



Early Learning Task Force

Welcome,

Purpose of the Early Learning Task Force

- Develop a three-to-five year plan for early learning in the Ferndale School District
- Examine Ferndale's current early learning programming
- Align our early learning programs with inclusive, best practice that follows state requirements
- Elevate early learning

Outcomes for Today's Meeting

- Get to know the team
- Learn about current early learning landscape in Ferndale
- Overview of P-3 Framework
- Structure of Early Learning Task Force Meeting



Introductions

01. Name

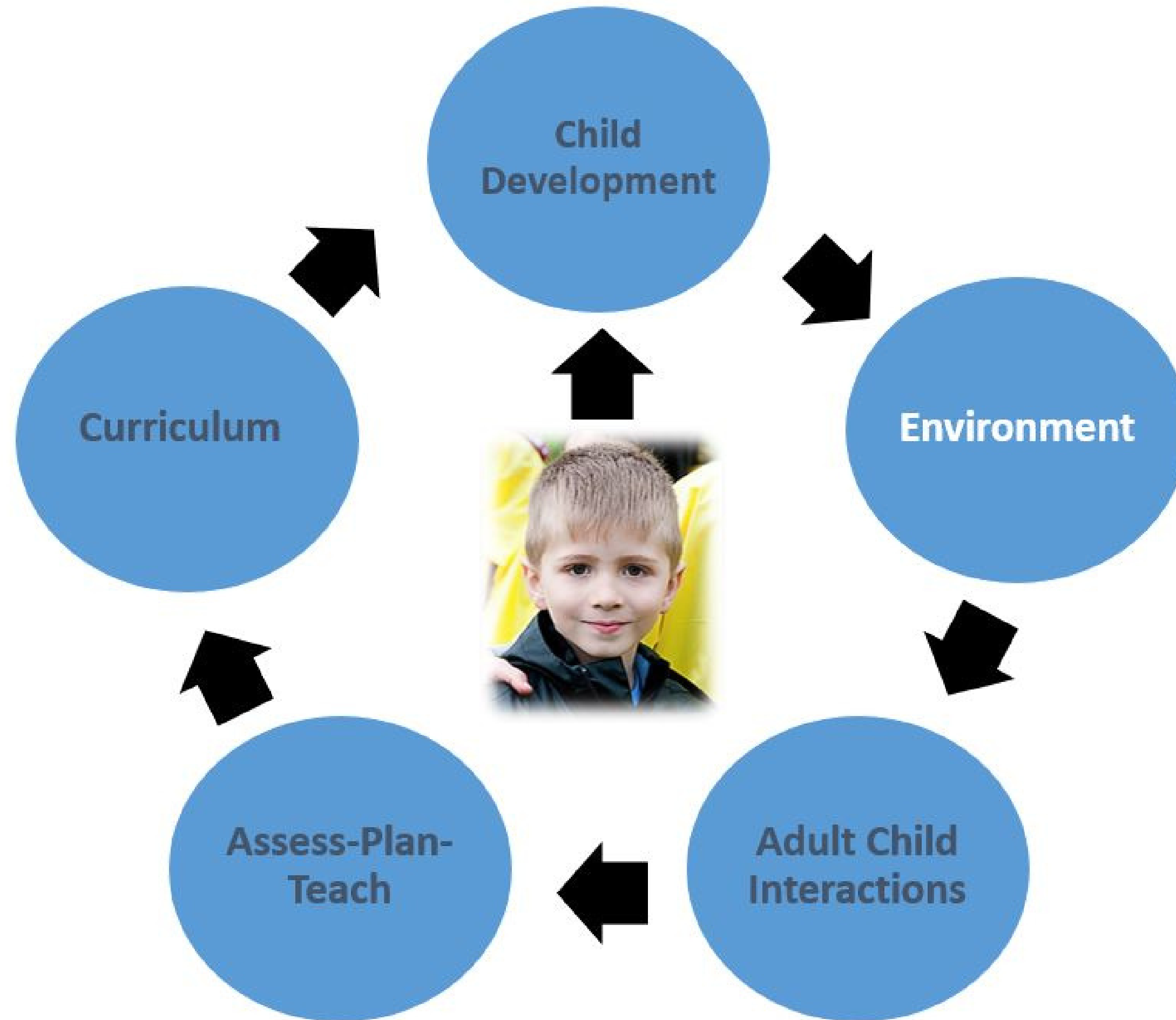
02. Connection with
Ferndale School
District

