

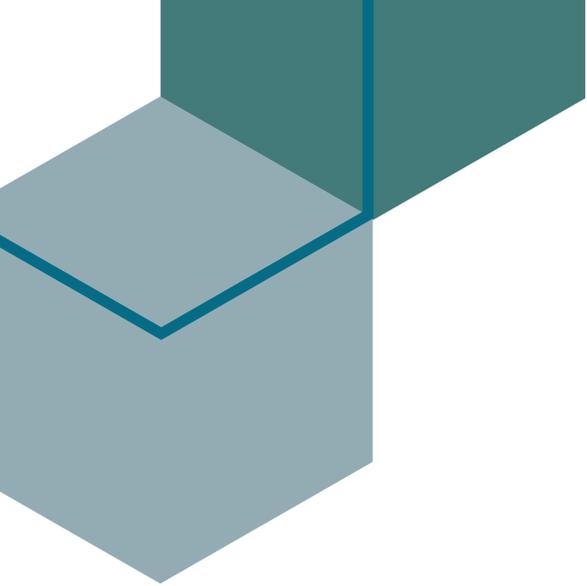
MAY 2023

Ferndale
School
District



EARLY LEARNING

P-3
RECOMMENDATIONS



TASK FORCE SUMMARY

Early Learning Plan for Ferndale School District

Purpose

At the direction of the superintendent and with the support from the school board, a task force was formed in December 2022 to examine the current landscape of early learning in Ferndale School District and to develop a 3-5 year plan for continuous improvement in prenatal to third grade (P-3) programming.

Plan of Work

The task force work included bi-weekly meetings of the representative committee of 18 members, January through April and culminated in a recommendation to the superintendent for early learning in Ferndale Schools.

Process

The task force conducted a needs assessment, learned of best practices through the study of the National P-3 Framework, and developed an action plan of key strategies to implement over the next 5 years in birth-grade 3 improvement efforts.

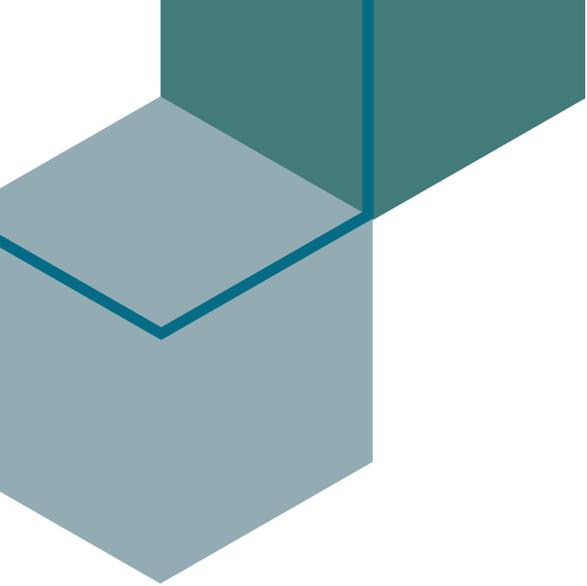
Outcome

In May the recommendation was delivered to Superintendent Dominguez with the hopes that she would move the work forward by sharing with the school board and approving the plan, timeline, and initiative.

The work of the Early Learning Task Force can be found documented at www.ferndalesd.org/advisory-committees-and-task-forces.

The recommendation is respectively submitted by
Ashley Hill, Kellie Larrabee & Trina Hall





TASK FORCE SUMMARY

Early Learning Plan for Ferndale School District

Task Force Membership

The following individuals made up the Early Learning Task Force, representing district employees, parents, agency partners, and community members.

Trina Hall, Committee Co-Chair, Executive Director of Teaching & Learning
Ashley Hill, Committee Co-Chair, Early Learning Principal
Kellie Larrabee, Committee Co-Chair, Executive Director of Teaching & Learning
Celina Rodriguez, Executive Director of Communications
Angie George, Teacher
Georgia Eiford, First Grade Teacher
Kim Hawes, Elementary Principal
Kate Walker, Transitional Kindergarten Teacher
Rachel Bowlden, Early Learning Coordinator
Joan Youngquist, Community Member
Juliana Larson, Kindergarten Teacher
Letha Nungesser, Teacher for the Visually Impaired
Sarah Hare, Occupational Therapist
Tashena Montoya, Parent
Maggie Homer, Parent
Maureen Hodge, Early Learning Director, NWESD
Jazzy Gonzalez, student board member
Lea Morris, Committee Secretary

The work of the Early Learning Task Force can be found documented at www.ferndalesd.org/advisory-committees-and-task-forces.

