# BIRTH-TO-THIRD GRADE SELF-ASSESSMENT AND ACTION PLANNING GUIDE

## For Communities Engaging in Cross-Sector B-3rd Alignment Work

### DEVELOPED FOR THE ILLINOIS' PRESCHOOL DEVELOPMENT GRANT - EXPANSION

### B-3 CONTINUITY PROJECT

### 2019

**Developed by:**
**Center for the Study of Education Policy, Illinois State University**

MORE INFORMATION ABOUT THE B-3 CONTINUITY PROJECT CAN BE FOUND AT:

HTTP://EDUCATION.ILLINOISSTATE.EDU/CSEP/B3/

**TABLE OF CONTENTS**

**THE TOOL IS ORGANIZED AS FOLLOWS:**

# Part I: Overview – Setting Yourself Up for Success

Preparing children to be successful citizens ready to take on college and career is a shared goal of teachers across an age segmented education system (early childhood education, elementary, middle school, high-school).   As our current system of public education does not yet offer universal access to universal early learning services beginning at birth, the early childhood education sector is further segmented. Communities usually have a range of options to support families with young children including home visiting services, public preschool, private preschool and child care. It is in the interest of all stakeholders to work together to support the successful education or our children show up in Kindergarten with widely varying skills and "readiness" to handle the expectations of the beginning of formal education.  Building a community level birth-to-eight system can help to address the fragmentation of programs, schools and experiences that currently exist. As communities, we can come together to develop policies and systems to foster healthy development and learning at birth and continually scaffold learning gains made at all points along the continuum and across all developmental domains.

**How and Why Connections across the Early Years Matter**

Early Childhood Education and K-12 communities share a focus on 3rd grade as it marks a significant shift in expectations for children related to learning. Children are expected to use all the foundational skills they have developed in their early years of life to be more independent learners and expected to be able to demonstrate acquisition of knowledge and skills using standardized testing. The developmental period from birth-to-age-eight is marked by specific characteristics that impact how children learn and therefore help inform a coherent approach to education in the early years. During this period, children:

- Learn best in a relational, social setting and require consistent, responsive adult relationships to support learning and development.
- Are experiencing rapid brain development and critical periods of learning which form the foundation for later learning.
- Are learning to read, and developing the ability to use language to express their emotions and abstract thoughts and experiences.  Children at this age thrive in language-rich environments, and those who are exposed to a broad vocabulary and asked reflective questions have better cognitive outcomes and an easier time learning to read.
- Are developing skills and capacities that are the building blocks for executive functioning (EF) skills, including self-regulation, working memory and cognitive flexibility. Executive function skills enable children to engage in complex interactions with peers and teachers and manage conflicts to set the stage for active participation in classroom learning.
- Have been found to perform better in school when their parents or primary caregivers are included in their education.
- Have been found to perform better in school when their teachers are well-versed in early childhood development.

- Experience harmful stress during "high-stakes assessments" and are unreliable test-takers[1].

Additionally, developmental timetables vary substantially. Learning is highly episodic and interrelated; there is a wide range that constitutes "typical" development and demonstration of acquisition of skills and knowledge is very unstable and may vary from day-to-day depending on any number of external influences.

Many efforts to forge better connections take a programmatic focus, ensuring that standards, curricula, and assessments clearly articulate a developmentally appropriate continuum of expectations from year-to-year for learning and development of children. These connections help to provide a line of sight forward and backwards to inform instruction.  At the same time, addressing a comprehensive and integrated approach to children's development across domains requires that attention is paid to important social emotional and executive function skills that profoundly influence success in school and life. It also requires strong partnerships with families; connections to other systems of support (Early Intervention, health and nutrition programs, adult education programs), especially for more vulnerable families; and careful attention to transitions. Part of the challenge in creating a more aligned system is because of the multiple "sub-systems" involved. Education agencies themselves are complex. Achieving better connections into the ECE field requires working across additional bureaucracies and funding streams.[2]

This Assessment and Guide is intended to help your community as you think about the complex work of creating a local continuum of services for children from birth-to-third grade and their families.

## I.  Assessing Community Level Collaborative Capacity

Identify or establish a collaborative (cross-organizational and cross-sector) board or committee that formalizes decision-making roles and responsibilities among partners and prioritizes B-3 efforts.

A critical first step in this work is gathering a committed core group of stakeholders and being intentional about the work, the commitments of each sector, and the processes through which to accomplish shared goals. Does your community have an (or multiple) Early Learning Coalition(s) or Collaborative(s)?

