reading.

729 2. A description of the current services that are provided  
730 to the child.

731 3. A description of the proposed intensive interventions  
732 and supports that will be provided to the child that are  
733 designed to remediate the identified area of reading deficiency.

734 4. That if the child's reading deficiency is not  
735 remediated by the end of grade 3, the child must be retained  
736 unless he or she is exempt from mandatory retention for good  
737 cause.

738 5. Strategies, including multisensory strategies, through  
739 a read-at-home plan the parent can use in helping his or her  
740 child succeed in reading. The read-at-home plan must provide  
741 access to the resources identified in paragraph (d).

742 6. That the statewide, standardized English Language Arts  
743 assessment is not the sole determiner of promotion and that  
744 additional evaluations, portfolio reviews, and assessments are  
745 available to the child to assist parents and the school district  
746 in knowing when a child is reading at or above grade level and  
747 ready for grade promotion.

748 7. The district's specific criteria and policies for a  
749 portfolio as provided in subparagraph (6) (b) 4. and the evidence  
750 required for a student to demonstrate mastery of Florida's

751 academic standards for English Language Arts. A ~~parent of a~~  
752 ~~student in grade 3 who is identified anytime during the year as~~  
753 ~~being at risk of retention may request that the school~~ must  
754 immediately begin collecting evidence for a portfolio when a  
755 student in grade 3 is identified as being at risk of retention  
756 or upon the request of the parent, whichever occurs first.

757 8. The district's specific criteria and policies for  
758 midyear promotion. Midyear promotion means promotion of a  
759 retained student at any time during the year of retention once  
760 the student has demonstrated ability to read at grade level.

761  
762 After initial notification, the school shall apprise the parent  
763 at least monthly of the student's progress in response to the  
764 intensive interventions and supports. Such communications must  
765 be in writing and must explain any additional interventions or  
766 supports that will be implemented to accelerate the student's  
767 progress if the interventions and supports already being  
768 implemented have not resulted in improvement.

769 (d) The Department of Education shall compile resources  
770 that each school district must incorporate into a read-at-home  
771 plan provided to the parent of a student who is identified as  
772 having a substantial reading deficiency pursuant to paragraph  
773 (c). The resources must be made available in an electronic  
774 format that is accessible online and must include the following:

775 1. Developmentally appropriate, evidence-based strategies

776 and programming, including links to video training modules and  
777 opportunities to sign up for at-home reading tips delivered  
778 periodically via text and email, which a parent can use to help  
779 improve his or her child's literacy skills.

780 2. An overview of the types of assessments used to  
781 identify reading deficiencies and what those assessments measure  
782 or do not measure, the frequency with which the assessments are  
783 administered, and the requirements for interventions and  
784 supports that districts must provide to students who do not make  
785 adequate academic progress.

786 3. An overview of the process for initiating and  
787 conducting evaluations for exceptional education eligibility.  
788 The overview must include an explanation that a diagnosis of a  
789 medical condition alone is not sufficient to establish  
790 exceptional education eligibility but may be used to document  
791 how that condition relates to the student's eligibility  
792 determination and may be disclosed in an eligible student's  
793 individual education plan when necessary to inform school  
794 personnel responsible for implementing the plan.

795 4. Characteristics of conditions associated with learning  
796 disorders, including dyslexia, dysgraphia, dyscalculia, and  
797 developmental aphasia.

798 5. A list of resources that support informed parent  
799 involvement in decisionmaking processes for students who have  
800 difficulty in learning.



801  
802 Upon the request of a parent, resources meeting the requirements  
803 of this paragraph must be provided to the parent in a hardcopy  
804 format.

805 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE  
806 STUDENTS.—

807 (a) Students retained under paragraph (5) (b) must be  
808 provided intensive interventions in reading to ameliorate the  
809 student's specific reading deficiency and prepare the student  
810 for promotion to the next grade. These interventions must  
811 include:

812 1. Evidence-based, explicit, systematic, and multisensory  
813 reading instruction in phonemic awareness, phonics, fluency,  
814 vocabulary, and comprehension and other strategies prescribed by  
815 the school district.

816 2. Participation in the school district's summer reading  
817 camp, which must incorporate the instructional and intervention  
818 strategies under subparagraph 1.

819 3. A minimum of 90 minutes of daily, uninterrupted reading  
820 instruction incorporating the instructional and intervention  
821 strategies under subparagraph 1. This instruction may include:

822 a. Coordinated integration of content-rich texts in  
823 science and civic literacy ~~social studies~~ within the 90-minute  
824 block.

825 b. Small group instruction.

- 826 c. Reduced teacher-student ratios.
- 827 d. More frequent progress monitoring.
- 828 e. Tutoring or mentoring.
- 829 f. Transition classes containing 3rd and 4th grade
- 830 students.
- 831 g. Extended school day, week, or year.
- 832 (8) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—
- 833 (a) The Department of Education, in collaboration with the
- 834 Office of Early Learning, shall procure and require the use of a
- 835 statewide, standardized coordinated screening and progress
- 836 monitoring system for the Voluntary Prekindergarten Education
- 837 Program and public schools serving kindergarten through grade 8
- 838 students. The system must:
- 839 1. Measure student progress in the Voluntary
- 840 Prekindergarten Education Program through grade 8 in meeting the
- 841 appropriate expectations in early literacy and mathematics
- 842 skills and in English Language Arts and mathematics standards as
- 843 required by ss. 1002.67(1)(a) and 1003.41.
- 844 2. Measure student performance in oral language
- 845 development, phonological and phonemic awareness, knowledge of
- 846 print and letters, decoding, fluency, vocabulary, and
- 847 comprehension, as applicable by grade level.
- 848 3. Be a valid, reliable, and developmentally appropriate
- 849 computer-adaptive direct instrument that provides screening and
- 850 diagnostic capabilities for monitoring student progress;

851 identifies students who have a substantial deficiency in  
852 reading, including identifying students with characteristics of  
853 dyslexia; and informs instruction.