The recommendation is respectfully submitted, on behalf of the Task Force, by Ashley Hill, Kellie Larrabee & Trina Hall





MISSION, VISION & BELIEFS

Early Learning in Ferndale School District

Mission & Vision

In Ferndale we meet the needs of all early learners, meeting them where they are socially and academically, and ensuring a safe and loving learning environment. We provide developmentally appropriate early learning programming that ensures an equitable start for all children, giving access to high quality early learning experiences.

Beliefs

Our early learning beliefs include:

- it is not the responsibility of the child or family to be ready for school, but the schools' responsibility to be ready for the child
 - students are best served in their neighborhood schools with their neighborhood peers
 - students learn best in inclusive settings with peers with and without disabilities
 - families are children's first teachers and need to be authentically involved in the education of their children, with their cultures, beliefs and experiences heard, honored, and valued
 - children learn through play, that play as an intentional instructional strategy is one of our best levers for high quality early learning experiences, birth through grade 3
 - children learn best through opportunities that give them voice and choice, and it is our responsibility as adults to provide these opportunities regularly throughout each child's day
 - children communicate through their behaviors and our responsibility is to lean into those circumstances for teaching and learning
 - the curriculum of early learning begins with the child – their strengths, interests and needs – and is supported by the environment – the third teacher - and must be based on child development
 - partnering with community agencies in support maximizes the connected supports for students and families
 - investing in a strong early learning program (prenatal to third grade) has a powerful long-term return on investment for our students and community.
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KEY STRATEGIES

Early Learning in Ferndale School District

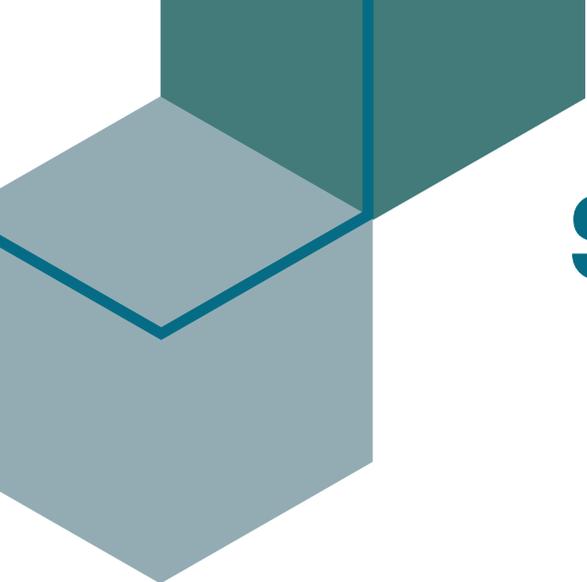
Key Strategies

The following key strategies will define the work of early learning.

1. Early Learning Elevated
2. Ongoing Professional Learning for all working with P-3
3. Child Centered Pedagogy
4. Environment as Third Teacher
5. Assessing and Supporting Child Development through Observation
6. Elevate and Engage Families as First Teacher
7. Inclusion and Alignment across age and grades

Alignment of FSD Key Strategies to National P-3 Framework Strategies

National P-3 Framework Strategy	Ferndale School District Key Strategy
Cross Sector Work	Early Learning Elevated
Administrator Effectiveness Teacher Effectiveness	Ongoing Professional Learning for all working with P-3
Instructional Tools	Child Centered Pedagogy
Learning Environment	Environment as Third Teacher
Data Driven Improvements	Assessing and Supporting Child Development through Observation
Engaged Families	Elevate and Engage Families as First Teacher
Continuity & Pathways	Inclusion and Alignment across age and grades



STRATEGIES & INITIATIVES

Early Learning in
Ferndale School District

Key Strategies & Key Initiatives

1. Early Learning Elevated

- Vision & Mission and 5 year plan for early learning
- Early Learning Partnerships