03. Why the Early
Learning Task Force?

04. One to two
words that describe
you

Hello
my name is

It all begins with the child...



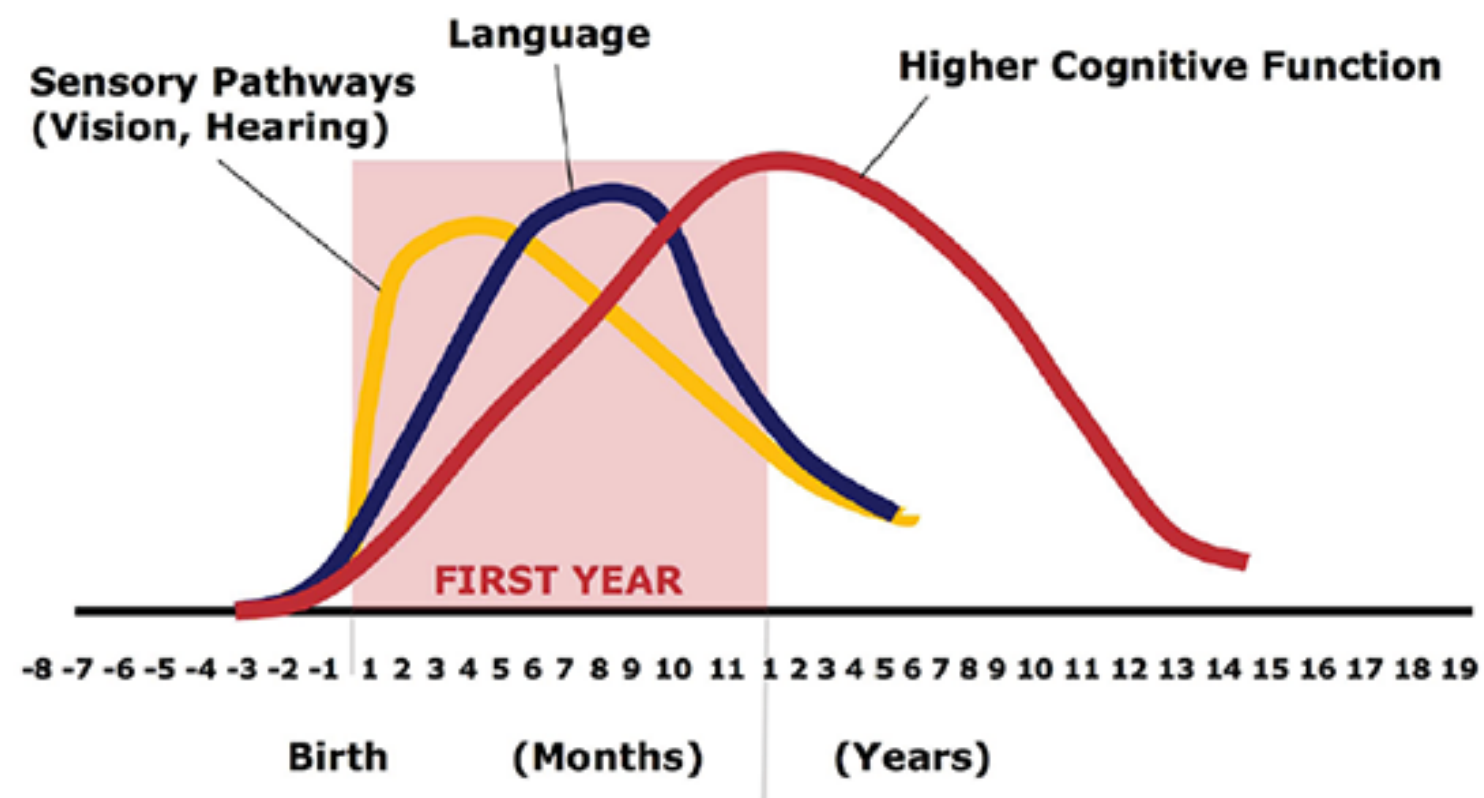
Early Learning and Development

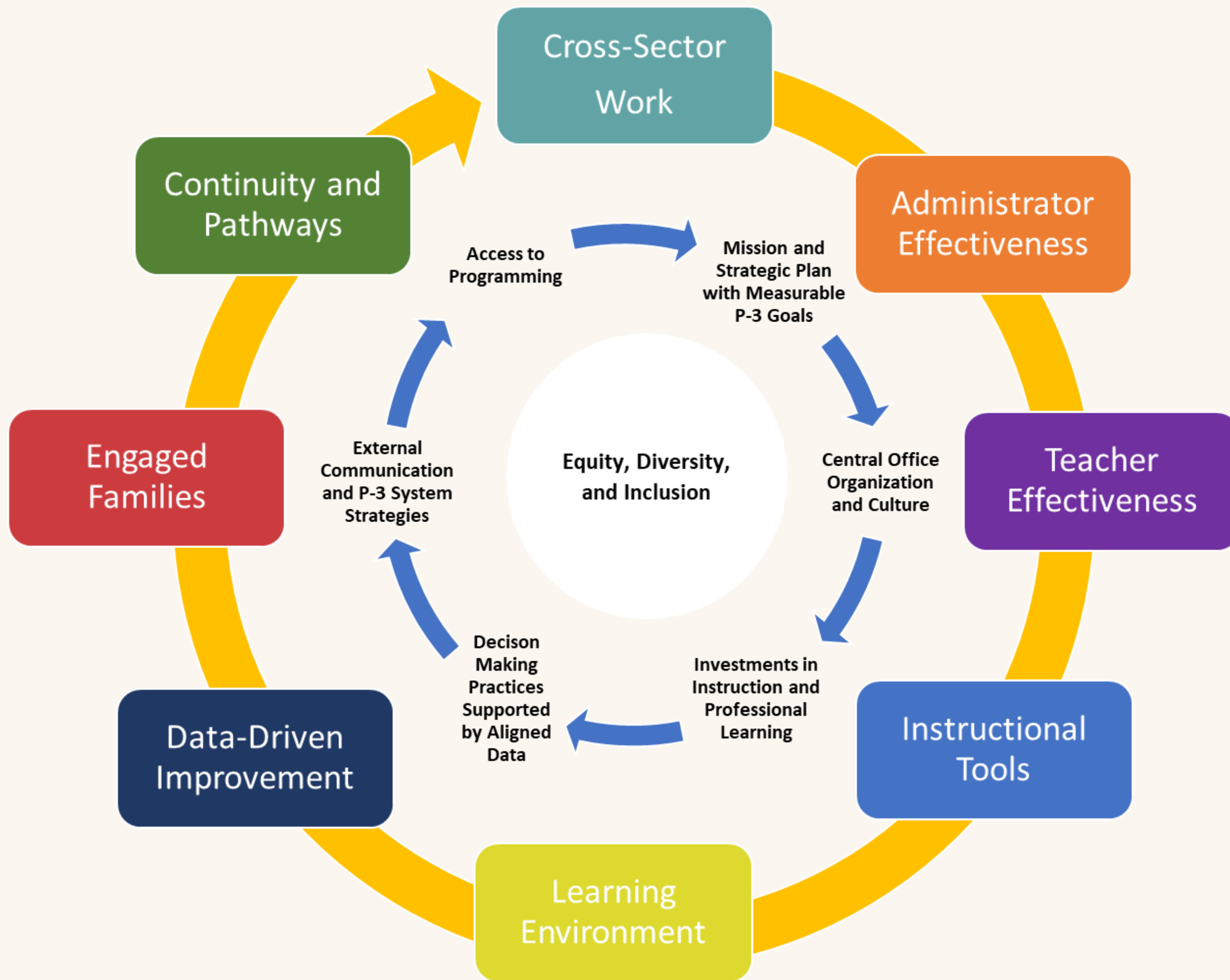
Why?

