

1 A bill to be entitled

2 An act relating to school improvement; amending s.
3 1001.42, F.S.; requiring the school improvement plans
4 for certain elementary schools to include an early
5 childhood transition team; amending s. 1008.33, F.S.;
6 providing that a specified intervention and support
7 for schools in need of improvement include
8 professional development for certain principals and
9 assistant principals within a specified timeframe;
10 creating s. 1008.333, F.S.; requiring certain
11 elementary schools to establish an early childhood
12 transition team; providing the purpose of such teams;
13 providing for the membership of the team; providing
14 the duties of the team; requiring the school district
15 of such schools and the local early learning coalition
16 to work to build certain community partnerships
17 relating to early learning; providing an effective
18 date.

19
20 Be It Enacted by the Legislature of the State of Florida:

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22 Section 1. Paragraph (a) of subsection (18) of section
23 1001.42, Florida Statutes, is amended to read:

24 1001.42 Powers and duties of district school board.—The
25 district school board, acting as a board, shall exercise all

26 | powers and perform all duties listed below:

27 | (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
28 | Maintain a system of school improvement and education
29 | accountability as provided by statute and State Board of
30 | Education rule. This system of school improvement and education
31 | accountability shall be consistent with, and implemented
32 | through, the district's continuing system of planning and
33 | budgeting required by this section and ss. 1008.385, 1010.01,
34 | and 1011.01. This system of school improvement and education
35 | accountability shall comply with the provisions of ss. 1008.33,
36 | 1008.34, 1008.345, and 1008.385 and include the following:

37 | (a) School improvement plans.—The district school board
38 | shall annually approve and require implementation of a new,
39 | amended, or continuation school improvement plan for each school
40 | in the district which has a school grade of "D" or "F"; has a
41 | significant gap in achievement on statewide, standardized
42 | assessments administered pursuant to s. 1008.22 by one or more
43 | student subgroups, as defined in the federal Elementary and
44 | Secondary Education Act (ESEA), 20 U.S.C. s.
45 | 6311(b)(2)(C)(v)(II); has not significantly increased the
46 | percentage of students passing statewide, standardized
47 | assessments; has not significantly increased the percentage of
48 | students demonstrating Learning Gains, as defined in s. 1008.34
49 | and as calculated under s. 1008.34(3)(b), who passed statewide,
50 | standardized assessments; or has significantly lower graduation

51 rates for a subgroup when compared to the state's graduation
52 rate. The improvement plan of a school that meets the
53 requirements of this paragraph shall include strategies for
54 improving these results. The improvement plan of a school that
55 is one of the 300 lowest-performing elementary schools based on
56 the state reading assessment for the prior year must include an
57 early childhood transition team pursuant to s. 1008.333. The
58 state board shall adopt rules establishing thresholds and for
59 determining compliance with this paragraph.

60 Section 2. Paragraph (c) of subsection (3) of section
61 1008.33, Florida Statutes, is amended to read:

62 1008.33 Authority to enforce public school improvement.—

63 (3)

64 (c) The state board shall adopt by rule a differentiated
65 matrix of intervention and support strategies for assisting
66 traditional public schools identified under this section and
67 rules for implementing s. 1002.33(9)(n), relating to charter
68 schools. The intervention and support strategies must address
69 student performance and may include improvement planning;
70 leadership quality improvement, including requiring the
71 principal and assistant principal of an elementary school with a
72 prekindergarten program or kindergarten program who does not
73 have a certification in early childhood to complete, within 1
74 school year of the school being identified under paragraph (b),
75 15 hours of professional development that emphasizes the needs

76 of children in prekindergarten through grade 3, age-appropriate
77 use of technology, and appropriate instructional materials and
78 learning strategies; educator quality improvement; professional
79 development; curriculum review, pacing, and alignment across
80 grade levels to improve background knowledge in social studies,
81 science, and the arts; and the use of continuous improvement and
82 monitoring plans and processes. In addition, the state board may
83 prescribe reporting requirements to review and monitor the
84 progress of the schools. The rule must define the intervention
85 and support strategies for school improvement for schools
86 earning a grade of "D" or "F" and the roles for the district and
87 department.