2. Ongoing Professional Learning for all working with P-3

- Early Literacy Specialist
- Professional Development Plan
 - Administrators, Teachers, Other Educators
- Collaboration and PD built into structures and schedules

3. Child Centered Pedagogy

- Instructional materials that follow child development
- Play as an instructional strategy
- Master schedules to match early learners

4. Environment as Third Teacher

- Standard High Quality Learning Environment Materials
- Accessibility - school and playgrounds

5. Assessing and Supporting Child Development with Observation

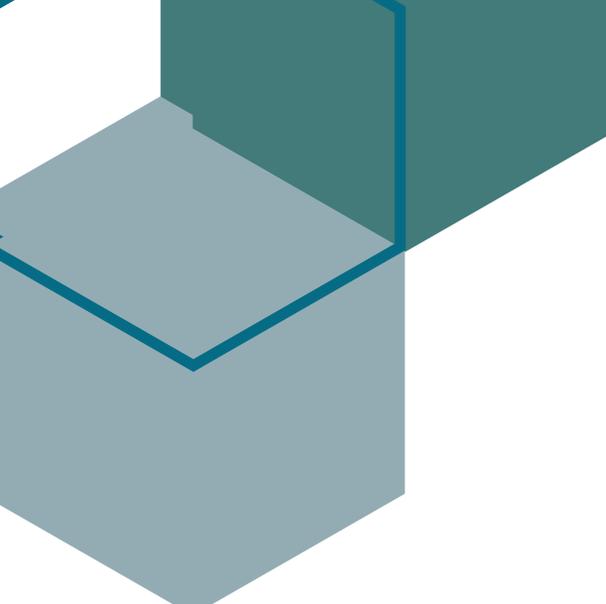
- WaKIDS & TSGold

6. Elevate and Engage Families as First Teacher

- Family Engagement Task Force
- Family Conferences to center families
- Family Connection and Learning Opportunities

7. Inclusion and Alignment across age and grades

- Inclusive learning environments (neighborhood schools, peers)
 - Transition protocols, processes and activities
 - P-3 alignment
- 



Early Learning in Ferndale School District

Recommendations

FSD Task Force **Key Recommendations** for **Cross Sector Work**

Elevate Early Learning

- Create a vision and mission for early learning in Ferndale Schools
- Elevate early learning as a key strategy in FSD
- Create a 5 year plan for early learning improvement in FSD
- Increase community awareness around high-quality early childhood programs
- Partner with agencies to support birth to age 5 programs, including Opportunity Council, NWESD 189, Head Start, ECEAP, Early Achievers, community preschools, and more

FSD Task Force **Key Recommendations** for **Administrator & Teacher Effectiveness**

Ongoing Professional Development for all related to Early Learning

- Provide ongoing professional development for administrators, teachers through varied approaches, including specialists, paras, itinerants, etc.
- Create and hire an early learning specialist to support 5 year plan
- Create master schedules to support early learners
- Ensure collaboration time is built into schedules and structures
- Ensure staff collaboration and professional development schedules and structures to support early learning initiative

FSD Task Force **Key Recommendations** for **Instructional Tools**

Child Centered Pedagogy

- Professional development on child development, early learning standards
 - Identify and support P-3 as a child centered approach to teaching and learning, supporting learner variability, giving students voice and choice in their learning
 - Support play as an instructional strategy, including professional development for preschool through 3rd grade on play based learning
 - Conscious Discipline training implementation plan
 - Examine curricula and map out P-3 curricular expectations that support early learners
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Recommendations

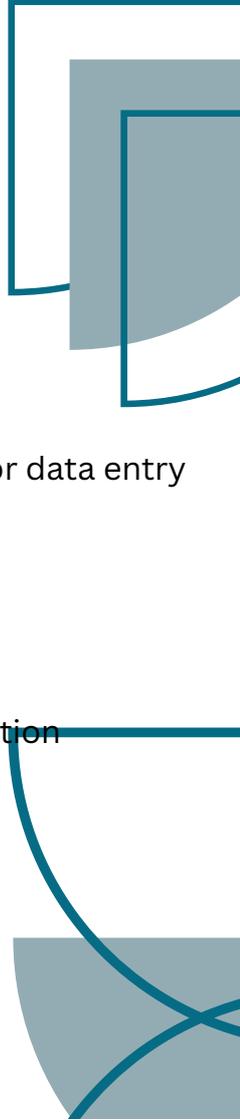
FSD Task Force **Key Recommendations** for **Learning Environment**