854 4. Provide data for Voluntary Prekindergarten Education  
855 Program accountability as required under s. 1002.67.

856 5. Provide Voluntary Prekindergarten Education Program  
857 providers, school districts, schools, and teachers with data and  
858 resources that enhance differentiated instruction and parent  
859 communication.

860 6. Provide information to the department to aid in the  
861 development of educational programs, policies, and supports for  
862 providers, districts, and schools.

863 (b) Beginning with the 2022-2023 school year, private  
864 Voluntary Prekindergarten Education Program providers and public  
865 schools must participate in the screening and progress  
866 monitoring system. The screening and progress monitoring system  
867 must be administered at least three times within a program year  
868 or school year, as applicable, with the first administration  
869 occurring no later than the first 30 instructional days after  
870 the start of the program year or school year pursuant to state  
871 board rule.

872 (c) A Voluntary Prekindergarten Education Program student  
873 who is at risk of being identified as having a substantial  
874 deficiency in early literacy skills, based upon results under  
875 this subsection, must be referred to the school district in

876 which he or she resides and may be eligible to receive early  
877 literacy instruction and interventions after program completion  
878 and before participating in kindergarten. Such instruction and  
879 interventions may be paid for using funds from the school  
880 district's evidence-based reading instruction allocation in  
881 accordance with s. 1011.62(9).

882 (d) Screening and progress monitoring system results,  
883 including the number of students who demonstrate characteristics  
884 of dyslexia, shall be reported to the department pursuant to  
885 state board rule and maintained in the department's Education  
886 Data Warehouse. Results must be provided to a student's teacher  
887 and parent in a timely manner as required in s. 1008.22(7)(g).

888 (e) The department, in collaboration with the Office of  
889 Early Learning, shall provide training and support for effective  
890 implementation of the screening and progress monitoring system.

891 (9) ~~(8)~~ ANNUAL REPORT.—

892 (a) In addition to the requirements in paragraph (5)(b),  
893 each district school board must annually report to the parent of  
894 each student the progress of the student toward achieving state  
895 and district expectations for proficiency in English Language  
896 Arts, science, social studies, and mathematics. The district  
897 school board must report to the parent the student's results on  
898 each statewide, standardized assessment and the screening and  
899 progress monitoring system under subsection (8). The evaluation  
900 of each student's progress must be based upon the student's

901 classroom work, observations, tests, district and state  
902 assessments, response to intensive interventions provided under  
903 paragraph (5) (a), and other relevant information. Progress  
904 reporting must be provided to the parent in writing in a format  
905 adopted by the district school board.

906 (b) Each district school board must annually publish on  
907 the district website and in the local newspaper the following  
908 information on the prior school year:

909 1. The provisions of this section relating to public  
910 school student progression and the district school board's  
911 policies and procedures on student retention and promotion.

912 2. By grade, the number and percentage of all students in  
913 grades 3 through 10 performing at Levels 1 and 2 on the  
914 statewide, standardized English Language Arts assessment.

915 3. By grade, the number and percentage of all students  
916 retained in kindergarten through grade 10.

917 4. Information on the total number of students who were  
918 promoted for good cause, by each category of good cause as  
919 specified in paragraph (6) (b).

920 5. Any revisions to the district school board's policies  
921 and procedures on student retention and promotion from the prior  
922 year.

923 Section 16. Paragraph (a) of subsection (5) of section  
924 1008.345, Florida Statutes, is amended to read:

925 1008.345 Implementation of state system of school

926 improvement and education accountability.—

927 (5) The commissioner shall annually report to the State  
 928 Board of Education and the Legislature and recommend changes in  
 929 state policy necessary to foster school improvement and  
 930 education accountability. The report shall include:

931 (a) For each school district:

932 1. The percentage of students, by school and grade level,  
 933 demonstrating learning growth in English Language Arts and  
 934 mathematics.

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

938 3. The information contained in the school district's  
 939 annual report required pursuant to s. 1008.25(9) ~~s. 1008.25(8)~~.

940  
 941 School reports shall be distributed pursuant to this subsection  
 942 and s. 1001.42(18)(c) and according to rules adopted by the  
 943 State Board of Education.

944 Section 17. Section 1008.365, Florida Statutes, is created  
 945 to read:

946 1008.365 Reading Achievement Initiative for Scholastic  
 947 Excellence Act.—

948 (1) This section may be cited as the "Reading Achievement  
 949 Initiative for Scholastic Excellence Act."

950 (2) The Reading Achievement Initiative for Scholastic

951 Excellence (RAISE) Program is established within the Department  
952 of Education to provide instructional supports to school  
953 districts, school administrators, and instructional personnel in  
954 implementing evidence-based reading instruction and  
955 interventions in order to improve student reading achievement.

