Representative Aloupis offered the following:

Amendment (with title amendment)

Remove lines 986-1087 and insert:

Section 15. Paragraphs (c) and (d) of subsection (9) subsection (21) of section 1011.62, Florida Statutes, are amended to read:

1011.62 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:
(9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

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

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

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

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

4. Professional development for school district teachers in scientifically based reading instruction, including strategies to teach reading in content areas and with an emphasis on technical and informational text, to help school
district teachers earn a certification or an endorsement in reading.

5. Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with s. 1008.25(7)(b)3., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts assessment.

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

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

(d)1. Annually, by a date determined by the Department of Education but before May 1, school districts shall submit a K-12 comprehensive reading plan for the specific use of the research-based reading instruction allocation in the format prescribed by the department for review and approval by the Just Read, Florida! Office created pursuant to s. 1001.215. The plan annually submitted by school districts shall be deemed approved...
unless the department rejects the plan on or before June 1. If a
school district and the Just Read, Florida! Office cannot reach
agreement on the contents of the plan, the school district may
appeal to the State Board of Education for resolution. School
districts shall be allowed reasonable flexibility in designing
their plans and shall be encouraged to offer reading
intervention through innovative methods, including career
academies. The plan format shall be developed with input from
school district personnel, including teachers and principals,
and shall provide for intensive reading interventions through
integrated curricula, provided that, beginning with the 2020–
2021 school year, the interventions are delivered by a teacher
who is certified or endorsed in reading. Such interventions must
incorporate evidence-based strategies identified by the Just
Read, Florida! Office pursuant to s. 1001.215(8). No later than
July 1 annually, the department shall release the school
district's allocation of appropriated funds to those districts
having approved plans. A school district that spends 100 percent
of this allocation on its approved plan shall be deemed to have
been in compliance with the plan. The department may withhold
funds upon a determination that reading instruction allocation
funds are not being used to implement the approved plan. The
department shall monitor and track the implementation of each
district plan, including conducting site visits and collecting
specific data on expenditures and reading improvement results.
By February 1 of each year, the department shall report its findings to the Legislature.

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

For purposes of this subsection, the term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes, as provided in 20 U.S.C. s. 8101(21)(A)(i).

(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 implementing a charter school under s. 1008.33(4)(b)2., schools implementing an external operator turnaround option under s. 1008.33(4)(b)3.
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" or higher and are no longer in turnaround status, as identified in s. 1008.33(4)(c), with funds to supplement services designed to improve the overall academic and community welfare of the schools' students and their families.

   (a)1. 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.

         2. A school district may enter into a formal agreement with a nonprofit organization that has tax-exempt status under s. 501(c)(3) of the Internal Revenue Code to implement an integrated student support service model that provides students and families with access to wrap-around services, including, but not limited to, health services, after-school programs, drug prevention programs, college and career readiness programs, and food and clothing banks.

   (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 and submit the approved plan to the commissioner by September 1 of each fiscal year for final approval by the department.

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

1. Include a memorandum of agreement with a charter school or an external operator when a school has completed the first year of district-managed turnaround.

2. Establish comprehensive support services that develop family and community partnerships.

3. Establish clearly defined and measurable high academic and character standards.

4. Increase parental involvement and engagement in the child's education.

5. Describe how instructional personnel will be identified, recruited, retained, and rewarded using results from the commissioner-approved formulas to measure student learning growth under s. 1012.34(7)(a) and, for instructional personnel with teaching assignments that do not include courses associated with the commissioner-approved formulas to measure student learning growth under s. 1012.34(7)(a), using fair and reliable alternative measures of student learning growth or achievement, as appropriate.
6. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

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

8. 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.

(e) Subject to legislative appropriation, each school shall remain eligible for the allocation for a maximum of 4 continuous 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 shall remain eligible to receive the allocation for a maximum of 2 continuous fiscal years after exiting turnaround status if the plan approved by the department demonstrates that the improvement will be sustained for each year that funds are provided.

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T I T L E  A M E N D M E N T

Remove lines 74-78 and insert:

revising provisions relating to the research-based reading instruction allocation; revising provisions relating to a specified reading plan; revising the eligibility criteria for the turnaround school supplemental services allocation; revising the required contents for a specified plan; requiring the department to provide final approval of specified plans; providing effective