

2016–17 *Early Learning* Report to the School Board

November 7, 2016

Improvement Efforts

Strategic Direction A

Student Learning and Engagement:

- The early years of a child's life are critical in creating a foundation for life-long learning and success. We are committed to ensuring all children's readiness for school by providing comprehensive services and support to children and families.
- ECFE/Parent Education, Early Intervention, School Readiness, Voluntary Pre-kindergarten , Preschool Special Education, Early Childhood Screening, Ready for Kindergarten

Improvement Efforts

Strategic Direction A

ECFE/Parent Education and Early Intervention:

- Supporting families in their understanding and engagement in using literacy strategies with their child
- ECFE/Parent Education classes
- Early Intervention (Home visiting)
- READY! for Kindergarten

Improvement Efforts

Strategic Direction A

Data Driven Decision Making (Literacy)

Two measures for Preschool:

- Teaching Strategies Gold (TSG): formative assessment
- My IGDIs (Individual Growth and Development Indicators): summative assessment

Improvement Efforts

Strategic Direction A

Teaching Strategies GOLD:

- Authentic, ongoing assessment in early childhood programs birth through kindergarten entrance.
- Research based and fully aligned with the Early Childhood State Standards (Early Childhood Indicators of Progress)
- Objectives for Development and Learning

10% or greater growth for all students

Improvement Efforts

Strategic Direction A

IGDIs (Individual Growth and Development Indicators)

Screening and Progress Monitoring

- Alliteration: Phonological Awareness
- Picture Naming: Oral Language
- Rhyming: Phonological Awareness
- Sound Identification: Alphabet Knowledge
- Which One Doesn't Belong: Comprehension

80% of student at or above benchmark

Improvement Efforts

Strategic Direction A

Voluntary Pre-Kindergarten (VPK)

Purpose of VPK:

- Provides a high quality early learning programs for the purposes of preparing children for success as they enter kindergarten the following year.

What is different in VPK program:

- Children are enrolled regardless of their ability to pay
- Attendance policy
- State reporting
- Transportation to children over one mile
- Children within the Kennedy/Washington attendance areas

Improvement Efforts

Strategic Direction A

All Preschools Including VPK:

- Program is grounded in child development: play based, individual/small group, large group
- Curriculum: Creative Curriculum
- Assessments: TSG aligned to curriculum and Early Learning Standards
- Transition planning into kindergarten: Prek through Grade 3 alignment
- Family Engagement: strategies, culturally and linguistically responsive

Improvement Efforts

Strategic Direction B

Community Partnerships

READY! for K

- Taylor Corporation
- Mankato Clinic
- Kato Engineering
- Mayo Health System

Greater Mankato Area United Way

- Scholarships for children to attend preschool
- READY! for K

Improvement Efforts

Strategic Direction B

Community Partnerships

- HeadStart
- Community Preschools
- Greater MN Area United Way
- Southern MN Initiative Foundation
- Child Care Aware
- Community Providers
- Children's Museum of Southern MN
- CADA

Improvement Efforts

Strategic Direction B

Inclusion

Joint statement between U.S. Department of Health and Human Services and U.S. Department of Education on September 14, 2015:

- All young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations.

Improvement Efforts

Strategic Direction B

Inclusion:

Inclusion is being part of what everyone else is, being welcomed and embraced as a member who belongs.

- More than physically being in the classroom
- Relationship, emotion, feeling or fusion (the process or result of joining two or more things together to form a single entity)

Improvement Efforts

Strategic Direction B

Inclusion:

All students have access and are included in regular education regardless of their individual needs

Decrease in the number of Setting 3 Programs

- 3 half day sections at ECC
- 1 pm Franklin
- 1 am Rosa Parks

Improvement Efforts

Direction E

Embedded Staff Development

Aligning the professional development for all paraprofessionals in the Early Learning Department

Professional Development in the areas of curriculum, use of data, social-emotional development of our students

Problem Solving teams: use of data

Professional Learning Community Collaborative Teams

Professional Learning Communities

- Early Learning Department is meeting as a Professional Learning Community
- Teams within their buildings

Collaboration between Early Intervention, Early Childhood Family Education and Parent Education

- Collaboration is much easier being in the same building

ATTENDANCE DATA

MAPS Preschools:

- 2015–16: 192
- 2016–17: 245

ECFE:

- 2014–15: Children 1,066 Children/Adults 1,144
- 2015–16: Children 995/Adults 1,126

(includes 1 time events, home visits, classes, newborn/infant contacts)

ATTENDANCE DATA

READY! for K (Community Classes):

- 2014–15: 131 Participants
- 2015–16: 191 Participants

Early Childhood Screening:

- 2015–16: 806
- First year that more 3 year olds were screened than 4 year olds

BEHAVIOR DATA

All MAPS Preschool Classrooms are implementing the teaching Pyramid Model (PBIS)

- Benchmarks of Quality within each classroom
- Coaching
- Problem solving teams:
 - Review Behavior Incident Reports (BIRs)
 - Strategies

BEHAVIOR DATA

Areas of Strength:

- Promoting engagement
- Interventions
- Teaching children to express their emotions

Areas team is continuing to develop:

- Teaching behavior expectations
- Teaching social skills

Early Learning Department:

Staff:

- Teachers: 44
- READY! for K and Early Childhood Screening: 21
- Paraprofessionals: 63

Locations:

- Eagle Lake, Rosa Parks, Kennedy, Franklin, Family Learning Center, Early Childhood Center, Community Preschools, Community Daycares, Homes

Family Learning Center



Our Children and Families!



Questions?