956 (3) The department shall establish at least 20 literacy  
957 support regions and regional support teams, at the direction of  
958 a regional literacy support director appointed by the  
959 Commissioner of Education, to assist schools with improving low  
960 reading scores as provided in this section.

961 (a) A regional literacy support director must successfully  
962 demonstrate competence on the evidence-based strategies  
963 identified pursuant to s. 1001.215(8) and have the experience  
964 and credentials necessary, as determined by the department, to:

965 1. Effectively monitor student reading growth and  
966 achievement data;

967 2. Oversee districtwide and schoolwide professional  
968 development and planning to establish evidence-based practices  
969 among school administrators and instructional personnel;

970 3. Evaluate implementation of evidence-based practices;  
971 and

972 4. Manage a regional support team.

973 (b) A regional support team shall report to its regional  
974 literacy support director and must consist of individuals who:

975 1. Successfully demonstrate competence on the evidence-

976 based strategies identified pursuant to s. 1001.215(8);

977 2. Have substantial experience in literacy coaching and  
978 monitoring student progress data in reading; and

979 3. Have received training necessary to assist with the  
980 delivery of professional development and site-based supports,  
981 including modeling evidence-based practices and providing  
982 feedback to instructional personnel.

983 (4) The department may establish criteria to identify  
984 schools that must receive supports from a regional support team.  
985 However, regardless of its school grade designated pursuant to  
986 s. 1008.34, a school serving students in kindergarten through  
987 grade 5 must be identified for supports if 50 percent of its  
988 students who take the statewide, standardized English Language  
989 Arts assessment score below a Level 3 for any grade level, or,  
990 for students in kindergarten through grade 3, progress  
991 monitoring data collected pursuant to s. 1008.25(8) shows that  
992 50 percent or more of the students are not on track to pass the  
993 statewide, standardized grade 3 English Language Arts  
994 assessment. A school identified for supports under this section  
995 must implement a school improvement plan pursuant to s.  
996 1001.42(18), or, if the school is already implementing a school  
997 improvement plan, the plan must be amended to explicitly address  
998 strategies for improving reading performance consistent with  
999 this section.

1000 (5) The department shall provide progress monitoring data



1001 to regional support teams regarding the implementation of  
1002 supports. Such supports must include:

1003 (a) Professional development, aligned to evidence-based  
1004 strategies identified pursuant to s. 1001.215(8), for  
1005 appropriate instructional personnel and school administrators  
1006 identified by the regional support team.

1007 (b) Assistance with implementing:

1008 1. Data-informed instructional decisionmaking using  
1009 progress monitoring and other appropriate data.

1010 2. Selection and consistent, coordinated use of high-  
1011 quality instructional materials and supplemental materials.

1012 3. Reading instruction in other core subject area  
1013 curricula, with an emphasis on civic literacy.

1014 4. A multitiered system of supports in order to provide  
1015 students effective interventions and identify students who may  
1016 require an evaluation for special educational services,  
1017 including identifying characteristics of conditions that affect  
1018 phonological processing, such as dyslexia.

1019 (c) Evaluating a school's improvement plan for alignment  
1020 with the school district's K-12 comprehensive reading plan under  
1021 s. 1011.62(9)(d) and the school district's allocation of  
1022 resources as required by s. 1008.25(3)(a). If the regional  
1023 support team determines that the school district's reading plan  
1024 does not address the school's need to improve student outcomes,  
1025 the regional literacy support director, the district school

1026 superintendent, or his or her designee, and the director of the  
1027 Just Read, Florida! Office shall convene a meeting to rectify  
1028 the deficiencies of the reading plan.

1029 (6) Identification of a school for supports pursuant to  
1030 this section does not, on its own, require a school to implement  
1031 a turnaround option or take other corrective actions under s.  
1032 1008.33. However, a regional support team may be used to assist  
1033 with providing the differentiated matrix of intervention and  
1034 support strategies under s. 1008.33, if applicable. The  
1035 department may direct a regional support team to make other  
1036 forms of assistance available to school districts and schools.

1037 (7) Once a school's data shows that it no longer meets the  
1038 criteria under subsection (4), the school, for purposes of  
1039 complying with this section, may discontinue receiving supports  
1040 and implementing a school improvement plan at the conclusion of  
1041 the school year. Such supports may continue subject to available  
1042 resources.

1043 (8) As part of the RAISE Program, the department shall  
1044 establish a tutoring program and develop training in effective  
1045 reading tutoring practices and content, based on evidence-based  
1046 practices and aligned to the English Language Arts standards  
1047 under s. 1003.41, which prepares eligible high school students  
1048 to tutor students in kindergarten through grade 3 in schools  
1049 identified under this section, instilling in those students a  
1050 love of reading and improving their literacy skills.

1051 (a) To be eligible to participate in the tutoring program,  
1052 a high school student must be a rising junior or senior who has  
1053 a cumulative grade point average of 3.0 or higher, has no  
1054 history of out-of-school suspensions or expulsions, is on track  
1055 to complete all core course requirements to graduate, and has  
1056 written recommendations from at least two of his or her present  
1057 or former high school teachers of record or extracurricular  
1058 activity sponsors.

