



# EARLY LEARNING TASK FORCE SESSION 4



2/16/2023

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# 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

- Connect
- Questions from Last Week
- Data-driven improvement
- Examine Ferndale's data and deepen understanding around WAKids
- Teachers experience using WAKids to drive instruction
- Inquiry into data-driven improvement
- Reflections
- Next Week...



# Activator

What kind of data can we gather from the video?



# Community Preschool Collaboration

Ferndale's Collaboration with Community Partners

**Where we are.**

**Where we want to head.**

**Where we want to be.**



# **Learning Environment: Additional Big Ideas**

**Classrooms for specific grade levels**

**Appropriate/adaptive tools in all classrooms**

**Parent education around appropriate learning environment**

# Session 3: Outcomes and Big Ideas

## Learning/Curricula

- Child initiated/directed learning, geared around student curiosities and interests
- Play-based learning
- Plan for learner variability
- Create and coordinate continuum of learning goals and experiences from P-3 to ensure redundancy is not happening
- Expand Conscious Discipline
- Align learning with birth to three partners
- Align ARC to early literacy skills in preschool
- Read aloud books for social emotional learning
- Reevaluate developmental appropriateness of iReady for P-3
- Align SEL Pathways and TSGold to support SEL Instruction

## Assessment

- Expand the use of TSGold to third grade
- Expand use of TSGold to three times a year
- Use TSGold as report card for TK-3rd
- Assessment of students SEL skills needed
- Report social emotional learning to families
- Observational data used more often
- Create strengths based assessments that families are able to understand
- Evaluate developmentally appropriate screen time for iReady assessments to increase interactions with teachers and peers
- Expand universal screenings
- Time for teachers to process, and evaluate assessments to use them to plan for instruction

# Session 3: Outcomes and Big Ideas

## Family/Community Engagement

- Expand collaboration with community medical partners for birth to three services
- Family education around developmentally appropriate practices
- Increase community awareness around high-quality early childhood programs
- Regular parent teacher conferences with ALL families
- Offer birth to three supports within the district
- Increase time to meet with families

## Professional Development

- TSGold for all teachers that support students P-3
- How to use TSGold to drive instruction and create supports for students
- How to use TSGold to inform SST process and IEP goals
- Social Emotional Learning Pathways
  - Top 10 traits of SEL in schools
- Developmentally Appropriate Practices
- Developing understanding of other grade levels standards and/or curricula
- Document and professional development created to show connection between common core standards, learning pathways, and developmentally appropriate practices
- Time to develop deep understanding of curricula
- Learning for building principals on how to assess developmentally appropriate practices



 Teaching Strategies®

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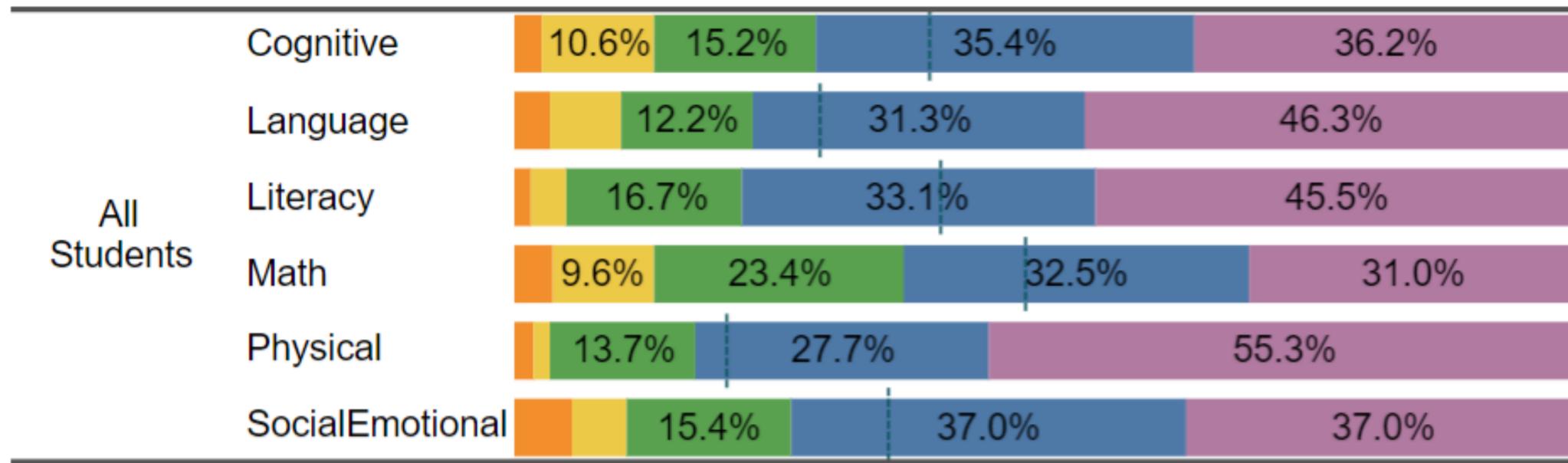
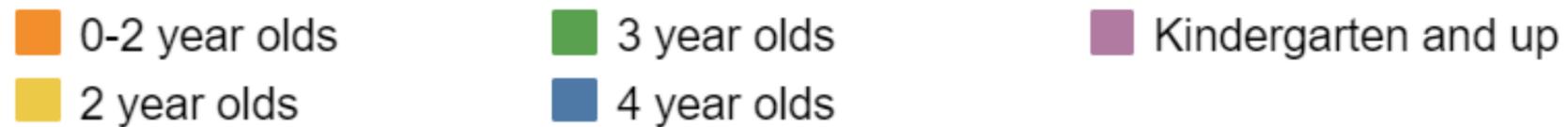
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# How do children's levels of readiness vary by area of development and learning?