- How developed is/are the coalitions/collaboratives? (A well-developed collaborative is characterized as a cross-system collaboration including multiple sectors, a shared vision and mission, potentially dedicated coalition/collaborative staff and an action plan of data-driven strategies.)
- What are the purposes and goals of the group? What age/grade level does it addresses? What coalition/collaborative processes (e.g., meeting schedules and agenda, group members,

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[1] Stevens, G. G., & DeBord, K. (2001). Issues of assessment in testing children under age eight. *The Forum for Family and Consumer Issues, 6(2).*
[2] Kauerz, K., & Coffman, J. (2013). *Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington.

organization chart) or supporting activities exist? Is existing funding to support the collaborative, and any achievements/outcomes?

- o Are any of the existing collaboratives well-positioned to sponsor or house the B-3rd alignment work?

Additional resources on developing and establishing a community collaborative are available at: http://buildinitiative.org/Resources/CommunitySystemsDevelopmentToolkit.aspx

## II. Assessing Community Status

Once a committed group of stakeholders is assembled and roles, responsibilities and processes are established it is helpful to get stakeholders on the same page about the community status before assessing and determining specific birth through third grade strategies. This phase may also be referred to as a needs assessment. Programs frequently conduct these on a regular basis for funding or other purposes. Use existing materials and resources that your stakeholders determine are helpful for this purpose. Below are the two components required in assessing the community status.

1. **From community profiles and other <u>data on children and families</u> in your community, where do the data seem to indicate areas of need (disaggregated by income, race/ethnicity, gender, language diversity, etc.)?**

Possible data sources: Illinois School Report Card data, Illinois Early Childhood Asset Map (IECAM), KIDS assessment results, reports on early learning data, reports on numbers of children and families accessing social and health services

Possible indicators: Reading and math proficiencies, KIDS whole child indicators, social-emotional indicators, absences, mobility rates, disciplinary data, referrals to interventions

2. **From community profiles and other <u>data on education and child care programming and schools</u>, what appears to be the areas of strength and need in terms of availability and accessibility of care and education?**

Possible data sources: IECAM data, Illinois School Report Card data

Possible indicators: Numbers of schools in a community, numbers of early learning programs (public, private, and family-based care), number of before- and after-school programs

### III. Assessing Status of Birth-3rd Strategies & Creating an Action Plan

**From the rubric included in Part II, what is the status of efforts to create an <u>aligned, cross-sector system of programs and services for children from birth through third grade</u>?**

With the members of the collaborative assembled and procedures in place for how to work together, assess the status Birth-to-Third Grade Strategies and brainstorm/identify potential next steps. When the assessment is complete and the group should have a good understanding of the current state. They can then go back and identify priorities that the team can agree to work on together. Part III: Action Plan and Inventory is provided to help community those priorities. This rubric draws heavily from the work of Kristie Kauerz and Julia Coffman[1], providing some of the initial framework conceptualization and then adapted to match contextual needs in Illinois.

The following areas offer a framework that the local collaborative can focus efforts around. Communities will NOT be able to focus on all areas at once, but can use the self-assessment rubric to determine areas of existing strength and need and then prioritize as a group which elements to take begin addressing.

1. **Community Partnerships:** to strengthen education, supports and services for children and families from early childhood programs into early elementary settings
2. **Comprehensive services:** including assistance in obtaining health, mental health, dental services, nutrition services, and education, and linkages to other community services
3. **Family Engagement & Parent Leadership:** schools and engaged families partner in children's formal education such as school-parent communication about school programs and students' progress, involving parents in school decision-making and school-community collaborations
4. **Supported Transitions:** increased access to early childhood programs and smooth transitions that focus on the continuum provided to each child and sustain gains into the early grades
5. **Joint Professional Development:** to ensure highly-effective teaching staff whose professional development is aligned from birth-to-third grade and is grounded in child development and effective instructional practices
6. **Whole-child Focused, Aligned Curriculum and Instruction:** to represent a coherent system with shared expectations for student growth and a focus on both academic and social-emotional skills, support a wide range of development, and are reflective of children's families and cultures and firmly rooted in the science of child development
7. **Aligned Assessments:** sharing assessment practices and data across the full, early childhood continuum with particular focus on the implementation of the KIDS
8. **Data-driven improvement:** using meaningful child-based assessments and program data to drive instruction, identify achievement gaps, allocate resources, and determine areas for professional development

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[1] Kauerz, K., & Coffman, J. (2013). *Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington.