1059 (b) School districts that wish to participate in the  
1060 tutoring program must recruit, train, and deploy eligible high  
1061 school students using the materials developed under this  
1062 section. Tutoring must occur during the school day on school  
1063 district property in the presence and under the supervision of  
1064 instructional personnel who are school district employees. A  
1065 parent must give written permission for his or her child to  
1066 receive tutoring through the program.

1067 (c) Tutoring may be part of a service-learning course  
1068 adopted pursuant to s. 1003.497. Students may earn up to 3  
1069 elective credits for high school graduation based on the  
1070 verified number of hours the student spends tutoring under the  
1071 program. The hours of volunteer service must be documented in  
1072 writing, and the document must be signed by the student, the  
1073 student's parent or guardian, and an administrator or designee  
1074 of the school in which the tutoring occurred. The hours that a  
1075 high school student devotes to tutoring may be counted toward

1076 meeting community service requirements for high school  
1077 graduation and community service requirements for participation  
1078 in the Florida Bright Futures Scholarship Program as provided in  
1079 s. 1003.497(3)(b). The department shall designate a high school  
1080 student who provides at least 75 verified hours of tutoring  
1081 under the program as a New Worlds Scholar and award the student  
1082 with a pin indicating such designation.

1083 (9) The State Board of Education shall adopt rules to  
1084 administer this section.

1085 Section 18. Paragraphs (b) and (d) of subsection (6) and  
1086 subsections (9) and (11) of section 1011.62, Florida Statutes,  
1087 are amended to read:

1088 1011.62 Funds for operation of schools.—If the annual  
1089 allocation from the Florida Education Finance Program to each  
1090 district for operation of schools is not determined in the  
1091 annual appropriations act or the substantive bill implementing  
1092 the annual appropriations act, it shall be determined as  
1093 follows:

1094 (6) CATEGORICAL FUNDS.—

1095 (b) If a district school board finds and declares in a  
1096 resolution adopted at a regular meeting of the school board that  
1097 the funds received for any of the following categorical  
1098 appropriations are urgently needed to maintain school board  
1099 specified academic classroom instruction or improve school  
1100 safety, the school board may consider and approve an amendment

1101 to the school district operating budget transferring the  
1102 identified amount of the categorical funds to the appropriate  
1103 account for expenditure:

- 1104 1. Funds for student transportation.
- 1105 2. Funds for evidence-based ~~research-based~~ reading  
1106 instruction if the required additional hour of instruction  
1107 beyond the normal school day for each day of the entire school  
1108 year has been provided for the students in each low-performing  
1109 elementary school in the district pursuant to paragraph (9)(a).
- 1110 3. Funds for instructional materials if all instructional  
1111 material purchases necessary to provide updated materials that  
1112 are aligned with applicable state standards and course  
1113 descriptions and that meet statutory requirements of content and  
1114 learning have been completed for that fiscal year, but no sooner  
1115 than March 1. Funds available after March 1 may be used to  
1116 purchase hardware for student instruction.
- 1117 4. Funds for the guaranteed allocation as provided in  
1118 subparagraph (1)(e)2.
- 1119 5. Funds for the supplemental academic instruction  
1120 allocation as provided in paragraph (1)(f).
- 1121 6. Funds for the Florida digital classrooms allocation as  
1122 provided in subsection (12).
- 1123 7. Funds for the federally connected student supplement as  
1124 provided in subsection (13).
- 1125 8. Funds for class size reduction as provided in s.

1126 | 1011.685.

1127 |         (d) If a district school board transfers funds from its  
 1128 | evidence-based ~~research-based~~ reading instruction allocation,  
 1129 | the board must also submit to the Department of Education an  
 1130 | amendment describing the changes that the district is making to  
 1131 | its reading plan approved pursuant to paragraph (9) (d).

1132 |         (9) EVIDENCE-BASED ~~RESEARCH-BASED~~ READING INSTRUCTION  
 1133 | ALLOCATION.—

1134 |         (a) The evidence-based ~~research-based~~ reading instruction  
 1135 | allocation is created to provide comprehensive reading  
 1136 | instruction to students in kindergarten through grade 12,  
 1137 | including certain students who have completed the Voluntary  
 1138 | Prekindergarten Education Program and who are at risk of being  
 1139 | identified as having a substantial deficiency in early literacy  
 1140 | skills under s. 1008.25(8) (c). Each school district that has one  
 1141 | or more of the 300 lowest-performing elementary schools based on  
 1142 | a 3-year average of the state reading assessment data must use  
 1143 | the school's portion of the allocation to provide an additional  
 1144 | hour per day of intensive reading instruction for the students  
 1145 | in each school. The additional hour may be provided within the  
 1146 | school day. Students enrolled in these schools who earned a  
 1147 | level 4 or level 5 score on the statewide, standardized English  
 1148 | Language Arts assessment for the previous school year may  
 1149 | participate in the additional hour of instruction. Exceptional  
 1150 | student education centers may not be included in the 300

1151 schools. The intensive reading instruction delivered in this  
1152 additional hour shall include: evidence-based ~~research-based~~  
1153 reading instruction that has been proven to accelerate progress  
1154 of students exhibiting a reading deficiency; differentiated  
1155 instruction based on screening, diagnostic, progress monitoring,  
1156 or student assessment data to meet students' specific reading  
1157 needs; explicit and systematic reading strategies to develop  
1158 phonemic awareness, phonics, fluency, vocabulary, and  
1159 comprehension, with more extensive opportunities for guided  
1160 practice, error correction, and feedback; and the coordinated  
1161 integration of civic literacy ~~social studies~~, science, and  
1162 mathematics-text reading, text discussion, and writing in  
1163 response to reading.

