Senator Berman moved the following:

**Senate Amendment**

Delete lines 867 - 1074

and insert:

1012.732. Other instructional personnel as defined in s. 1012.01(2)(b)-(d) may also be eligible for a recognition award.  
(c) From the allocation, each district shall provide eligible principals an award as provided in s. 1012.732(4).  
(d) This subsection expires July 1, 2020.  
(21) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—  
The turnaround school supplemental services allocation is
created to provide district-managed turnaround schools, as identified in s. 1008.33(4)(a), schools that earn three consecutive grades below a “C,” as identified in s. 1008.33(4)(b)3., and schools that have improved to a “C” and are no longer in turnaround status, as identified in s. 1008.33(4)(c), with funds to offer services designed to improve the overall academic and community welfare of the schools’ students and their families.

(a) Services funded by the allocation may include, but are not limited to, tutorial and after-school programs, student counseling, nutrition education, parental counseling, and an extended school day and school year. In addition, services may include models that develop a culture that encourages students to complete high school and to attend college or career training, set high academic expectations, and inspire character development.

(b) Before distribution of the allocation, the school district shall develop and submit a plan for implementation to its school board for approval no later than August 1 of each fiscal year.

(c) At a minimum, the plan required under paragraph (b) must:

1. Establish comprehensive support services that develop family and community partnerships;

2. Establish clearly defined and measurable high academic and character standards;

3. Increase parental involvement and engagement in the child’s education;

4. Describe how instructional personnel will be identified,
recruited, retained, and rewarded;

5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards;

6. Provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year; and

7. Include a strategy for continuing to provide services after the school is no longer in turnaround status by virtue of achieving a grade of “C” or higher.

(d) Each school district shall submit its approved plans to the commissioner by September 1 of each fiscal year.

(e) Subject to legislative appropriation, each school district’s allocation must be based on the unweighted FTE student enrollment at the eligible schools and a per-FTE funding amount of $500 or as provided in the General Appropriations Act. The supplement provided in the General Appropriations Act shall be based on the most recent school grades and shall serve as a proxy for the official calculation. Once school grades are available for the school year immediately preceding the fiscal year coinciding with the appropriation, the supplement shall be recalculated for the official participating schools as part of the subsequent FEFP calculation. The commissioner may prepare a preliminary calculation so that districts may proceed with timely planning and use of the funds. If the calculated funds for the statewide allocation exceed the funds appropriated, the allocation of funds to each school district must be prorated based on each school district’s share of the total unweighted FTE student enrollment for the eligible schools.
(f) Subject to legislative appropriation, each school shall remain eligible to receive the allocation for a maximum of 4 consecutive fiscal years while implementing a turnaround option pursuant to s. 1008.33(4). In addition, a school that improves to a grade of “C” or higher remains eligible to receive the allocation for a maximum of 2 consecutive fiscal years after exiting turnaround status.

(g) This subsection expires July 1, 2020.

Section 13. The amendments to s. 1011.62(11), (13)(d), and (15), Florida Statutes, by this act expire July 1, 2020, and the text of those subsections or that paragraph, respectively, shall revert to that in existence on June 30, 2019, except that any amendments to such text enacted other than by this act shall be preserved and continue to operate to the extent that such amendments are not dependent upon the portions of text which expire pursuant to this section.

Section 14. In order to implement Specific Appropriation 123 of the 2019-2020 General Appropriations Act, paragraph (b) of subsection (6) of section 1011.80, Florida Statutes, is amended to read:

1011.80 Funds for operation of workforce education programs.—

(6)

(b) Performance funding for industry certifications for school district workforce education programs is contingent upon specific appropriation in the General Appropriations Act and shall be determined as follows:

1. Occupational areas for which industry certifications may be earned, as established in the General Appropriations Act, are
eligible for performance funding. Priority shall be given to the occupational areas emphasized in state, national, or corporate grants provided to Florida educational institutions.

2. The Chancellor of Career and Adult Education shall identify the industry certifications eligible for funding on the CAPE Postsecondary Industry Certification Funding List approved by the State Board of Education pursuant to s. 1008.44, based on the occupational areas specified in the General Appropriations Act.

3. Each school district shall be provided $1,000 for each industry certification earned by a workforce education student. The maximum amount of funding appropriated for performance funding pursuant to this paragraph shall be limited to $15 million annually. If funds are insufficient to fully fund the calculated total award, such funds shall be prorated.