# Part II: Rubric for Assessment and Action Planning

1. **Community Partnerships:** Mechanisms, resources, and structures exist that reflect, support, and sustain shared vision, collaborative relationships, and mutual accountabilities between 0-5 years and grades K-12

| Birth – 3rd Grade Strategies<br><br>*Make sure to also consider your level of implementation (Not Started, Beginning, Emerging, Developed or Well Developed)* | Status* Within Organization | Status* Community-wide Across Programs | Next Steps Priority Level (High, Med, Low) |
|---|---|---|---|
| **Governance**<br>Establish and support collaborative (cross-organizational and cross-sector) board or committee that formalizes decision-making roles and responsibilities among partners and prioritizes B-3 efforts. (PROCESS) | | | |
| District administrators and community leaders organize a recognized entity (e.g., board, committee, leadership team) which has the charge to guide, monitor and make decisions regarding B-3 efforts. This B-3 leadership team consists of representatives from the school district(s), parents or guardians with children in the community, community-based early learning programs, community service partners (e.g., health, social service providers), and other education and community development/service organizations. The Leadership group has the buy-in of the wider community and is recognized as a legitimate and authoritative body on Birth-to-Third issues and systems. | | | |
| Processes are clearly defined and consensus is reached regarding the functioning of the collaborative to guide, monitor and make decisions regarding community-wide B-3 efforts. (Committee Structure, Communication mechanisms, etc.) | | | |
| **Strategic Plans**<br>Develop, share, and regularly update a strategic plan for the B-3 work that reflects shared commitment to improving outcomes for children. | | | |
| The B-3 leadership team develops and communicates a shared vision and strategic plan for B-3 efforts.<br>District administrators and community leaders develop a clear communication plan as part of the strategic plan to share the B-3 vision and plans both internally (within schools and programs) and externally (family and community-wide). | | | |
| District administrators and community leaders, through the B-3 leadership team, conduct and regularly update a community-wide needs-assessment that identifies child/family demographics and mobility patterns to drive the strategic plan. (See Assessing Community Status in Part I) | | | |
| District administrators and community leaders include positive family engagement into strategic plans. | | | |
| Roles and responsibilities are clearly articulated for school and early learning leaders, B-3 teachers, and community partners within the strategic plan. | | | |

| Birth – 3rd Grade Strategies  *Make sure to also consider your level of implementation (Not Started, Beginning, Emerging, Developed or Well Developed)* | Status* Within Organization | Status* Community-wide Across Programs | Next Steps Priority Level (High, Med, Low) |
|---|---|---|---|
| Through the strategic planning process, schools and community based programs and services for children 0-5 have agreed upon how they will work together to support children before school entry and those strategies are reflected not only in the community-wide plan but also in school improvement plan goals and activities as well as community-based program plans and policies. | | | |
| Common measurement and consistent data reporting mechanisms are identified and used across schools and programs in the community. | | | |
| **Funding & Support** Generate, reallocate, leverage, connect, and/or blend public and private funds to ensure that collaborative B-3 efforts are adequately funded to ensure effective implementation | | | |
| District and community leaders identify and allocate funding to support collaborative B-3 activities. The Collaborative body facilitates opportunities for local agencies to explore joint funding of projects through philanthropy and publicly funded grant opportunities. | | | |
| District and community leaders allocate funding for support of positions such as a family resource coordinator or a school and community resource coordinator (this position might be shared) to assist school and early learning leaders, B-3 teachers, and community partners in meeting the needs of the whole child and their families. | | | |
| Leaders allow staff enough time to meaningfully dedicate to B-3 issues and partnerships. School and early learning leaders utilize a range of strategies to ensure that adequate support exists for teachers and staff to participate in B-3 work. Strategies may include but are not limited to: <br> • Innovative scheduling and collaborative strategies to engage B-3 teachers and community partners in teamwork/professional development. <br> • Prioritization of collaboration, adult learning, and joint-decision-making (e.g., time, opportunity, space for collaboration). | | | |