1164 (b) Funds for comprehensive, evidence-based ~~research-based~~  
1165 reading instruction shall be allocated annually to each school  
1166 district in the amount provided in the General Appropriations  
1167 Act. Each eligible school district shall receive the same  
1168 minimum amount as specified in the General Appropriations Act,  
1169 and any remaining funds shall be distributed to eligible school  
1170 districts based on each school district's proportionate share of  
1171 K-12 base funding.

1172 (c) Funds allocated under this subsection must be used to  
1173 provide a system of comprehensive reading instruction to  
1174 students enrolled in the K-12 programs, which may include the  
1175 following:

1176 1. An additional hour per day of evidence-based intensive  
1177 reading instruction to students in the 300 lowest-performing  
1178 elementary schools by teachers and reading specialists who have  
1179 demonstrated effectiveness in teaching reading as required in  
1180 paragraph (a).

1181 2. Kindergarten through grade 5 evidence-based ~~reading~~  
1182 ~~intervention~~ teachers to provide intensive reading interventions  
1183 provided by reading intervention teachers ~~intervention~~ during  
1184 the school day and in the required extra hour for students  
1185 identified as having a substantial reading deficiency.

1186 3. Highly qualified reading coaches to specifically  
1187 support teachers in making instructional decisions based on  
1188 student data, and improve teacher delivery of effective reading  
1189 instruction, intervention, and reading in the content areas  
1190 based on student need.

1191 4. Professional development for school district teachers  
1192 in scientifically researched and evidence-based ~~based~~ reading  
1193 instruction, including strategies to teach reading in content  
1194 areas and with an emphasis on technical and informational text,  
1195 to help school district teachers earn a certification or an  
1196 endorsement in reading.

1197 5. Summer reading camps, using only teachers or other  
1198 district personnel who are certified or endorsed in reading  
1199 consistent with s. 1008.25(7)(b)3., for all students in  
1200 kindergarten through grade 2 who demonstrate a reading



1201 deficiency as determined by district and state assessments, and  
1202 students in grades 3 through 5 who score at Level 1 on the  
1203 statewide, standardized English Language Arts assessment.

1204 6. Scientifically researched and evidence-based  
1205 supplemental instructional materials ~~that are grounded in~~  
1206 ~~scientifically based reading research~~ as identified by the Just  
1207 Read, Florida! Office pursuant to s. 1001.215(8).

1208 7. Evidence-based intensive reading interventions for  
1209 students in kindergarten through grade 12 who have been  
1210 identified as having a substantial reading deficiency or who are  
1211 reading below grade level as determined by the statewide,  
1212 standardized English Language Arts assessment.

1213 (d)1. Annually, by a date determined by the Department of  
1214 Education but before May 1, school districts shall submit a K-12  
1215 comprehensive reading plan for the specific use of the evidence-  
1216 based ~~research-based~~ reading instruction allocation in the  
1217 format prescribed by the department for review and approval by  
1218 the Just Read, Florida! Office created pursuant to s. 1001.215.  
1219 The plan format shall be developed with input from school  
1220 district personnel, including teachers and principals, and shall  
1221 provide for intensive reading interventions identified through a  
1222 root-cause analysis of student performance data and reflection  
1223 tool developed by the department to evaluate the effectiveness  
1224 of interventions implemented in the prior year. Intensive  
1225 reading interventions must be delivered by instructional

1226 personnel who are certified or endorsed in reading and must  
1227 incorporate evidence-based strategies identified by the Just  
1228 Read, Florida! Office pursuant to s. 1001.215(8).

1229 2. By July 1 of each year, the department shall release to  
1230 each school district with an approved plan its allocation of  
1231 appropriated funds ~~The plan annually submitted by school~~  
1232 ~~districts shall be deemed approved unless the department rejects~~  
1233 ~~the plan on or before June 1. If a school district and the Just~~  
1234 ~~Read, Florida! Office cannot reach agreement on the contents of~~  
1235 ~~the plan, the school district may appeal to the State Board of~~  
1236 ~~Education for resolution. School districts shall be allowed~~  
1237 ~~reasonable flexibility in designing their plans and shall be~~  
1238 ~~encouraged to offer reading intervention through innovative~~  
1239 ~~methods, including career academies. The plan format shall be~~  
1240 ~~developed with input from school district personnel, including~~  
1241 ~~teachers and principals, and shall provide for intensive reading~~  
1242 ~~interventions through integrated curricula, provided that,~~  
1243 ~~beginning with the 2020-2021 school year, the interventions are~~  
1244 ~~delivered by a teacher who is certified or endorsed in reading.~~  
1245 ~~Such interventions must incorporate strategies identified by the~~  
1246 ~~Just Read, Florida! Office pursuant to s. 1001.215(8). No later~~  
1247 ~~than July 1 annually, the department shall release the school~~  
1248 ~~district's allocation of appropriated funds to those districts~~  
1249 ~~having approved plans. A school district that spends 100 percent~~  
1250 ~~of this allocation on its approved plan shall be deemed to have~~

1251 ~~been in compliance with the plan.~~ The department shall ~~may~~  
1252 withhold funds upon a determination that reading instruction  
1253 allocation funds are not being used to implement the approved  
1254 plan. The department shall evaluate ~~monitor and track~~ the  
1255 implementation of each district plan, including conducting site  
1256 visits and collecting specific data on expenditures and reading  
1257 improvement results. By February 1 of each year, the department  
1258 shall report its findings to the Legislature and the State Board  
1259 of Education, including any recommendations for improving  
1260 implementation of evidence-based reading and intervention  
1261 strategies in classrooms.