Section 15. In order to implement Specific Appropriation 128 of the 2019-2020 General Appropriations Act, paragraph (c) of subsection (2) of section 1011.81, Florida Statutes, is amended to read:

1011.81 Florida College System Program Fund.—
(2) Performance funding for industry certifications for Florida College System institutions is contingent upon specific appropriation in the General Appropriations Act and shall be determined as follows:
(c) Each Florida College System institution shall be provided $1,000 for each industry certification earned by a student. The maximum amount of funding appropriated for performance funding pursuant to this subsection shall be limited to $15 million annually. If funds are insufficient to fully fund
Section 16. The amendments to s. 1011.80(6)(b) and s. 1011.81(2)(c), Florida Statutes, by this act expire July 1, 2020, and the text of those paragraphs shall revert to that in existence on June 30, 2019, except that any amendments to such text enacted other than by this act shall be preserved and continue to operate to the extent that such amendments are not dependent upon the portions of text which expire pursuant to this section.

Section 17. In order to implement Specific Appropriations 6 and 93 of the 2019-2020 General Appropriations Act, section 1012.731, Florida Statutes, is amended to read:  

1012.731 The Florida Best and Brightest Teacher Scholarship Program.—

(1) The Legislature recognizes that, second only to parents, teachers play the most critical role within schools in preparing students to achieve a high level of academic performance. The Legislature further recognizes that research has linked student outcomes to a teacher’s own academic achievement. Therefore, it is the intent of the Legislature to recruit, retain, and recognize designate teachers who meet the needs of this state and have achieved success in the classroom high academic standards during their own education as Florida’s best and brightest teacher scholars.

(2) There is created The Florida Best and Brightest Teacher Scholarship Program is created to be administered by the Department of Education. The scholarship program shall provide recruitment, retention, and recognition awards categorical funding for scholarships to be awarded to classroom teachers, as
defined in s. 1012.01(2)(a), to be funded as provided in s. 1011.62(20) who have demonstrated a high level of academic achievement.

(3)(a) To be eligible for a one-time recruitment award as specified in the General Appropriations Act, a newly-hired teacher must be a content expert, based on criteria established by the department, in mathematics, science, computer science, reading, or civics. Scholarship in the amount of $6,000, a classroom teacher must:

1. Have achieved a composite score at or above the 80th percentile on either the SAT or the ACT based on the National Percentile Ranks in effect when the classroom teacher took the assessment and have been evaluated as highly effective pursuant to s. 1012.34 in the school year immediately preceding the year in which the scholarship will be awarded, unless the classroom teacher is newly hired by the district school board and has not been evaluated pursuant to s. 1012.34.

2. Beginning with the 2020-2021 school year, have achieved a composite score at or above the 77th percentile or, if the classroom teacher graduated cum laude or higher with a baccalaureate degree, the 71st percentile on either the SAT, ACT, GRE, LSAT, GMAT, or MCAT based on the National Percentile Ranks in effect when the classroom teacher took the assessment; and have been evaluated as highly effective pursuant to s. 1012.34, or have been evaluated as highly effective based on a commissioner-approved student learning growth formula pursuant to s. 1012.34(8), in the school year immediately preceding the year in which the scholarship will be awarded, unless the classroom teacher is newly hired by the district school board.
and has not been evaluated pursuant to s. 1012.34.

(b) To be eligible for a retention award as specified in the General Appropriations Act, a teacher must have been rated as highly effective or effective the preceding year pursuant to s. 1012.34, and teach in a school for 2 consecutive school years, including the current year, that has improved an average of 3 percentage points or more in the percentage of total possible points achieved for determining school grades over the prior 3 years.

1. In order to demonstrate eligibility for an award, an eligible classroom teacher must submit to the school district, no later than November 1, an official record of his or her qualifying assessment score and, beginning with the 2020-2021 school year, an official transcript demonstrating that he or she graduated cum laude or higher with a baccalaureate degree, if applicable. Once a classroom teacher is deemed eligible by the school district, the teacher shall remain eligible as long as he or she remains employed by the school district as a classroom teacher at the time of the award and receives an annual performance evaluation rating of highly effective pursuant to s. 1012.34 or is evaluated as highly effective based on a commissioner-approved student learning growth formula pursuant to s. 1012.34(8) for the 2019-2020 school year or thereafter.

2. A school district employee who is no longer a classroom teacher may receive an award if the employee was a classroom teacher in the prior school year, was rated highly effective, and met the requirements of this section as a classroom teacher.

(c) To be eligible for a recognition award, a teacher or other instructional personnel must