1. The early years and even before birth are the most extraordinary period of growth and development in a child's lifetime.
2. Early learning covers all areas of a child's learning and development. In the years from birth through 3rd grade. Nurturing the whole child from birth through 3rd grade is essential
3. The years from birth through 3rd grade lay the foundation for a child's future learning. Th is is the time to maximize each child's learning potential.

Human Brain Development

Neural Connections for Different Functions Develop Sequentially





Current Landscape

01. Developmental Preschool

02. Screening Process

03. Jump Start

04. Kindergarten-Third Grade

05. Community Partners

06. Administration

07. Coming Soon



Early Learning Programs



Developmental Preschool

Provides developmentally appropriate curriculum for children three through five years old that have developmental delays.



Jump Start

Transitional Kindergarten (TK) program for children below the age of five who do not have access to high-quality early learning experiences prior to kindergarten



Kindergarten - Third Grade

Central, Cascadia, Custer, Eagle Ridge, and Skyline have kindergarten, first, second, and third grade classrooms. Beach has a K-2 classroom and a 3-5 classroom.

Developmental Preschool

Eligibility is determined through the child find developmental screening process that is done once a month by a team of specialists. This team includes a school psychologist, occupational therapist, physical therapist, and speech language pathologist.

The purpose of the screening is to identify any factors that may interfere with your child’s learning, growth and development. The screening is also provided to help parents identify their child’s strengths and weaknesses and provide home suggestions and/or further evaluation if needed in any area of concern.

The screening includes:

- Large muscle development (gross motor skills)
- Eye-hand coordination (fine motor skills)
- Communication skills
- Concepts (cognitive skills)
- Social/emotional skills
- Self-help skills

Three Morning Classrooms	Two Afternoon Classrooms	Afternoon Support From Resource Teacher
Students are Three Turning Four	Students are Four Turning Five	Students are Four Turning Five. Served in full inclusion Jump Start
Twenty-two Students	Ten Students	Thirteen Students
One teacher and two paraprofessionals in each class	One teacher and two paraprofessionals in each class	One teacher and three paraprofessional supporting inclusionary practices



Jump Start

The following “pillars” describe required elements of Transitional Kindergarten.

- TK must meet the requirements of full-day kindergarten.
- Classrooms must be staffed by certificated educators and paraeducators, and must offer a developmentally appropriate curriculum.
- TK programs are inclusive, socioeconomically diverse, and responsive to the needs of the children participating in them.
- Programs must be fully integrated into school buildings and provide students with access to all the school’s services.
- TK providers must collaborate with Head Start, ECEAP, tribal programs, and licensed childcare centers to ensure that every child is placed in a program that can best meet their needs

Seven Classrooms.
Each with one teacher and one paraprofessional.

124 Total Students
24 Students with IEPs

North Bellingham: Five Classrooms
Cascadia: One Classroom
Custer: One Classroom

Access to OT, PT, and SLP support
within the classroom

Goal: To have Jump Start
classrooms in their home schools

70% Inclusion with the support of a
resource teacher, paraprofessionals,
and a team of specialists.

What rules do TK programs have to follow?