## Ferndale School District 2021-22

Demonstrating skills typical of

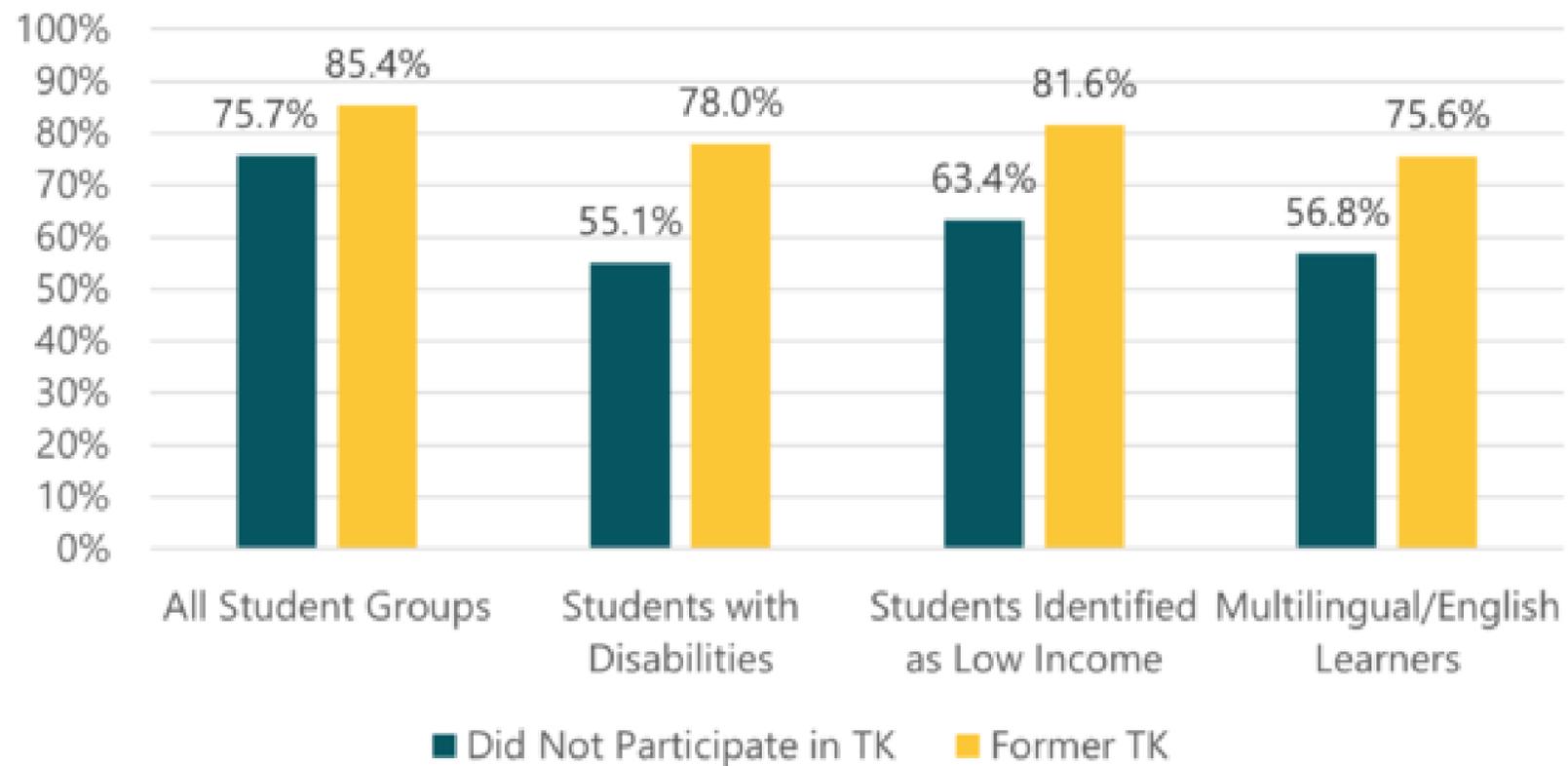


What do you notice?