1262 ~~3.2.~~ Each school district that has a school designated as  
1263 one of the 300 lowest-performing elementary schools as specified  
1264 in paragraph (a) shall specifically delineate in the  
1265 comprehensive reading plan, or in an addendum to the  
1266 comprehensive reading plan, the implementation design and  
1267 reading intervention strategies that will be used for the  
1268 required additional hour of reading instruction. The term  
1269 "reading intervention" includes evidence-based strategies  
1270 frequently used to remediate reading deficiencies and also  
1271 includes individual instruction, tutoring, mentoring, or the use  
1272 of technology that targets specific reading skills and  
1273 abilities.

1274  
1275 For purposes of this subsection, the term "evidence-based" means

1276 demonstrating a statistically significant effect on improving  
1277 student outcomes or other relevant outcomes as provided in 20  
1278 U.S.C. s. 8101(21)(A)(i).

1279 (11) VIRTUAL EDUCATION CONTRIBUTION.—The Legislature may  
1280 annually provide in the Florida Education Finance Program a  
1281 virtual education contribution. The amount of the virtual  
1282 education contribution shall be the difference between the  
1283 amount per FTE established in the General Appropriations Act for  
1284 virtual education and the amount per FTE for each district and  
1285 the Florida Virtual School, which may be calculated by taking  
1286 the sum of the base FEFP allocation, the discretionary local  
1287 effort, the state-funded discretionary contribution, the  
1288 discretionary millage compression supplement, the evidence-based  
1289 ~~research-based~~ reading instruction allocation, the teacher  
1290 salary increase allocation, and the instructional materials  
1291 allocation, and then dividing by the total unweighted FTE. This  
1292 difference shall be multiplied by the virtual education  
1293 unweighted FTE for programs and options identified in s.  
1294 1002.455 and the Florida Virtual School and its franchises to  
1295 equal the virtual education contribution and shall be included  
1296 as a separate allocation in the funding formula.

1297 Section 19. Subsection (2) of section 1011.67, Florida  
1298 Statutes, is amended to read:

1299 1011.67 Funds for instructional materials.—

1300 (2) Annually by July 1 and before the release of

1301 instructional materials funds, each district school  
 1302 superintendent shall certify to the Commissioner of Education  
 1303 that the district school board has approved a comprehensive  
 1304 staff development plan that supports fidelity of implementation  
 1305 of instructional materials programs, including verification that  
 1306 training was provided; that the materials are being implemented  
 1307 as designed; and, beginning July 1, 2021, for core reading  
 1308 materials and reading intervention materials used in  
 1309 kindergarten through grade 5, that the materials meet the  
 1310 requirements of s. 1001.215(8). Such instructional materials, as  
 1311 evaluated and identified pursuant to s. 1001.215(4), may be  
 1312 purchased by the school district with funds under this section  
 1313 without undergoing the adoption procedures under s.  
 1314 1006.40(4)(b). This subsection does not preclude school  
 1315 districts from purchasing or using other materials to supplement  
 1316 reading instruction and provide additional skills practice.

1317 Section 20. Paragraph (a) of subsection (8) of section  
 1318 1012.56, Florida Statutes, is amended to read:

1319 1012.56 Educator certification requirements.—

1320 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION  
 1321 COMPETENCY PROGRAM.—

1322 (a) The Department of Education shall develop and each  
 1323 school district, charter school, and charter management  
 1324 organization may provide a cohesive competency-based  
 1325 professional development certification and education competency

1326 program by which instructional staff may satisfy the mastery of  
 1327 professional preparation and education competence requirements  
 1328 specified in subsection (6) and rules of the State Board of  
 1329 Education. Participants must hold a state-issued temporary  
 1330 certificate. A school district, charter school, or charter  
 1331 management organization that implements the program shall  
 1332 provide a competency-based certification program developed by  
 1333 the Department of Education or developed by the district,  
 1334 charter school, or charter management organization and approved  
 1335 by the Department of Education. The program shall include the  
 1336 following:

1337 1. A minimum period of initial preparation before assuming  
 1338 duties as the teacher of record.

1339 2. An option for collaboration with other supporting  
 1340 agencies or educational entities for implementation.

1341 3. A teacher mentorship and induction component.

1342 a. Each individual selected by the district as a mentor:

1343 (I) Must hold a valid professional certificate issued  
 1344 pursuant to this section;

1345 (II) Must have earned at least 3 years of teaching  
 1346 experience in prekindergarten through grade 12;

1347 (III) Must have completed specialized training in clinical  
 1348 supervision and participate in ongoing mentor training provided  
 1349 through the coordinated system of professional development under  
 1350 s. 1012.98(3)(e);

1351 (IV) Must have earned an effective or highly effective  
1352 rating on the prior year's performance evaluation under s.  
1353 1012.34; and

1354 (V) May be a peer evaluator under the district's  
1355 evaluation system approved under s. 1012.34.

