

1 A bill to be entitled
2 An act relating to reading interventions and
3 instruction; amending s. 1001.215, F.S.; requiring the
4 Just Read, Florida! Office to work with the Florida
5 Center for Reading Research to identify specified
6 personnel to receive training in the delivery of
7 specified reading instruction and interventions;
8 amending s. 1003.4201, F.S.; requiring intensive
9 reading instruction to be provided to certain
10 students; providing requirements for such instruction;
11 revising the requirements of school district reading
12 instruction plans to include the deployment of
13 specified personnel; revising the duties of the
14 Department of Education relating to such plans;
15 amending s. 1004.645, F.S.; requiring the Florida
16 Center for Reading Research, contingent upon funding,
17 to develop specified content relating to training for
18 certain personnel; amending s. 1012.98, F.S.; revising
19 the requirements for school district professional
20 learning systems to include the delivery of specified
21 instruction and interventions; providing an effective
22 date.

23
24 Be It Enacted by the Legislature of the State of Florida:
25

26 **Section 1. Subsection (7) of section 1001.215, Florida**
27 **Statutes, is amended to read:**

28 1001.215 Just Read, Florida! Office.—There is created in
29 the Department of Education the Just Read, Florida! Office. The
30 office is fully accountable to the Commissioner of Education and
31 shall:

32 (7) Work with the Florida Center for Reading Research to:
33 (a) Identify scientifically researched and evidence-based
34 reading instructional and intervention programs grounded in the
35 science of reading which incorporate explicit, systematic, and
36 sequential approaches to teaching phonemic awareness, phonics,
37 vocabulary, fluency, and text comprehension and incorporate
38 decodable or phonetic text instructional strategies. Reading
39 intervention includes evidence-based strategies frequently used
40 to remediate reading deficiencies and includes, but is not
41 limited to, individual instruction, multisensory approaches,
42 tutoring, mentoring, or the use of technology that targets
43 specific reading skills and abilities. The primary instructional
44 strategy for teaching word reading is phonics instruction for
45 decoding and encoding. The identified reading instructional and
46 intervention programs for foundational skills may not include
47 strategies that employ the three-cueing system model of reading
48 or visual memory as a basis for teaching word reading. Such
49 programs may include visual information and strategies that
50 improve background and experiential knowledge, add context, and

51 increase oral language and vocabulary to support comprehension,
52 but may not be used to teach word reading.

53 (b) Identify middle school and high school personnel,
54 including school principals and reading coaches at the district
55 level and school level, to participate in training focused on
56 the delivery of reading instruction and interventions to
57 students in grades 4 through 12, as developed by the center
58 pursuant to s. 1004.645(4). Priority shall be given to personnel
59 from small and rural school districts and district career
60 technical programs.

61 **Section 2. Subsection (1), paragraph (a) of subsection**
62 **(2), and subsection (4) of section 1003.4201, Florida Statutes,**
63 **are amended to read:**

64 1003.4201 Comprehensive system of reading instruction.—
65 Each school district must implement a system of comprehensive
66 reading instruction for students enrolled in prekindergarten
67 through grade 12 and certain students who exhibit a substantial
68 deficiency in early literacy.

69 (1) Each school district must develop, and submit to the
70 district school board for approval, a detailed reading
71 instruction plan that outlines the components of the district's
72 comprehensive system of reading instruction. The plan must
73 include:

74 (a) All district schools, including charter schools,
75 unless a charter school elects to submit a plan independently

76 from the school district. A charter school plan must comply with
77 all of the provisions of this section and must be approved by
78 the charter school's governing body and provided to the charter
79 school's sponsor.

80 (b) Evidence-based intensive reading interventions for
81 students who have reading deficiencies. The interventions must
82 include all of the following:

83 1. Evidence-based reading instruction proven to accelerate
84 the progress of students exhibiting a reading deficiency.

85 2. Differentiated instruction based on screening,
86 diagnostic, progress monitoring, or student assessment data to
87 meet students' specific reading needs.

88 3. Explicit and systematic reading strategies to develop
89 phonemic awareness, phonics, fluency, vocabulary, and
90 comprehension, with more extensive opportunities for guided
91 practice, error correction, and feedback.

92 4. The coordinated integration of civic literacy, science,
93 and mathematics-text reading, text discussion, and writing in
94 response to reading.

95 (2) (a) Components of the reading instruction plan may
96 include the following:

97 1. Additional time per day of evidence-based intensive
98 reading instruction for kindergarten through grade 12 students,
99 which may be delivered during or outside of the regular school
100 day.