- Learning environments must be developmentally appropriate.
- The curriculum must assist students in developing skills in reading, writing, communication, and mathematics, and provide experiences in science, social studies, arts, health and physical education, and a world language other than English.
- The curriculum must also focus on students’ motor skills and social and emotional skills, including successful participation in learning activities as an individual and as part of a group.
- Kindergarten programs must demonstrate strong connections and communication with early learning providers.
- Only certificated teachers and staff can be responsible for conducting classroom teaching.





Inclusive Transitional Kindergarten Grant

Purpose: Increase access to Transitional Kindergarten for students with disabilities.

1. Equipped all Jump Start classrooms with resources appropriate for early learning and for full inclusion.
2. Engaged in professional development around the Pyramid Model as a framework for MTSS, Conscious Discipline, inclusionary practices, and more.
3. Seventy percent of students that are Jump Start age and have an Individual Education Plan (IEP) are in a fully inclusive classroom environment.
4. Focus on family and community engagement.

Year	Format	# of Students
2022-2023	Full Year	124
2021-2022	Full Year	91
2020-2021	Semester (Hybrid)	79
2019-2020	Semester (In-Person/Remote)	80
2018-2019	Semester	65
2017-2018	Semster	59
2016-2017	Summer	71

Ferndale's Jump Start Growth



Kindergarten - Third Grade

Early childhood encompasses prenatal through age 8.

Curriculum Alignment:

Math – iReady Math
Literacy – American Reading Company
Social Emotional – Second Step

Assessment Alignment:

Teaching Strategies Gold (TSG) in Kindergarten
i-Ready and IRLA for literacy; i-Ready for math
Standards alignment related to reporting student progress

Specialist Supports:

Access to OT, PT, SLP, Literacy Intervention (LAP) and more
Weekly specialist time in music, PE, and math

New Program:

Structured Learning Environments – increasing students in neighborhood schools

Other: Team of teachers at Cascadia Elementary participating in Conscious Discipline



	Kinder	First Grade	Second Grade	Third Grade
Beach	12	4	7	10
Cascadia	60	69	78	62
Central	49	58	41	54
Custer	54	60	49	60
Eagleridge	67	82	84	73
Skyline	83	79	83	73
FFP	2	5	2	1

Community Partners

Community partnerships allow organizations and educational institutions to share responsibilities by engaging in meaningful ways, while actively involving all parties in the process.

Birth - 3 Partners

Examples include:

- Opportunity Council (OC)
- Whatcom Center for Early Learning (WCEL)
- Head Start and ECAEP
- Child Care Aware of Washington
- Community Based and Private Preschools
- Whatcom County Health Department (WCHD)
- Whatcom Early Learning Alliance (WELA)
- Whatcom Taking Action
- Non-Profit Organizations
- Northwest Educational Service District (NWESD)

NWESD

Lummi Head Start

Christ Lutheran Preschool

**Pioneer Meadows
Montessori**

Gym Star Preschool

**AHA! Learning
Center/Childcare**

**Ferndale Public
Library Story Time**

Busy Kids Preschool

Growing Oaks Preschool

Honey Hill School

**Little Lambs
Preschool**

Sunrise Preschool

**Endless Potential ABA
Kindergarten Prep**

**The Yellow Door
School**

West County Head Start



Administration

Supporting Early Learning

Executive Level Leadership

Dr. Kristi Dominguez, Superintendent

Trina Hall, Executive Director of Teaching & Learning, Special Education

Kellie Larrabee, Executive Director of Teaching & Learning, Elementary



- **SCHOOL BOARD**

Focus on Early Learning.

- **DR. DOMINGUEZ'S ENTRY PLAN**

Early Learning as an indicator and focus.

- **P-3 LEADERSHIP NETWORK**

Ferndale's Elementary Principals and Executive Team members are participating in the network to identify and develop school improvement strategies focused on early years.

- **EARLY LEARNING PD**

The Elementary Principal team are collaboratively participating in professional development around WaKIDS and developmentally appropriate practices.