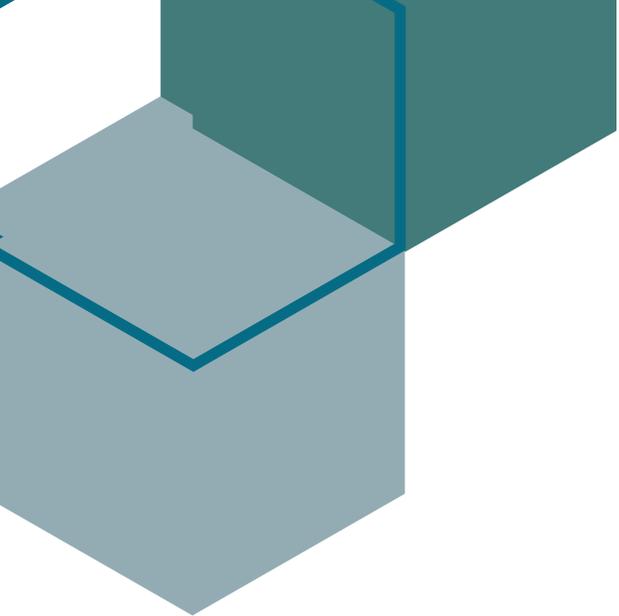
Environment as Third Teacher

- Classroom “kits” for preschool, TK, K, and 1st grade for learning materials and furniture aligned to state K guide, in support of early learning
- Classroom “work time kits” for 2nd and 3rd grade classrooms to support instructional play and inquiry
- Assess physical accessibility of schools, including playgrounds, and create improvement plan
- Ensure students are in inclusive settings within their neighborhood schools and diverse learners' needs are met through the least restrictive environment

FSD Task Force **Key Recommendations** for **Data Driven Improvement**

Assessing and Supporting Child Development through Observation

- Families are a key component in collecting data and data should be shared in ways that are accessible for all families
 - Expand effective use of WaKIDS and GOLD by Teaching Strategies (TSG/TSGold)
 - WaKIDS training for all TK, K teachers, and administrators
 - Additional checkpoint for all TK and K students
 - Roll use of TSGOLD up to grade 1
 - Support data collection through observation and provide time for teachers for data entry and analysis
 - Create reports for families based on GOLD results
 - Classroom use of data recommendation
 - TSGold used to drive instruction and create supports for students
 - TSGold used to inform SST process and IEP goals
 - All teachers that support students P-3 use data to drive decisions and instruction
- 



Early Learning in Ferndale School District

Recommendations

FSD Task Force **Key Recommendations** for **Engaged Families**

Elevate and Engage Families as First Teacher

- Launch a family engagement task force to examine best practices and create an implementation plan for a high leverage system
- Adjust family conferencing for early learning to center family as first teacher
- Adjust family communication regarding student progress to include strength based reporting and ongoing opportunities for dialogue

FSD Task Force **Key Recommendations** for **Continuity & Pathways**

Inclusion and Alignment across age and grades

- Inclusive learning environments
 - Move transitional kindergarten into home schools
 - Move developmental preschool to a model with peer models
 - Continue to serve students with IEPs in community preschools
 - Examine and formalize district wide transition protocols, processes, and activities
 - Work towards alignment in P-3 curriculum, assessments, teaching and learning
 - Expand and strengthen partnerships with birth to three partners, and ECE partners
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IMPLEMENTATION

TIMELINE

2022-2028

Recommendations that were implemented during the current school year.