88 Section 3. Section 1008.333, Florida Statutes, is created
89 to read:

90 1008.333 Early childhood transition teams.-

91 (1) Each elementary school designated as one of the 300
92 lowest-performing elementary schools in the state must include
93 in its school improvement plan an early childhood transition
94 team. The purpose of the transition team is to develop and
95 assist the school in implementing activities to improve the
96 transition of students from prekindergarten to kindergarten for
97 students in the surrounding community, including students
98 enrolled in prekindergarten programs that are a part of the
99 feeder-pattern for enrolling in the school's kindergarten.

100 (2) The membership of an early childhood transition team

101 must include:

102 (a) An administrator from the school.

103 (b) A kindergarten teacher from the school.

104 (c) A parent of a student in kindergarten attending the
105 school.

106 (d) The owner or operator of a private voluntary
107 prekindergarten provider selected by the local early learning
108 coalition.

109 (e) A parent whose child is enrolled in a voluntary
110 prekindergarten education program within the school district.

111 (f) At least one community partner selected by both the
112 local early learning coalition and the school district.

113 (3) Each early childhood transition team shall:

114 (a) Develop an early learning transition plan to help
115 students transition from an early learning program to
116 kindergarten. The plan must include, but is not limited to:

117 1. A list of Voluntary Prekindergarten Education Program
118 providers, Head Start Programs within the school district, and
119 other early learning provider programs whose students are
120 projected to attend the respective elementary school.

121 2. A prekindergarten questionnaire developed by the
122 transition team, and approved by the local early learning
123 coalition, to be voluntarily completed by the parents of
124 children in early learning programs. The questionnaire must
125 include the child's name and address; the parent's name and

126 contact information; and the child's expected elementary school
127 of enrollment. Information gathered from the questionnaire shall
128 be shared with the school district and elementary school
129 annually by March 1.

130 3. A process to coordinate with the elementary school to
131 allow:

132 a. Early learning providers, parents, and children an
133 opportunity to visit the elementary school and meet the school's
134 kindergarten teachers.

135 b. An open house for early learning providers, parents,
136 and children that allows children to participate in school
137 activities with kindergarten students enrolled at the school.

138 c. An early registration process for children enrolling in
139 kindergarten at the school.

140 d. A welcome packet for incoming kindergarten students and
141 their parents that includes activities to help children prepare
142 for kindergarten.

143 e. An implementation plan and schedule to share student
144 data, attendance, assessment results, and records, in accordance
145 with the Family Educational Rights and Privacy Act (FERPA), 20
146 U.S.C., with voluntary prekindergarten education providers, Head
147 Start program providers, and other early learning providers that
148 serve area students.

149 (b) Annually, identify professional development
150 opportunities for kindergarten teachers and early learning

151 providers based on the area's early learning coalition plan
152 pursuant to s. 1002.83(13) and the school district's
153 professional development system pursuant to s. 1012.98(4)(b).
154 The early childhood transition team may amend a professional
155 development program to include communication strategies between
156 early learning providers and the school's kindergarten program;
157 developmentally appropriate teaching strategies; alignment of
158 standards transition for prekindergarten to kindergarten
159 activities; family and community involvement; emotional, social,
160 and medical needs of children; and other topics such as
161 attendance and data sharing, as determined by the school
162 district and early learning coalition. If a professional
163 development program is amended, the early learning coalition
164 must approve the changes. Such programs must be made available
165 to early learning providers and community leaders when space is
166 available.

167 (4) The school district and local early learning coalition
168 shall work in partnership with the early childhood transition
169 team to build partnerships with other community agencies and
170 organizations. Such partnerships shall provide information,
171 resources, and guidance to the early childhood transition team
172 and facilitate and support school-based and community-based
173 transition activities. Such partnerships may be incorporated
174 into existing collaboration efforts.

175 Section 4. This act shall take effect July 1, 2018.