- **ADMINISTRATIVE SUPPORT AT NBLC**

Hiring of administration for North Bellingham Learning Center.

- **EARLY LEARNING TASK FORCE**

- **EARLY LEARNING COORDINATOR**

Upcoming...

Exciting things are happening in 2023 around Early Learning.



January 10th

Play and Learn: Toddler Time

Weekly facilitated playgroups for young children ages birth to five and their family, friend, neighbor, caregivers, and parents.



January 18th

Community Event

In collaboration with Whatcom Center for Early Learning, Opportunity Council, Health Department, and Head Start.

Time to Process

Questions, what else should be highlighted...

1. Take this time to take a break and take care of your needs.
2. Walk around and talk with other task force members.
3. Capture your thinking on the chart paper around the room.



NATIONAL

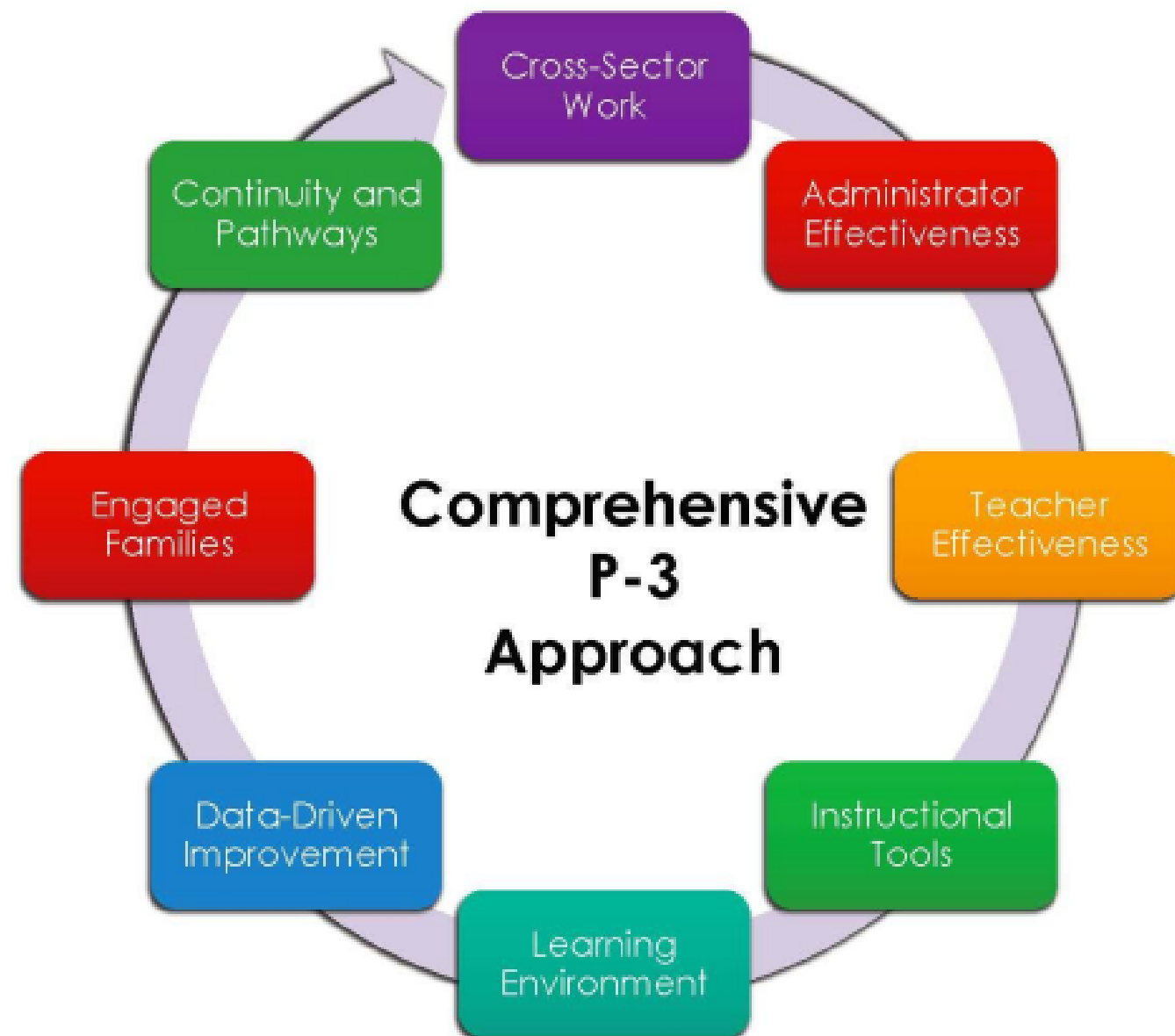


Framework for Planning, Implementing, and Evaluating P-3

The Framework is designed to address key questions facing those who are developing and implementing comprehensive P-3 approaches in their school, district, or community.

The Framework is divided into eight major “buckets” or categories of effort that require alignment within and between ECE/0-5 and PreK-12. Each bucket includes strategies that have been identified as essential to high-quality and comprehensive P-3 approaches.

FRAMEWORK



These eight buckets do not stand in isolation from one another. Indeed, there is substantial overlap and entwinement among them.

Despite the intrinsic overlap, the buckets are presented separately in order to:

- Emphasize the importance of being explicit and intentional about addressing each category of effort;
- Recognize that some districts and communities may not have the resource capacity to implement all eight buckets; and
- Highlight that different activities and strategies can create and reinforce meaningful changes in adult behaviors/skills and changes to the system itself.

NATIONAL

P

3

C

E

N

T

E

R

This table describes the intention of each component of the Framework:

<div><div>Bucket</div><div>The eight major categories of effort that structure a comprehensive approach to P-3 reform.</div><div>.....></div><div><div>GOAL:</div><div>Overarching Goal</div><div>A broad statement of what each bucket/category of effort aims to achieve.</div></div></div>			