101 2. Highly qualified reading coaches, who must be endorsed
102 in reading, to specifically support classroom teachers in making
103 instructional decisions based on progress monitoring data
104 collected pursuant to s. 1008.25(9) and improve classroom
105 teacher delivery of effective reading instruction, reading
106 intervention, and reading in the content areas based on student
107 need.

108 3. Professional learning to help instructional personnel
109 and certified prekindergarten teachers funded in the Florida
110 Education Finance Program earn a certification, a credential, an
111 endorsement, or an advanced degree in scientifically researched
112 and evidence-based reading instruction.

113 4. Methods for the deployment of reading coaches and
114 placement of kindergarten through grade 2 classroom teachers to
115 ensure the assignment of high-quality classroom teachers who are
116 trained in the science of reading.

117 ~~5.4.~~ Summer reading camps, using only classroom teachers
118 or other district personnel who possess a micro-credential as
119 specified in s. 1003.485 or are certified or endorsed in reading
120 consistent with s. 1008.25(8)(b)3., for all students in
121 kindergarten through grade 5 exhibiting a reading deficiency as
122 determined by district and state assessments.

123 ~~6.5.~~ Incentives for instructional personnel and certified
124 prekindergarten teachers funded in the Florida Education Finance
125 Program who possess a reading certification or endorsement or

126 micro-credential as specified in s. 1003.485 and provide
127 educational support to improve student literacy.

128 ~~7.6.~~ Tutoring in reading.

129 (4) The department shall:

130 (a) Review and approve the methods described in
131 subparagraph (2)(a)4.

132 (b) Evaluate the implementation of each school district
133 reading instruction plan, including conducting site visits and
134 collecting specific data on reading improvement results.

135 **Section 3. Subsections (4) through (7) of section**
136 **1004.645, Florida Statutes, are renumbered as subsections (5)**
137 **through (8), respectively, and a new subsection (4) is added to**
138 **that section to read:**

139 1004.645 Florida Center for Reading Research.—There is
140 created at the Florida State University, the Florida Center for
141 Reading Research (FCRR). The center shall include two outreach
142 centers, one at a Florida College System institution in central
143 Florida and one at a south Florida state university. The center
144 and the outreach centers, under the center's leadership, shall:

145 (4) Contingent upon an appropriation, develop content for
146 job-embedded training for school and district leadership,
147 including school principals, and reading coaches focused on the
148 delivery of reading instruction and interventions to students in
149 grades 4 through 12. The training shall include evidence-based
150 strategies for motivating and engaging adolescent learners and

151 research-based strategies for accommodations and scaffolding
152 instruction for struggling readers and writers.

153 **Section 4. Paragraph (b) of subsection (5) of section**
154 **1012.98, Florida Statutes, is amended to read:**

155 1012.98 School Community Professional Learning Act.—

156 (5) The Department of Education, school districts,
157 schools, Florida College System institutions, and state
158 universities share the responsibilities described in this
159 section. These responsibilities include the following:

160 (b) Each school district shall develop a professional
161 learning system as specified in subsection (4). The system shall
162 be developed in consultation with teachers, teacher-educators of
163 Florida College System institutions and state universities,
164 business and community representatives, and local education
165 foundations, consortia, and professional organizations. The
166 professional learning system must:

167 1. Be reviewed and approved by the department for
168 compliance with s. 1003.42(3) and this section. Effective March
169 1, 2024, the department shall establish a calendar for the
170 review and approval of all professional learning systems. A
171 professional learning system must be reviewed and approved every
172 5 years. Any substantial revisions to the system must be
173 submitted to the department for review and approval. The
174 department shall establish a format for the review and approval
175 of a professional learning system.

176 2. Be based on analyses of student achievement data and
177 instructional strategies and methods that support rigorous,
178 relevant, and challenging curricula for all students. Schools
179 and districts, in developing and refining the professional
180 learning system, shall also review and monitor school discipline
181 data; school environment surveys; assessments of parental
182 satisfaction; performance appraisal data of teachers, managers,
183 and administrative personnel; and other performance indicators
184 to identify school and student needs that can be met by improved
185 professional performance.

186 3. Provide inservice activities coupled with followup
187 support appropriate to accomplish district-level and school-
188 level improvement goals and standards. The inservice activities
189 for instructional and school administrative personnel shall
190 focus on analysis of student achievement data; ongoing formal
191 and informal assessments of student achievement; identification
192 and use of enhanced and differentiated instructional strategies
193 that emphasize rigor, relevance, and reading in the content
194 areas; enhancement of subject content expertise; integrated use
195 of classroom technology that enhances teaching and learning;
196 classroom management; parent involvement; and school safety.