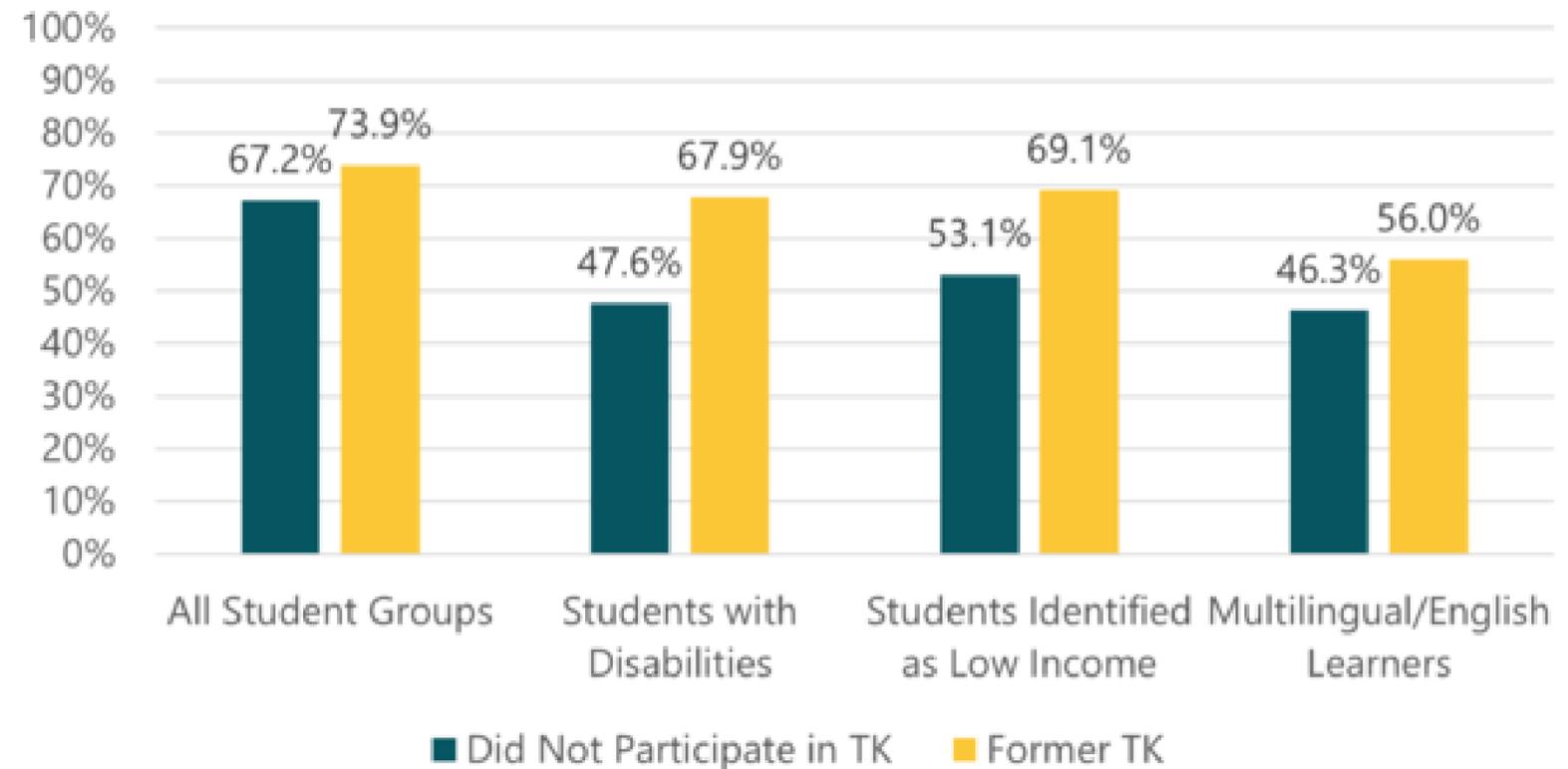
What do you wonder?