Create Early Learning Task Force
Order environmental materials for kindergarten and Jump Start
Administrator trained on Teaching Pyramid Observational Tool For Preschool (TPOT)
Inclusive Transitional Kindergarten Grant
Two Jump Start classrooms moved to neighborhood schools
Professional Development for Jump Start: <ul style="list-style-type: none"> • Conscious Discipline • Pyramid Model • Creative Curriculum
Create vision/mission for early learning
Build community preschool partnerships
Head Start at North Bellingham
Elementary Principals engaged in P-3 Network
Kindergarten teachers piloting second TSGold check point
Universal Design for Learning professional development
Developmentally appropriate master schedule
Jump Start and kindergarten open house
Serving students with IEPs in community preschool setting

Recommendations for year 1 of implementation, the table shows the alignment with prior year.

2022-2023	2023-2024
Create Early Learning Task Force	Establish Early Learning Advisory Council that will meet three times a year to assess progress
Order environmental materials for kindergarten and Jump Start	Order environmental materials for first grade
Administrator trained on Teaching Pyramid Observational Tool For Preschool (TPOT)	Use TPOT assessment tool in preschool classrooms
Inclusive Transitional Kindergarten Grant	Preschool Inclusionary Grant-Pathway to demonstration site: State Systematic Plan (SSIP)
Two Jump Start classrooms moved into neighborhood schools	All Jump Start classrooms in neighborhood schools
Professional Development for Jump Start: <ul style="list-style-type: none"> • Conscious Discipline • Pyramid Model • Creative Curriculum 	Professional development for Kindergarten
Create vision/mission for early learning	P-3 strategy in district strategic plan
Build community preschool partnerships	Create plan to strengthen partnerships
Head Start at North Bellingham	Open an ECAP classroom at North Bellingham
Elementary Principals engaged in P-3 Network	Elementary principals work on P-3 Certifications
Kindergarten teachers piloting second TSGold check point	Add second TSGold checkpoint for all kindergarten classrooms
Universal Design for Learning professional development	Continue districtwide professional development
Developmentally appropriate master schedule	Implement developmentally appropriate master schedule
Jump Start and kindergarten open house	Continue to implement yearly
Serving students with IEPs in community preschool setting	Expand students served

2023-2024

Recommendations for year 1 of implementation, these areas do not have an alignment from the prior year but alignment will be shown for the next year.

2023-2024
Begin P-3 fellowship program for teacher leaders
Review buildings accessibility and create a plan to increase accesibility
Establish a Family Engagement Task Force
Collaborate with teachers union around early release days for collaboration
Allow Jump Start to access assessment days
P-3 alignment work: Tracking data with teacher that is looping with students
Plan districtwide summer events (e.g. family fair)
Homeroom dashboard implemented in district
Community Needs Assessment
Inclusion assessment for Jump Start and Kindergarten
Plan community transitions events to learn about incoming students

Recommendations for year 2 of implementation, the table shows the alignment with prior year.

2023-2024	2024-2025
Establish Early Learning Advisory Council that will meet three times a year to assess progress	Continue Early Learning Advisory Council
Order environmental materials for first grade	Order environmental materials for second and third grade
Use TPOT assessment tool in preschool classrooms	Use TPOT assessment tool in Jump Start classrooms
Preschool Inclusionary Grant-Pathway to demonstration site: State Systematic Plan (SSIP)	Preschool Inclusionary Grant-Pathway to demonstration site: Learning Experiences-An Alternative Program (LEAP)
Professional development for Kindergarten	Professional development for first grade
Create plan to strengthen partnerships	Continue to strengthen partnerships
Add second checkpoint for all kindergarten classrooms	First grade explore the use of TSGold
Begin P-3 fellowship program for teacher leaders	Continue and expand P-3 fellowship program
Review buildings accessibility and create a plan to increase accesibility	Begin to implement plan for building accessibility
Establish a Family Engagement Task Force	Begin year 1 implementation of recommendations from the Family Engagement Task Force
Collaborate with teachers union around early release days for collaboration	Contract language and school calendar the reflects collaboration time
P-3 alignment work: Tracking data with teacher that is looping with students	P-3 alignment work: Add second teacher to loop with students
Homeroom dashboard implemented in district	Teacher professional development around Homeroom dashboard
Community Needs Assessment	Create plan based on needs assessment
Inclusion assessment for Jump Start and Kindergarten	Use inclusionary assessment to create action plan

2024-2025

Recommendations for year 2 of implementation, these areas do not have an alignment from the prior year but alignment will be shown for the next year.