1356 b. The teacher mentorship and induction component must, at  
1357 a minimum, provide weekly opportunities for mentoring and  
1358 induction activities, including common planning time, ongoing  
1359 professional development targeted to a teacher's needs,  
1360 opportunities for a teacher to observe other teachers, co-  
1361 teaching experiences, and reflection and followup discussions.  
1362 Mentorship and induction activities must be provided for an  
1363 applicant's first year in the program and may be provided until  
1364 the applicant attains his or her professional certificate in  
1365 accordance with this section. A principal who is rated highly  
1366 effective as determined by his or her performance evaluation  
1367 under s. 1012.34 must be provided flexibility in selecting  
1368 professional development activities under this paragraph;  
1369 however, the activities must be approved by the department as  
1370 part of the district's, charter school's, or charter management  
1371 organization's program.

1372 4. An assessment of teaching performance aligned to the  
1373 district's system for personnel evaluation under s. 1012.34  
1374 which provides for:

1375 a. An initial evaluation of each educator's competencies

1376 to determine an appropriate individualized professional  
1377 development plan.

1378 b. A summative evaluation to assure successful completion  
1379 of the program.

1380 5. Professional education preparation content knowledge,  
1381 which must be included in the mentoring and induction activities  
1382 under subparagraph 3., that includes, but is not limited to, the  
1383 following:

1384 a. The state standards provided under s. 1003.41,  
1385 including scientifically based reading instruction, content  
1386 literacy, and mathematical practices, for each subject  
1387 identified on the temporary certificate.

1388 b. The educator-accomplished practices approved by the  
1389 state board.

1390 c. A variety of data indicators for monitoring student  
1391 progress.

1392 d. Methodologies for teaching students with disabilities.

1393 e. Methodologies for teaching students of limited English  
1394 proficiency appropriate for each subject area identified on the  
1395 temporary certificate.

1396 f. Techniques and strategies for operationalizing the role  
1397 of the teacher in assuring a safe learning environment for  
1398 students.

1399 6. Required achievement of passing scores on the subject  
1400 area and professional education competency examination required



1401 by State Board of Education rule. Mastery of general knowledge  
1402 must be demonstrated as described in subsection (3).

1403 7. Beginning with candidates entering a program in the  
1404 2022-2023 school year, a candidate for certification in a  
1405 coverage area identified pursuant to s. 1012.585(3)(f) must  
1406 successfully complete all competencies for a reading  
1407 endorsement, including completion of the endorsement practicum  
1408 through the candidate's demonstration of mastery of professional  
1409 preparation and education competence under paragraph (b).

1410 Section 21. Paragraph (f) of subsection (3) of section  
1411 1012.585, Florida Statutes, is amended, and paragraph (g) is  
1412 added to that subsection, to read:

1413 1012.585 Process for renewal of professional  
1414 certificates.—

1415 (3) For the renewal of a professional certificate, the  
1416 following requirements must be met:

1417 (f) An applicant for renewal of a professional certificate  
1418 in any area of certification identified by State Board of  
1419 Education rule that includes reading instruction or intervention  
1420 for any students in kindergarten through grade 6, with a  
1421 beginning validity date of July 1, 2020, or thereafter, must  
1422 earn a minimum of 2 college credits or the equivalent inservice  
1423 points in evidence-based instruction and interventions  
1424 specifically designed for students with characteristics of  
1425 dyslexia, including the use of explicit, systematic, and

1426 sequential approaches to reading instruction, developing  
1427 phonological and phonemic awareness, decoding, and implementing  
1428 multisensory intervention strategies. Such training must be  
1429 provided by teacher preparation programs under s. 1004.04 or s.  
1430 1004.85 or approved school district professional development  
1431 systems under s. 1012.98. The requirements in this paragraph may  
1432 not add to the total hours required by the department for  
1433 continuing education or inservice training.

1434 (g) A teacher may earn inservice points only once during  
1435 each 5-year validity period for any mandatory training topic  
1436 that is not linked to student learning or professional growth.

1437 Section 22. Section 1012.586, Florida Statutes, is amended  
1438 to read:

1439 1012.586 Additions or changes to certificates; duplicate  
1440 certificates; reading endorsement pathways.—

1441 (1) A school district may process via a Department of  
1442 Education website certificates for the following applications of  
1443 public school employees:

1444 (a)~~(1)~~ Addition of a subject coverage or endorsement to a  
1445 valid Florida certificate on the basis of the completion of the  
1446 appropriate subject area testing requirements of s.  
1447 1012.56(5) (a) or the completion of the requirements of an  
1448 approved school district program or the inservice components for  
1449 an endorsement.

1450 1.~~(a)~~ To reduce duplication, the department may recommend

1451 the consolidation of endorsement areas and requirements to the  
1452 State Board of Education.