2. **Comprehensive Services:** including assistance in obtaining health, mental health, dental services, nutrition services, education, and linkages to other community services

| Birth – 3rd Grade Strategies<br><br>*Make sure to also consider your level of implementation (Not Started, Beginning, Emerging, Developed or Well Developed)* | Status*<br>Within Organization | Status*<br>Community-wide<br>Across Programs | Next Steps<br>Priority Level<br>(High, Med, Low) |
|---|---|---|---|
| District administrators and community leaders designate a senior-level position responsible for better connecting families, especially vulnerable families, to a comprehensive array of services to meet their individual needs; or add it to a senior-level administrator's job responsibilities. This could be a position shared across schools and agencies. The position is responsible for:<br>• Building connections of staff across agencies<br>• Connecting students and families with after-school and non-school supports and services (e.g., early intervention, child welfare systems, health services)<br>• Identifying gaps in needed services in the community and leading collaborative efforts to address unmet needs in the community | | | |
| District administrators and community leaders (or the B-3 leadership team) create and regularly update an asset map of resources and supports available in the community that could partner with and coordinate with elementary schools and early learning programs/centers. | | | |
| District administrators/community leaders set the expectations that schools/programs/centers will share an array of AGGREGATE data on children to community partners for program/service planning, coordination, and implementation. | | | |
| District administrators and community leaders increase children's access to after-school, extended learning opportunities, and community supports. | | | |
| Schools and programs work together to create a "no wrong door" entry and referral system into early childhood services including:<br>• a universal touch point at birth;<br>• active outreach to and identification of high-risk children from birth and throughout the early years;<br>• a mechanism for connection of children to programs and services that best meet their needs | | | |
| An effective, coordinated, system exists to ensure comprehensive developmental screening is available to all young children (birth to age 5) and connect those in need with Early Intervention or Special Education services. | | | |

3. **Family Engagement & Parent Leadership:** schools and engaged families partner in children's formal education such as school-parent communication about school programs and students' progress, involving parents in school decision-making and school-community collaborations

| Birth – 3rd Grade Strategies<br><br>*Make sure to also consider your level of implementation (Not Started, Beginning, Emerging, Developed or Well Developed)* | Status*<br>Within Organization | Status*<br>Community-wide<br>Across Programs | Next Steps<br>Priority Level<br>(High, Med, Low) |
|---|---|---|---|
| **Understanding the importance of parents in the education process (parents as experts, 2-way communication), and sensitivity to family culture** | | | |
| District administrators and community leaders designate a senior-level position responsible for family engagement, or add it to a senior-level administrator's job responsibilities. This could be a position shared across schools and agencies. | | | |
| Families and educators regularly engage in **bi-directional** communication to share information on and assess child's progress across multiple domains of learning.<br>• B-3 teachers initiate opportunities to engage with families to develop deeper understanding of each child's progress from home, community, and cultural perspectives.<br>• School and early learning leaders will establish culturally responsive, multi-modal systems of communication with families (e.g., policies and rules, available services and supports, family and child activities, data), including handbooks, newsletters, websites, email, etc. Communication with non-English speaking families is provided in their native language.<br>• Teachers provide regular, accessible, and multi-modal opportunities for engaging families in understanding/supporting their child's progress (e.g., parent-teacher conferences, home visits) and are engaged as partners in problem-solving to identify appropriate supports and instructional strategies to promote their child's learning and development. | | | |
| Educators and schools/programs/centers will provide families with a rich array of qualitative and quantitative information on 1) their child (e.g., attendance, academic progress, social-emotional progress); 2) classrooms, curriculum activities, and 3) programs/schools. Educators and schools help to ensure that families understand the information available and the limitations of quantitative data. | | | |
| District administrators, school leaders, early childhood administrators, and educators make efforts to build cultural awareness and educate themselves on and be responsive to the cultural and linguistic backgrounds of the communities and individuals they serve. All staff approach families with cultural humility. | | | |
| District administrators and community leaders use a range of resources and strategies to support culturally responsive family engagement practices in schools and programs/centers. This may include development or adoption of guidebooks or toolkits based on research. | | | |

| Birth – 3rd Grade Strategies<br><br>*Make sure to also consider your level of implementation (Not Started, Beginning, Emerging, Developed or Well Developed)* | Status*<br>Within Organization | Status*<br>Community-wide<br>Across Programs | Next Steps<br>Priority Level<br>(High, Med, Low) |
|---|---|---|---|
| **Space and environments, information** | | | |
| School and early learning leaders designate a welcoming space for families to meet with teachers, other parents, and community service providers. Culturally inclusive resources are available as well as information on services that support children's learning and development and families' needs. (e.g., family resource room). | | | |
| District administrators, school and early learning leaders ensure learning environments provide access for children and adults with disabilities. | | | |
| Families receive accessible information about early learning, after-school programs, extended learning opportunities and community supports. | | | |
| **Systems level outreach & engagement** | | | |
| Opportunities are available for families to participate in setting goals for their child's school/program/community through leadership roles on PTO/PTAs, school boards and/or committees of school boards, or other advisory or governance bodies that influence policy. | | | |
| District administrators and community leaders designate teams of teachers, administrators and families that build site-level capacity for family engagement. | | | |
| District administrators and community leaders host parent academies, family leadership institutes, or other family engagement nights where topics identified by families that will benefit their children are addressed (e.g., families learn how to guide their children's educational success or become advocates for their children, etc.). Barriers to attendance are identified and minimized. | | | |
| District administrators and community leaders support families to share their cultural wisdom to inform definitions of and strategies to achieve educational success. | | | |