2024-2025
Begin early learning walkthroughs for teachers
Map out curricula alignment for P-3
Play based learning in first grade
All preschool fully inclusive
Space for community partners at Mountain View
Begin planning for inclusive playgrounds
TSGold professional development for specialists, and special education staff to be used within Student Support Team meetings
Reporting to families on Social Emotional Learning
Begin planning for extended day programs for families

2025-2026

Recommendations for year 3 of implementation, the table shows the alignment with prior year.

2024-2025	2025-2026
Continue Early Learning Advisory Council	Continue Early Learning Advisory Council
Preschool Inclusionary Grant-Pathway to demonstration site: Learning Experiences-An Alternative Program (LEAP)	Preschool Inclusionary Grant-Pathway to demonstration site: Washington State Demonstration Site
Professional development for first grade	Professional development for second and third grade
First grade explore the use of TSGold	First grade implement TSGold Checkpoints Add assessment days for first grade
Begin year 1 implementation of recommendations from the Family Engagement Task Force	Year 2 implementation of recommendations from the Family Engagement Task Force
P-3 alignment work: Add second teacher to loop with students Map out curricula alignment for P-3	P-3 alignment work: Continue to alignment work
Play based learning in first grade	Play based learning in second and third grade
Space for community partners at Mountain View	Space for community partners in all elementary schools
Begin planning for inclusive playgrounds	Begin building inclusive playgrounds
Begin planning for extended day programs for families	Implement extended day programs for families

Recommendations for year 3 of implementation, these areas do not have an alignment from the prior year but alignment will be shown for the next year.

2025-2026
Vertical teams created at each school
Evaluate the need for an Early Learning Director

2026-2028

Recommendations for year 4 and 5 of implementation, the table shows the alignment with prior year.

2026-2028
Plan for birth-three services within the district
Explore dual language program for preschool and kindergarten
Evaluate overall implementation of early learning plan
Year 2-3 implementation of recommendations from the Family Engagement Task Force
Continue building inclusive playgrounds



PROFESSIONAL DEVELOPMENT PLAN

2022-2028

Professional Development Plan

The table below outlines the professional development needed to ensure the Ferndale School District has high quality early learning programs.

Professional Development	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Pyramid Model Training	PS TK					
Creative Curriculum	TK	TK				
Conscious Discipline	PS TK	K	1	2	3	
Environment as the Third Teacher	TK	PS TK K	1	2	3	
Play based learning		PS TK K	1	2	3	
Developmentally Appropriate Practices		PS TK K	1	2	3	
Cultural and Linguistic Responsive Classrooms			PS TK K	1	2	3
TSGold			1	SST SPED		
WaKIDS Refresher		TK K	TK K	TK K	TK K	TK k
Early Literacy			K	1	2	3
Early Math			3	2	1	K
Social Emotional Learning Pathways		PS TK	2	3	K	1

Key: TK: Transitional Kindergarten, K: Kindergarten, PS: Preschool, SST: Student Support Team, SPED: Special Education Teachers, 1: First Grade, 2: Second Grade, 3: Third Grade

Administrators Professional Development Plan

The table below outlines the professional development needed to ensure the Ferndale School District has high quality early learning programs.

Professional Development	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
National P-3 Washington State Network	EP					
National P-3 Certification Program		EP	EP			
Conscious Discipline	EP	EP				
WaKIDS/TSGold		EP		EP		EP
WASA Inclusionary Practice Project			EP	EP	EP	EP

Professional Development Plan

Specialists, paraeducators, parents, and itinerant staff will participate in professional development alongside classroom teachers.

