

KIDS

Kindergarten Individual Development Survey
Every Illinois Child Ready for Kindergarten

MOVING FORWARD AND TAKING
ACTION: PLANNING FOR USE OF DAP
AND PLAY-BASED APPROACHES TO
LEARNING

AA #3041 Final Session

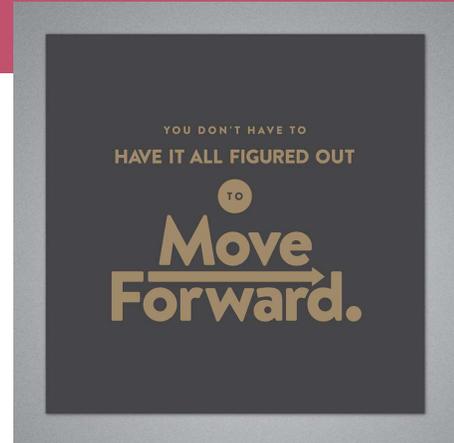


AGENDA

- Where do we go from here? Moving forward (5 min)
- Ideas from the field (25 min)
 - Katie Kogut, Director of Early Childhood and Stephanie Steinbrecher, Assistant Principal, Early Childhood Center – East Aurora District 131
 - Peggy Ondera, Director of Early Learners Education Program and Emily Loney, Researcher at American Institutes for Research
- Team Action Planning (30 min)

Resources to Use:

- B-3 Grade Self-Assessment and Action Planning Guide*
- Action Planning form



KIDS

WHERE DO WE GO FROM HERE?

Action Plan Template



Action Planning for B-3 Alignment
Initial Steps in the East Aurora District 131
2018-2019 School Year



Our Learning Community

- District serves 14,000 students, birth to age 21
- 2 Preschool Centers, 12 Elementary Schools, 3 Middle Schools, 1 Magnet Academy and 1 High School
 - 87% Hispanic, 8% Black and 3% White
- 72% Low Income, 13% of students have IEP's



Building on District Strengths

- Recognized Blue Ribbon Affiliate for Birth to Three Home Visiting Program serving the district for over 20 years
- Gold Circle of Quality Preschool Program serving over 800 students annually in PFA, PFAE and PEG classrooms
- New district administrative team that recognizes that we are a preschool through high school district
- District priority goals focused on student outcomes aligned to RI 1, RI 2, W1 and MP 3



Choosing a Starting Point

“Quality instruction has particular significance during the preschool-3rd grade years, when children master foundational skills and concepts, develop attitudes toward school and form ideas about themselves as learners. Learning gaps emerge early, particularly among disadvantaged students. If not addressed early, the gaps can widen over the elementary grades.”

-Leading Pre-K through 3rd Learning Communities, Competencies for Effective Principal Practice

“When the Kindergarten program is developmentally appropriate, children’s transitions from preschool will be smoother and more successful.”

-Carol Copple and Sue Bredekamp, Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth through Age 8

Getting Started with B-3 Alignment: Strengthening preschool-kindergarten transition



- Create a Preschool-12th grade district, giving legitimacy to early childhood education through common assessment practices and data collection

- Assess the current state of our Kindergarten program across all schools/sites use this data to focus efforts for alignment

- Begin to build a common vision for early childhood education that encompasses preschool and kindergarten (initially) later building on to the early elementary years

Previous Transition Support Provided to Entering Kindergarten Families:

District Supports

(Available to all entering Kindergarteners)

- Kindergarten Round Up Registration Events at all elementary schools, provide backpack with transition resources.
- Ready, Set, Go! Kindergarten preview event.
- Kindergarten Readiness backpacks given to each Kindergarten student at registration.

Preschool Supports

(Available to preschool families)

- Parent education event every April on how to support your child as they transition.
- Teachers provide instruction on what the students can expect in Kindergarten and visit a classroom if available.
- Summer K transition program for preschool students that require extended learning opportunities.

Step One: Aligning Preschool Assessment Practices and Student Outcome Targets with District Priority Goals (Summer 2018)



2018-19 DRDP Alignment and Power Standards

| Subject | Skill | DRDP Number | TELOS Standards | Month Assessed |
|---------------------------------|---|-------------|--|---------------------------------------|
| Math | Classification | COG 2 | 3A.ECo Sort, order, compare and describe simple attributes | September December April |
| | Number Sense of Quantity | COG 3 | 3A.ECo Count with understanding | |
| Science | Cause and Effect | COG 8 | 10B.ECo Make predictions | October January March |
| | Inquiry Through Observation and Investigation | COG 9 | 1A.ECo Express wonder and curiosity | |
| Social-Emotional | Self-control of Feelings and Behavior | ATL-REG 5 | 30A.ECo Express Feelings | August November April |
| | Relationships and Social Interactions with Peers | SED 4 | 3A.ECo Develop peer relationships | |
| Language Arts | Comprehension of Age Appropriate Text | LLD 6 | 2B.ECo Retel Stories | August/September December April |
| | Emergent Writing | LLD 10 | 3B.ECo Use drawing, dictating, or writing to compose texts | |
| Physical Development and Health | Fine Motor Manipulative Skills | PD-HLTH 4 | 1A.ECo Use eye-hand coordination | October February May |
| | Active Physical Play | PD-HLTH 9 | 1A.ECo Engage in active play | |
| English Language Development | Self-Expression in English (Expressive English) | ELD 2 | 2A.ECo Bridge home language to English | October January March |
| | Understanding and Response to English/Literary Activities | ELD 3 | 2B.AECo Use home language | |
| Visual and Performing Arts | Visual Art | VPA 1 | 26B.ECo Use creative arts for expression | September February May |
| | Drama | VPA 3 | 25A.ECo drama | |
| History-Social Science | Ecology | HSS 3 | 1A.ECo Contribute to the well-being of their environment | August November March |
| | Responsible Conduct as a Group Member | HSS 5 | 1A.ECo Recognize the reasons for rules | |