4. **Supported Transitions:** increased access to early childhood programs and smooth transitions that focus on the continuum provided to each child and sustain gains into the early grades

| Birth – 3rd Grade Strategies<br><br>*Make sure to also consider your level of implementation (Not Started, Beginning, Emerging, Developed or Well Developed)* | Status* Within Organization | Status* Community-wide Across Programs | Next Steps Priority Level (High, Med, Low) |
|---|---|---|---|
| Policies and procedures, jointly developed by participating organizations, exist to describe transition from preschool (0-5 years) programs into Kindergarten and for students transitioning from and to different schools. These can include but are not limited to the following:<br>• How district administrators, school and early learning leaders build relationships to collaborate across grade levels (B-3) to promote child and family transitions within a school and collaborate across programs from preschool programs into Kindergarten.<br>• How individual assessment data can be used to support transitions (e.g., B-3 teachers have a clear understanding of the demographic characteristics and learning and development strengths and needs of children in their classrooms.)<br>• How aggregate data is used for planning purposes to support transitions (e.g., planning support services, after-school programs, etc.)<br>• Common transition forms and processes across all classrooms, settings, and age/grade levels.<br>• Development and review of students' files/portfolios at the end of each year and beginning of the school year, respectively, to follow the student and support teachers in understanding their incoming students each year.<br>• Identification and sharing information regarding family supports (wrap-around services) required for children to be successful. | | | |
| Early childhood teachers (birth-to-age 8) use consistent terminology and can communicate important concepts to families in a meaningful way. | | | |
| School and early learning leaders establish policies and practices that match the most at-risk students with the teachers who can best support them, year after year (e.g., intentional classrooms assignments, teacher looping). | | | |
| District administrators and community leaders develop data-informed systems to understand feeder patterns into elementary schools and student mobility across schools/programs/ centers. District administrators and community leaders annually update a map of the feeder patterns of children into public schools and of the mobility patterns of children, B-3. | | | |
| District administrators and community leaders situate early learning programs/centers close to feeder elementary schools (or co-locate) to foster instructional alignment and smooth PreK – Kindergarten transitions for children and families. | | | |
| School and early learning leaders engage in opportunities to build relationships across early learning/school feeder patterns to strengthen partnerships. | | | |

5. **Joint Professional Development:** to ensure highly-effective teaching staff whose professional development is aligned from birth through third grade and is grounded in child development and effective instructional practices

| Birth – 3rd Grade Strategies<br><br>*Make sure to also consider your level of implementation (Not Started, Beginning, Emerging, Developed or Well Developed)* | Status*<br>Within Organization | Status*<br>Community-wide<br>Across Programs | Next Steps<br>Priority Level<br>(High, Med, Low) |
|---|---|---|---|
| **Opportunities for professional development and partnership building across schools and community-based programs** | | | |
| School and early learning leaders implement formal, **cross-sector and cross-grade**, peer-to-peer, professional development opportunities for teachers that reflect best practices. Some strategies and opportunities include:<br>• Within age/grade and across age/grade classroom observations to identify areas of disconnect and provide peer-to-peer feedback<br>• Professional learning communities, including teachers in community-based programs.<br>• Support networks and reflective networks among school and early learning leaders. | | | |
| Teachers across the B-3 understand one another's professional terminology and have working knowledge of child development across this continuum. | | | |
| School and early learning leaders utilize innovative scheduling and collaboration strategies to allow B-3 teachers to participate in professional development including peer-to-peer collaboration and support. This may include release time for teachers to participate in strategies listed above. | | | |
| **Best practices in induction and ongoing supervision, evaluation, and professional development** | | | |
| District administrators and community leaders establish and implement effective induction policies and procedures to ensure new staff are well supported, for example:<br>• Develop Community Wide Induction Standards<br>• Mentor selection process with program training<br>• Schedule to allow collaboration between mentee and mentor<br>• Assess the effectiveness and impact of the program (surveys, interviews, student outcomes) | | | |
| District administrators and community leaders establish and implement evidence- and strengths-based professional development, supervision, and evaluation policies and procedures for school and program administrators who work in B-3 settings. | | | |
| | | | |