Key: EP: Elementary Principal

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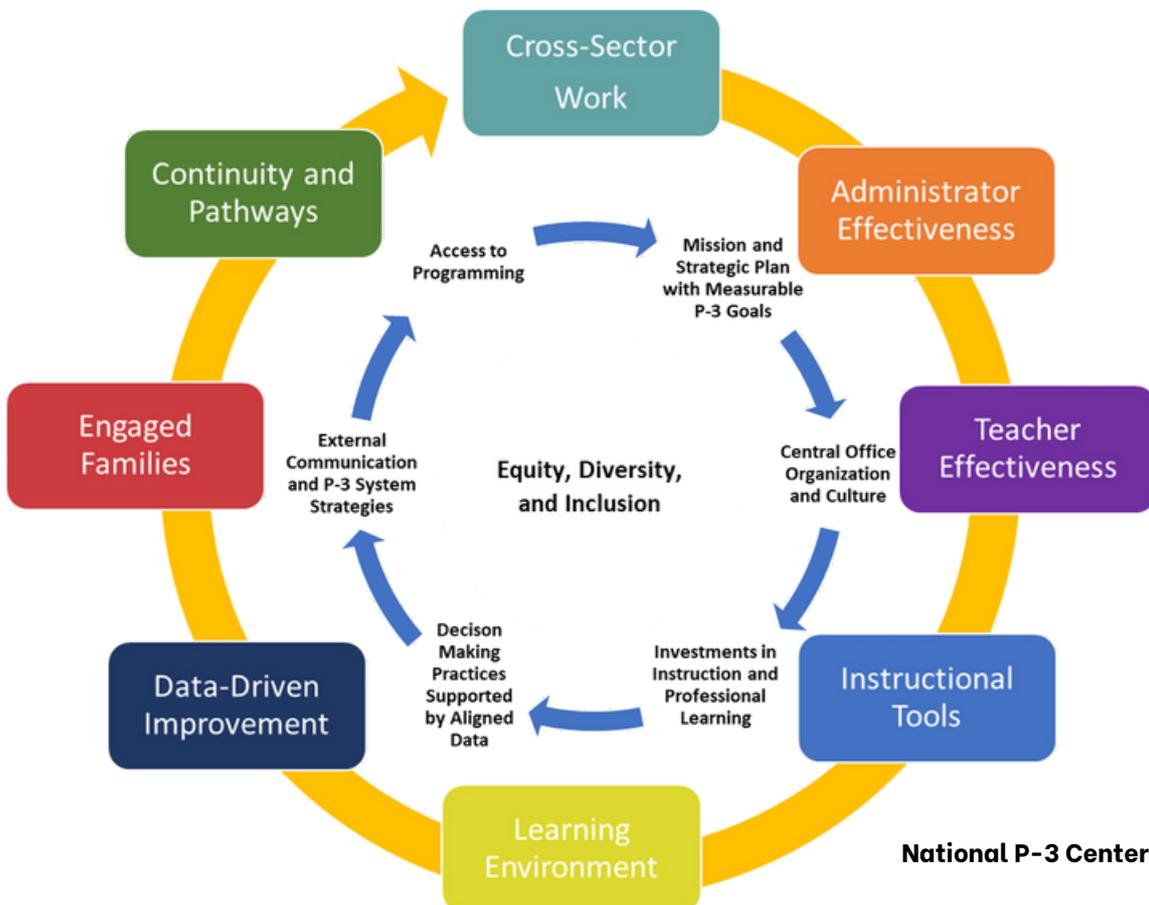
KEY RECOMMENDATIONS
BIG IDEAS
OUTCOMES

Overview

The Early Learning Task Force organized their exploration and examination of early learning around the National P-3 Center for Early Learning's Framework. For each "bucket" of the P-3 Framework the task force generated "Big Ideas and Outcomes" for the Ferndale School District.

1. Cross Sector Work
2. Administrator Effectiveness
3. Teacher Effectiveness
4. Instructional Tools
5. Learning Environment
6. Data Drive Improvement
7. Engaged Families
8. Continuity and Pathways

The big ideas and outcomes were used to form the Key Recommendations for FSD Early Learning improvements to guide the work of the district over the next 3-5 years, including a 5 year plan mapping out efforts toward these outcomes.



Cross Sector Work

National P-3 Framework Goal and Strategies

Mechanisms, resources and structures exist that reflect, support and sustain shared vision, collaborative relationships, and mutual accountabilities between ECE/0-5 and K-12.

- *Governance/Leadership team*
- *Strategic Plans*
- *Funding*

FSD Task Force Key Recommendations for Cross Sector Work

1. Create a vision and mission for early learning in Ferndale Schools
2. Elevate early learning as a key strategy in FSD
3. Create a 5 year plan for early learning improvement in FSD
4. Increase community awareness around high-quality early childhood programs
5. Partner with agencies to support birth to age 5 programs, including Opportunity Council, NWESD 189, Head Start, ECEAP, Early Achievers, community preschools, and more.