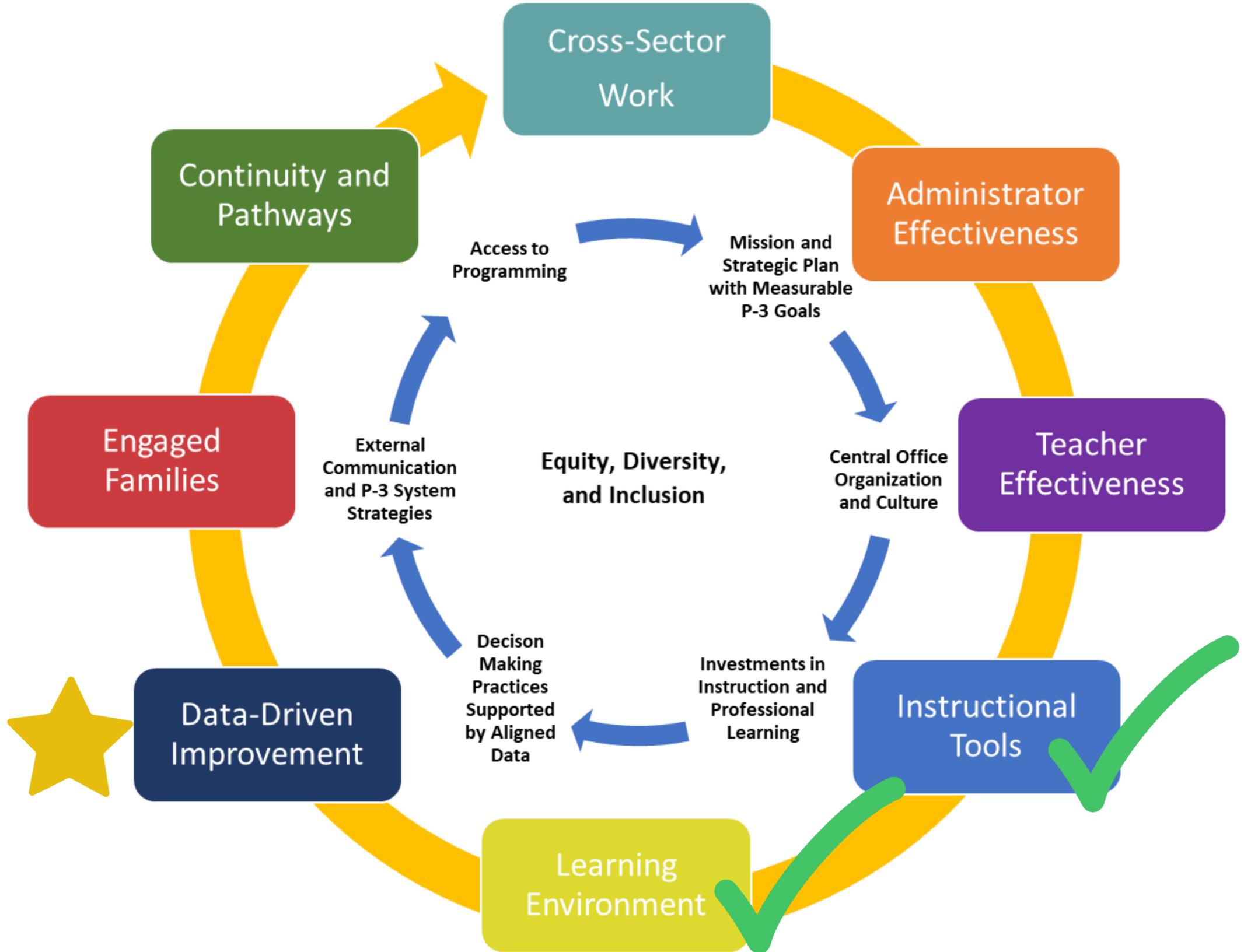


## Kindergarten Readiness in Literacy



## Kindergarten Readiness in Math





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P 3 C E N T E R

# Data-driven Improvement

## Goal:

Current, relevant, and high-quality data from multiple sources are used to improve schools, programs, classrooms, instruction, professional learning, and other systems

## Guiding Question

What is the vision for Ferndale?

Framework in Action



# P-3 Strategies

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## Child Data

Data from child assessments are used to identify achievement gaps and to drive instructional improvement.

## School/Program-based Data

Other meaningful data markers (e.g., classroom observations; students attendance; family engagement) are used to identify areas for improvement and to realign resources to support P-3 efforts.



# Inquiries into Data Driven Improvement

## Promote a Culture of Continuous Improvement

- **Group 1:**

- Strategy #1: Develop an understanding of appropriate uses of student assessments in Pre-K-3rd grade.
- Strategy #2: Rely on multiple sources of data to inform improvement efforts

- **Group 2:**

- Strategy #3: Build and support collaborative inquiry among teachers and others in the school community
- Strategy #4: Engage families and community members in reviewing data and planning continuous improvement



# Resources

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[Start with Equity Executive Summary](#)

[Promote a Culture of Continuous Improvement](#)

[TSGold](#)



# Next Time:

## **Engaged Families**

Families are actively and systematically involved with P-3 teachers and administrators as full partners in helping their children develop, learn, and achieve

## **Continuity and Pathways**

Every child, especially those most at risk for school failure, has access to a continuity of services and a clear pathway of high-quality education from birth through third grade.

# Homework:

## **Read...**

**[How the Opportunity Gap in K-3 Teaching Is Failing Our Students](#)**