| Birth – 3rd Grade Strategies<br><br>*Make sure to also consider your level of implementation (Not Started, Beginning, Emerging, Developed or Well Developed)* | Status*<br>Within Organization | Status*<br>Community-wide<br>Across Programs | Next Steps<br>Priority Level<br>(High, Med, Low) |
|---|---|---|---|
| District administrators and community leaders invest in systematic approach to teacher professional development grounded in child development & focused on effective instruction. Some examples of specific strategies include:<br>• Regular use of observational tools to assess teacher practices and provide constructive and supportive feedback to grow teachers' practice in using research-based, developmentally appropriate practices and learning environments.<br>• Opportunities to collaborate regularly with instructional coaches, mentors, or colleagues<br>• Workshops/ Teacher-led Professional development of new skills and knowledge about a topic through direct instruction and participatory activities<br>• Inquiry/Research for practitioners and administration to reflect upon their daily practices in a systematic, intentional manner, over time.<br>• Program Development- Engages educators in processes such as curriculum development, program enhancement, and program improvement. | | | |
| District administrators and community leaders participate in professional development to keep abreast of research and trends regarding the learning and development of children (0-8 years) including how to grow their own and others' leadership skills around improving learning opportunities for children. | | | |
| School and early learning leaders partner with teachers in schools and community-based settings in determining professional development agendas, selecting topics, and selecting materials. Some topics with specific relevance to B-3 continuity include:<br>• The learning and development of children from birth through age 8<br>• Family engagement<br>• Data availability, accessibility, and use<br>• Transitions | | | |
| B-3 teachers demonstrate knowledge of instructional practices across the full B-3 grade continuum, not just the age/grade level for which they are responsible. | | | |

6. **Whole-child Focused, Aligned Curriculum and Instruction:** to represent a coherent system with shared expectations for student growth and a focus on both academic and social-emotional skills, support a wide range of development, and are reflective of children's families and cultures and firmly rooted in the science of child development

| Birth – 3rd Grade Strategies<br><br>*Make sure to also consider your level of implementation (Not Started, Beginning, Emerging, Developed or Well Developed)* | Status*<br>Within Organization | Status*<br>Community-wide<br>Across Programs | Next Steps<br>Priority Level<br>(High, Med, Low) |
|---|---|---|---|
| **Comprehensive, whole child, culturally sensitive education** | | | |
| School and early learning leaders ensure that the school and center/program focuses on educating the whole child that includes using teaching strategies that support development of children's communication, motor, social, cognitive, language, emotional, and executive function skills. | | | |
| School and early learning leaders assign highly effective teachers to B-3 classrooms who have the strongest knowledge of and practice of developmentally appropriate practice. | | | |
| B-3 teachers celebrate the cultural and linguistic diversity of their children and families and link instruction with family backgrounds of students utilizing culturally responsive teaching practices. | | | |
| B-3 teachers increase the availability and use of a variety of objects and materials (e.g., books, technology, manipulatives) that reflect diverse language, cultures, and home communities. | | | |
| **Developmentally appropriate standards, progressions, and instructional practices (support for individualized instruction)** | | | |
| All B-3 administrators and teachers ensure that the classroom curriculum is aligned to the Illinois Early Learning and Development Standards (0-5 years) and Illinois Learning Standards (grades K-3). Teachers develop aligned learning progressions, based on standards that support children's continuous progress throughout the year and from one year to the next. | | | |
| District administrators and community leaders require and support the use of common curricula and assessments across B-3 classrooms. District administrators and community leaders partner with teachers in selecting common curricula and assessments and in developing a comprehensive, cohesive B-3 curricular framework that address academic and social-emotional wellbeing. | | | |
| B-3 teachers demonstrate common and cohesive instructional practices (across classrooms) that are developmentally appropriate and differentiated to meet the needs of all children. B-3 teachers demonstrate knowledge of instructional practices across the full B-3 grade continuum, not just the age/grade level for which they are responsible. | | | |
| B-3 teachers know what data are available on students, classrooms, and schools and demonstrate understanding of how to use data to improve and differentiate instruction and to reduce achievement disparities. | | | |
| B-3 teachers use common and consistent diagnostic and screening assessments, across age/grade levels, to identify children who need extra help and connect them with support services and | | | |