P-3 Strategies	Example Implementation Indicators	Self-Assess Depth of Implementation/Alignment	Example Evaluation Approach
<p>Culled from research and evidence-based practices, these activities are essential to a comprehensive P-3 approach.</p>	<p>Effective P-3 reforms require stakeholders across the ECE and K-12 systems to act in different ways in order to change the overall system so that high-quality, developmentally based instruction is prioritized.</p> <p>This column highlights sample indicators, categorized by key stakeholder group, of changed actions.</p> <p>These indicators map directly back to the P-3 activities in the prior column.</p>	<p>This column provides a means for self-assessing the robustness of P-3 activities.</p> <p>To be doing the most comprehensive P-3 work, all circles should be checked.</p> <p>If only one or two circles are checked, this can serve as a guide for how to strengthen or enhance a P-3 strategy.</p> <p>These self-assessment checklists are neither comprehensive nor exhaustive, but provide quick examples of how to think about the depth of a P-3 approach.</p>	<p>This column provides a definition of the purpose(s) for evaluating the activities within this bucket and example methods and tools for evaluating them.</p> <p>Most methods should be administered early in implementation to collect baseline data and then repeated later to allow for comparisons.</p> <p>Whenever possible, methods to assess activities should be triangulated (using two or more methods to assess the same activities).</p>



Structure of Task Force Meetings

What will our meetings look like?

1. Revisit previous content and address questions.
2. Introduction into one or two of the P-3 Framework buckets.
3. Inquiry into strategies.
4. Reflections around Ferndale's practice.

Next Time:

Learning Enviornmentment

Goal: The physical space and school/program culture promote collaborative relationships, actively engage all children in a variety of learning experiences and settings, and support the health and wellness of children and adults.

Homework:

Watch:

- [Video: The Environment as the Third Teacher](#)

Record:

- Questions?
- Thoughts.
- Aha!
- Oh wow!