1453 2.(b) ~~By July 1, 2018, and~~ At least once every 5 years  
1454 ~~thereafter~~, the department shall conduct a review of existing  
1455 subject coverage or endorsement requirements in the elementary,  
1456 reading, and exceptional student educational areas. The review  
1457 must include reciprocity requirements for out-of-state  
1458 certificates and requirements for demonstrating competency in  
1459 the reading instruction professional development topics listed  
1460 in s. 1012.98(4)(b)11. The review must also consider the award  
1461 of an endorsement to an individual who holds a certificate  
1462 issued by an internationally recognized organization that  
1463 establishes standards for providing evidence-based interventions  
1464 to struggling readers or who completes a postsecondary program  
1465 that is accredited by such organization. Any such certificate or  
1466 program must require an individual who completes the certificate  
1467 or program to demonstrate competence in reading intervention  
1468 strategies through clinical experience. At the conclusion of  
1469 each review, the department shall recommend to the state board  
1470 changes to the subject coverage or endorsement requirements  
1471 based upon any identified instruction or intervention strategies  
1472 proven to improve student reading performance. This subparagraph  
1473 ~~paragraph~~ does not authorize the state board to establish any  
1474 new certification subject coverage.

1475 (b)(2) A reissued certificate to reflect a name change.

1476 (c)~~(3)~~ A duplicate certificate to replace a lost or  
1477 damaged certificate.

1478  
1479 The employing school district shall charge the employee a fee  
1480 not to exceed the amount charged by the Department of Education  
1481 for such services. Each district school board shall retain a  
1482 portion of the fee as defined in the rules of the State Board of  
1483 Education. The portion sent to the department shall be used for  
1484 maintenance of the technology system, the web application, and  
1485 posting and mailing of the certificate.

1486 (2) (a) By the beginning of the 2022-2023 school year, the  
1487 department shall adopt one or more statewide, competency-based  
1488 pathways by which instructional personnel may earn a reading  
1489 endorsement. A pathway adopted by the department must allow a  
1490 candidate to complete coursework online and demonstrate mastery  
1491 of each endorsement competency either in person or remotely.

1492 (b) As part of adopting a pathway pursuant to paragraph  
1493 (a), the department shall review the competencies for the  
1494 reading endorsement and subject area examinations for educator  
1495 certificates identified pursuant to s. 1012.585(3) (f) for  
1496 alignment with evidence-based instructional and intervention  
1497 strategies rooted in the science of reading and identified  
1498 pursuant to s. 1001.215(8) and recommend changes to the State  
1499 Board of Education. Recommended changes must address  
1500 identification of the characteristics of conditions such as

1501 dyslexia, implementation of evidence-based classroom instruction  
1502 and interventions, including evidence-based reading instruction  
1503 and interventions specifically for students with characteristics  
1504 of dyslexia, and effective progress monitoring. By July 1, 2023,  
1505 each school district reading endorsement add-on program must be  
1506 resubmitted for approval by the department consistent with this  
1507 paragraph.

1508 (c) Beginning July 1, 2024, instructional personnel may  
1509 not earn a reading endorsement solely by achieving a passing  
1510 score on the K-12 reading certification subject area assessment.

1511 Section 23. Subsection (5) of section 1012.98, Florida  
1512 Statutes, is amended to read:

1513 1012.98 School Community Professional Development Act.—

1514 (5) Each district school board shall provide funding for  
1515 the professional development system as required by s. 1011.62  
1516 and the General Appropriations Act, and shall direct  
1517 expenditures from other funding sources to continuously  
1518 strengthen the system in order to increase student achievement  
1519 and support instructional staff in enhancing rigor and relevance  
1520 in the classroom. The department shall identify professional  
1521 development opportunities that require the teacher to  
1522 demonstrate proficiency in specific classroom practices, with  
1523 priority given to implementing training to complete a reading  
1524 endorsement pathway adopted pursuant to s. 1012.586(2)(a). A  
1525 school district may coordinate its professional development

1526 | program with that of another district, with an educational  
1527 | consortium, or with a Florida College System institution or  
1528 | university, especially in preparing and educating personnel.  
1529 | Each district school board shall make available inservice  
1530 | activities to instructional personnel of nonpublic schools in  
1531 | the district and the state certified teachers who are not  
1532 | employed by the district school board on a fee basis not to  
1533 | exceed the cost of the activity per all participants.

1534 |       Section 24. Paragraph (e) is added to subsection (1) of  
1535 | section 1012.986, Florida Statutes, to read:

1536 |       1012.986 William Cecil Golden Professional Development  
1537 | Program for School Leaders.—

1538 |       (1) There is established the William Cecil Golden  
1539 | Professional Development Program for School Leaders to provide  
1540 | high standards and sustained support for principals as  
1541 | instructional leaders. The program shall consist of a  
1542 | collaborative network of state and national professional  
1543 | leadership organizations to respond to instructional leadership  
1544 | needs throughout the state. The network shall support the human-  
1545 | resource development needs of principals, principal leadership  
1546 | teams, and candidates for principal leadership positions using  
1547 | the framework of leadership standards adopted by the State Board  
1548 | of Education, the Southern Regional Education Board, and the  
1549 | National Staff Development Council. The goal of the network  
1550 | leadership program is to:

1551           (e) Support the professional growth of instructional  
1552 personnel who provide reading instruction and interventions by  
1553 training school administrators on classroom observation and  
1554 teacher evaluation practices aligned to evidence-based reading  
1555 instruction and intervention strategies.

1556           Section 25. This act shall take effect July 1, 2021.