| Birth – 3rd Grade Strategies<br><br>*Make sure to also consider your level of implementation (Not Started, Beginning, Emerging, Developed or Well Developed)* | Status*<br>Within Organization | Status*<br>Community-wide Across Programs | Next Steps Priority Level (High, Med, Low) |
|---|---|---|---|
| supplemental instruction. B-3 teachers use progress-monitoring tools to understand children's strengths and needs. | | | |
| **Classroom environment** | | | |
| District administrators, school and early learning leaders ensure multiple indoor/outdoor spaces exist that support active project-based learning and with appropriate space for individualized instruction. | | | |
| B-3 teachers demonstrate an understanding of creating and maintaining environments that are conducive to child learning; Classrooms:<br>• Have a positive climate and culture<br>• Are well-managed to promote executive functioning, including self-regulation of emotions/behavior<br>• Exhibit order, safety, and clear routines so that children are not distracted or spend excessive time in transitions)<br>• Support individual, small-group, and whole-group learning.<br>• Exhibit access to high-quality materials that support diverse learning activities.<br>• Use a rich variety of objects and materials (e.g., books, math materials, technology, manipulatives) | | | |
| District administrators, school and early learning leaders ensure learning environments provide access for children and adults with disabilities. | | | |

7. **Aligned Assessments:** sharing assessment practices and data across the full early childhood continuum with focus on the implementation of the KIDS

| Birth – 3rd Grade Strategies  *Make sure to also consider your level of implementation (Not Started, Beginning, Emerging, Developed or Well Developed)* | Status* Within Organization | Status* Community-wide Across Programs | Next Steps Priority Level (High, Med, Low) |
|---|---|---|---|
| **Shared assessment practices** | | | |
| District administrators and community leaders require and support the use of common curricula and assessments across B-3 classrooms. District administrators and community leaders partner with teachers in selecting common curricula and assessments and in developing a comprehensive, cohesive B-3 curricular framework that address academic and social-emotional well-being. | | | |
| District administrators and community leaders establish and regularly update district-level/community-level inventories of appropriate assessment tools and benchmarks that include clear guidelines of acceptable uses of resulting data. | | | |
| LEAs conduct intentional outreach and build partnerships with community-based programs to screen, assess, and connect children with needed special education services. | | | |
| CFCs, LEAs and community-based programs work collaboratively to ensure all infants, toddlers and 2-year-olds are assessed and those who could benefit from Early Intervention services are connected. | | | |
| School and early learning leaders build assessment loops in which data are shared between early childhood programs and schools. | | | |
| B-3 teachers use common and consistent diagnostic and screening assessments, across age/grade levels, to identify children who need extra help and connect them with support services and supplemental instruction. | | | |
| Developmental and social emotional screenings are regularly and consistently used across all school and community-based early learning settings. | | | |
| Schools and early learning programs use the same criteria for assessing a child's development upon Kindergarten entry, for example KIDS. | | | |

8. **Data-Driven Improvement:** using meaningful child-based assessments and program data to drive instruction, identify achievement gaps, allocate resources, and determine areas for professional development

| Birth – 3rd Grade Strategies<br><br>*Make sure to also consider your level of implementation (Not Started, Beginning, Emerging, Developed or Well Developed)* | Status*<br>Within Organization | Status*<br>Community-wide Across Programs | Next Steps Priority Level (High, Med, Low) |
|---|---|---|---|
| School and early learning leaders use student progress data to make decisions about instruction, learning environments, teacher assignments, and professional development, as is supported by research (i.e., data from standardized assessments should only be used for purposes for which the assessments are shown to be reliable and valid.) | | | |
| District administrators, school leaders, and early childhood administrators use nationally recognized tools/rubrics to evaluate and rate the quality of learning environments. | | | |
| School and early learning leaders develop expectations and processes that ensure multiple data sources are used to understand student progress, instructional effectiveness, and overall program improvement. | | | |
| School and early learning leaders discuss data on instructional quality with teachers in across grade-level meetings. | | | |
| District administrators and community leaders analyze data to understand the demographic characteristics of children in their community and the availability of high-quality programs/centers/schools in the community as well as the preferences and desires of families (supply and demand). | | | |
| District administrators and community leaders commit to using data to identify and address achievement gaps by examining data disaggregated by student sub-groups (e.g., dual language learners; race/ethnicity; socio-economic status). Again, data from standardized assessments should only be used for purposes for which the assessments are shown to be reliable and valid. | | | |
| District administrators and community leaders implement a common data system that measures academic progress; social, emotional, and physical development; and other indicators of child learning and development. | | | |
| District administrators and community leaders provide aggregate data to schools and early childhood programs in a timely manner so that data can inform instruction and site-based decisions. | | | |
| District administrators, school and early learning leaders use data to allocate resources to provide tiered levels of intervention. | | | |
| School and early learning leaders discuss data on children's learning progressions, social-emotional progression, and health needs with community partners to plan and implement in-school/program and out-of-school/program supports and services. | | | |
| District administrators and community leaders include indicators of family engagement in evaluations of school leaders and early childhood administrators. | | | |