197 4. Provide inservice activities and support targeted to
198 the individual needs of new teachers participating in the
199 professional learning certification and education competency
200 program under s. 1012.56(8)(a).

201 5. Include a professional learning catalog for inservice
202 activities, pursuant to rules of the State Board of Education,
203 for all district employees from all fund sources. The catalog
204 must be updated annually by September 1, must be based on input
205 from teachers and district and school instructional leaders, and
206 must use the latest available student achievement data and
207 research to enhance rigor and relevance in the classroom. Each
208 district inservice catalog must be aligned to and support the
209 school-based inservice catalog and school improvement plans
210 pursuant to s. 1001.42(18). Each district inservice catalog must
211 provide a description of the training that middle grades
212 instructional personnel and school administrators receive on the
213 district's code of student conduct adopted pursuant to s.
214 1006.07; integrated digital instruction and competency-based
215 instruction and CAPE Digital Tool certificates and CAPE industry
216 certifications; classroom management; student behavior and
217 interaction; extended learning opportunities for students; and
218 instructional leadership. District plans must be approved by the
219 district school board annually in order to ensure compliance
220 with subsection (1) and to allow for dissemination of research-
221 based best practices to other districts. District school boards
222 shall submit verification of their approval to the Commissioner
223 of Education no later than October 1, annually. Each school
224 principal may establish and maintain an individual professional
225 learning plan for each instructional employee assigned to the

226 school as a seamless component to the school improvement plans
227 developed pursuant to s. 1001.42(18). An individual professional
228 learning plan must be related to specific performance data for
229 the students to whom the teacher is assigned, define the
230 inservice objectives and specific measurable improvements
231 expected in student performance as a result of the inservice
232 activity, and include an evaluation component that determines
233 the effectiveness of the professional learning plan.

234 6. Include inservice activities for school administrative
235 personnel, aligned to the state's educational leadership
236 standards, which address updated skills necessary for
237 instructional leadership and effective school management
238 pursuant to s. 1012.986.

239 7. Provide for systematic consultation with regional and
240 state personnel designated to provide technical assistance and
241 evaluation of local professional learning programs.

242 8. Provide for delivery of professional learning by
243 distance learning and other technology-based delivery systems to
244 reach more educators at lower costs.

245 9. Provide for the continuous evaluation of the quality
246 and effectiveness of professional learning programs in order to
247 eliminate ineffective programs and strategies and to expand
248 effective ones. Evaluations must consider the impact of such
249 activities on the performance of participating educators and
250 their students' achievement and behavior.

251 10. For all grades, emphasize:

252 a. Interdisciplinary planning, collaboration, and
253 instruction.

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

256 c. Use of small learning communities; problem-solving,
257 inquiry-driven research and analytical approaches for students;
258 strategies and tools based on student needs; competency-based
259 instruction; integrated digital instruction; and project-based
260 instruction.

261
262 Each school that includes any of grades 6, 7, or 8 shall include
263 in its school improvement plan, required under s. 1001.42(18), a
264 description of the specific strategies used by the school to
265 implement each item listed in this subparagraph.

266 11. Provide training to reading coaches, classroom
267 teachers, and school administrators in:

268 a. Effective methods of identifying characteristics of
269 conditions such as dyslexia and other causes of diminished
270 phonological processing skills; incorporating instructional
271 techniques into the general education setting which are proven
272 to improve reading performance for all students; and using
273 predictive and other data to make instructional decisions based
274 on individual student needs. The training must help teachers
275 integrate phonemic awareness; phonics, word study, and spelling;

276 reading fluency; vocabulary, including academic vocabulary; and
277 text comprehension strategies into an explicit, systematic, and
278 sequential approach to reading instruction, including
279 multisensory intervention strategies. Such training for teaching
280 foundational skills must be based on the science of reading and
281 include phonics instruction for decoding and encoding as the
282 primary instructional strategy for word reading. Instructional
283 strategies included in the training may not employ the three-
284 cueing system model of reading or visual memory as a basis for
285 teaching word reading. Such instructional strategies may include
286 visual information and strategies which improve background and
287 experiential knowledge, add context, and increase oral language
288 and vocabulary to support comprehension, but may not be used to
289 teach word reading. Each district must provide all elementary
290 grades instructional personnel access to training sufficient to
291 meet the requirements of s. 1012.585(3)(f).

292 b. The delivery of reading instruction and interventions
293 to students in grades 4 through 12, including evidenced-based
294 strategies for motivating and engaging adolescent learners and
295 research-based strategies for accommodations and scaffolding
296 instruction for struggling readers and writers.

297 **Section 5.** This act shall take effect July 1, 2025.