Developed by East Aurora Preschool Program School Improvement and Curriculum Teams, 2018

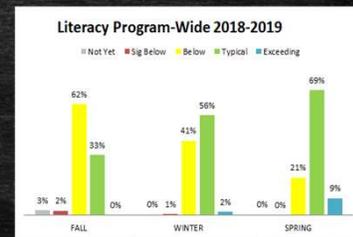
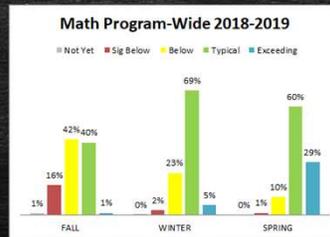
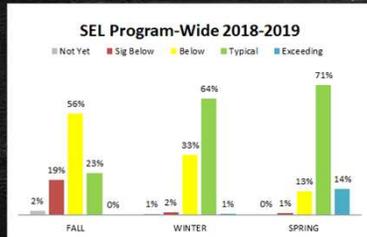


2018-19 DRDP Data Collection Schedule Observations and Benchmark Assessments (BA)



| Marking Period 1 | Marking Period 2 | Marking Period 3 |
|--|---|---|
| August SE: Self-Control (BA) SE: Relationships w/Peers SS: Ecology SS: Conduct as Group Member LA: Emergent Writing | November SE: Self-Control (BA) SE: Relationships w/Peers SS: Ecology SS: Conduct as Group Member | March Science: Cause and Effect Science: Inquiry/Observation ELL: Expressive English ELL: Response to Lit Activities SS: Ecology SS: Conduct as Group Member |
| September Math: Number Sense (BA) Math: Classification LA: Story Retell (BA) Arts: Visual Art Arts: Drama | December Math: Number Sense (BA) Math: Classification LA: Story Retell (BA) LA: Emergent Writing | April Math: Number Sense (BA) Math: Classification SE: Self-Control (BA) SE: Relationships w/Peers LA: Story Retell (BA) LA: Emergent Writing |
| October Science: Cause and Effect Science: Inquiry/Observation PD: Fine Motor PD: Active Play ELL: Expressive English ELL: Response to Lit Activities | January Science: Cause and Effect Science: Inquiry/Observation ELL: Expressive English ELL: Response to Lit Activities | May PD: Fine Motor PD: Active Play Arts: Visual Art Arts: Drama |
| Collections Due: October 19 | Collections Due: February 15 | Collections Due: May 10 |
| Brigance Window: Sept 17-28 | Brigance Window: Jan 16-30 | Brigance Window: Apr 29-May 10 |
| Conferences: October 30-31 | Conferences: March 21 | Conferences: May 21-23 |

Preschool Benchmark Results Literacy, Math and SEL Using DRDP, aligned to KIDS Assessment



85% of students met or exceeded the SEL benchmark
 89% of students met or exceeded the Math benchmark
 78% of students met or exceeded the Literacy benchmark

Step Two: District-Wide State of Kindergarten Assessment

Key Findings District Administrators (August 2019)

- Lack of understanding of KIDS assessment and what the data is telling us
- Need for curricular alignment up to 3rd grade
- Common definition and understanding of Kindergarten readiness is needed.

Key Findings Building Administrators (October 2019)

- Class size is too high for the age group
- KIDS assessment data not being used, only completed for compliance purposes
- The SEL needs in K are great
- More curricular support is needed to meet the needs of the grade level

Key Findings Teachers (February 2019)

- Need smaller class size, varied from 15-29 students/class
- Students need more recess
- Assessment practices are not developmentally appropriate
- Curriculum needs to be more developmentally appropriate

Step Three: Build a common vision for early childhood education that encompasses preschool and Kindergarten (initially) later building on to the early elementary years.

- Investigate the formation of a Kindergarten Leadership team with teachers, administration, board member and parents from across all K sites to develop a vision and mission for B-3 alignment. Fall 2019
- Develop an action plan to support the identified mission and vision statement that is aligned to the district strategic plan. Winter 2019
- Provide increased support for Kindergarten teachers with implementation of the SEL curriculum.
- Explore professional learning opportunities for the Board of Education and district administration on the need to strengthen our birth through third grade alignment and developmentally appropriate practices.

U-46 AND
*KINDERGARTEN: WHERE PLAY AND
LEARNING CAN MEET*

Peggy Ondera, Director of Early Learning Initiatives – U-46
Emily Loney, Researcher - American Institutes for Research



ACTION PLANNING

Resources to Use:

- *B-3 Grade Self-Assessment and Action Planning Guide*
- Action Planning form
- Presenters from the field