# Part III: Action Plan & Inventory

This Action Plan and Inventory is designed to capture a summary of the self-assessment and highlight B-3 priorities for the upcoming year. It is not expected that all strategies listed in Part II: Self-Assessment will be implemented. Using data analysis and deliberation among community members, your team can choose those B-3 strategies that you believe best fit the contexts of your schools, early learning programs/centers, and community partners, and best meet the needs of the children and their families in their communities. This deliberation should be reflected by an identified priority level. It also is understood that strategies within each B-3 area may have different levels of implementation, please rate each area in its entirety (use an average level of implementation for utilized strategies).

**Top Three B-3 Accomplishments for the Previous School Year:**

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**Top Three B-3 Priorities for the Current School Year:**

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| | Priority Level (High, Med, Low) | | Level of Implementation (Not Started, Beginning, Emerging, Developed or Well Developed) | | |
|---|---|---|---|---|---|
| **1 Community Partnerships: Home for B-3 Cross-sector Work** | **Top (1-3) Priorities** | | **Primary Activities/Actions** | **Responsible/Involved Stakeholders** | **Indicators to Measure Success** |
| | | | | | |

| 2<br>Comprehensive<br>Services | Priority Level<br>(High, Med, Low) | | Level of Implementation<br>(Not Started, Beginning, Emerging, Developed or Well Developed) | | |
|---|---|---|---|---|---|
| | Top (1-3) Priorities | | Primary Activities/Actions | Responsible/Involved Stakeholders | Indicators to Measure Success |
| | | | | | |

| 3<br>Family<br>Engagement &<br>Parent<br>Leadership | Priority Level<br>(High, Med, Low) | | Level of Implementation<br>(Not Started, Beginning, Emerging, Developed or Well Developed) | | |
|---|---|---|---|---|---|
| | Top (1-3) Priorities | | Primary Activities/Actions | Responsible/Involved Stakeholders | Indicators to Measure Success |
| | | | | | |

| 4<br>Supported<br>Transitions | Priority Level<br>(High, Med, Low) | | Level of Implementation<br>(Not Started, Beginning, Emerging, Developed or Well Developed) | | |
|---|---|---|---|---|---|
| | Top (1-3) Priorities | | Primary Activities/Actions | Responsible/Involved Stakeholders | Indicators to Measure Success |
| | | | | | |

| 5<br>**Joint Professional Development** | **Priority Level**<br>(High, Med, Low) | | **Level of Implementation**<br>(Not Started, Beginning, Emerging, Developed or Well Developed) | | |
|---|---|---|---|---|---|
| | **Top (1-3) Priorities** | | **Primary Activities/Actions** | **Responsible/Involved Stakeholders** | **Indicators to Measure Success** |
| | | | | | |

| 6<br>**Aligned Curriculum & Instruction** | **Priority Level**<br>(High, Med, Low) | | **Level of Implementation**<br>(Not Started, Beginning, Emerging, Developed or Well Developed) | | |
|---|---|---|---|---|---|
| | **Top (1-3) Priorities** | | **Primary Activities/Actions** | **Responsible/Involved Stakeholders** | **Indicators to Measure Success** |
| | | | | | |

| 7<br>**Aligned Assessments** | **Priority Level**<br>(High, Med, Low) | | **Level of Implementation**<br>(Not Started, Beginning, Emerging, Developed or Well Developed) | | |
|---|---|---|---|---|---|
| | **Top (1-3) Priorities** | | **Primary Activities/Actions** | **Responsible/Involved Stakeholders** | **Indicators to Measure Success** |
| | | | | | |

| | Priority Level (High, Med, Low) | | Level of Implementation (Not Started, Beginning, Emerging, Developed or Well Developed) | | |
|---|---|---|---|---|---|
| **8 Data-Driven Improvement** | **Top (1-3) Priorities** | | **Primary Activities/Actions** | **Responsible/Involved Stakeholders** | **Indicators to Measure Success** |
| | | | | | |

**Top areas that your community could use additional B-3 supports?**

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**What partners contributed to this plan? Are any stakeholders missing that could contribute to needed additional B-3 supports?**

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