Task Force Additional Ideas and Outcomes

- Integrate P-3 goal into building school improvement plan
- Develop shared language around P-3
- Continue with a P-3 leadership group
- Continue to connect with ECE programs in the area
- Regularly assess community-based needs to identify family demographics and mobility patterns for the district

Administrator Effectiveness

National P-3 Framework Goal and Strategies

Administrators (district superintendents, school principals, ECE directors) actively create a culture and organizational structures that ensure the quality of P-3 learning.

- *Visible Leadership*
- *Foster Teamwork*
- *Instructional Leadership*

FSD Task Force Key Recommendations for Administrator Effectiveness

1. Provide ongoing professional development for administrators
2. Create and hire an early learning specialist to support 5 year plan
3. Create master schedules to support early learners
4. Ensure staff collaboration and professional development schedules and structures to support early learning initiative

Task Force Additional Ideas and Outcomes

- Professional development and collaboration for administrators on P-3
 - National P-3 learning
 - Regular collaboration of principals and T&L focused on components of recommendation (child development, early learning environments, early intervention, play as an instructional strategy, family and community engagement, and structures that elevate early learning to support our youngest learners)
- Professional development facilitated for P-3 staff:
 - Social Emotional Learning Pathways (Top 10 traits of SEL in schools)
 - Grade levels standards and/or curricula
 - Child development and developmentally appropriate practices
 - Play as an instructional strategy
 - Connecting common core standards, learning pathways, and developmentally appropriate practices
 - 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

Administrator Effectiveness

Task Force Additional Ideas and Outcomes, Continued

- Focus on alignment of P-3
- Master schedules that aligns with P-3 work
- Support administrators in providing professional development and collaboration time for staff on early learning
 - Provide relevant, cyclical professional learning based on grade levels needs
 - Dedicated time for teachers to collaborate as a team
 - Specialists teachers are included in professional development on early learning
 - P-3 teachers have time to collaborate around alignment / vertical teams
- Early Learning Director and/or TOSA position established
- Ensure staff who work with in P-3 receive professional learning aligned to teacher PD
- Administrators meet regularly with grade level teams
- Learning walks in buildings for colleagues to mentor one another
- Establish coaching roles for early learning to support administrators and teachers

Teacher Effectiveness

National P-3 Framework Goal and Strategies

Teachers are actively dedicated to providing high-quality instruction and effective learning experiences for all children, P-3.

- *Focus on Instruction*
- *Visible Practice*
- *Work as Teams*

FSD Task Force Key Recommendations for Teacher Effectiveness

1. Provide ongoing professional development for teachers through varied approaches, including specialists, paras, itinerants, etc.
2. Create and hire early learning specialist position to support 5 year plan
3. Ensure collaboration time is built into schedules and structures
4. Ensure staff collaboration and professional development schedules and structures to support early learning initiative

Task Force Additional Ideas and Outcomes

- Establish relevant, cyclical professional learning focused on components of early learning recommendation (child development, early learning environments, early intervention, play as an instructional strategy, family and community engagement)
- Early learning director position and/or TOSA and/or teacher leaders
- Provide various forms of teacher professional development
 - Establish teacher leaders around early learning
 - Systems for teachers to self reflect (e.g. video, peer review)
 - Peer observations, and time to observe other classrooms.
 - Peer coaching model
 - Play-based learning as an instructional strategy
 - Planning for learner variability
 - Seminars, workshops, job embedded learning
 - collaboration within and across grade levels
 - self reflection
- Establish and support intentional and regular teacher collaboration
 - Regular times for grade level PLCs
 - Planning time with colleagues
 - Collaboration between P-3 around students and standards (e.g. vertical teams)

Teacher Effectiveness

Task Force Additional Ideas and Outcomes, Continued

- Develop shared understanding around
 - District early learning programs
 - How standards can be met during play
 - Developmentally appropriate practices and child development
 - Family engagement and partnerships
 - Culturally relevant teaching
 - Project based learning themes across grades
- Cultivate sense of belonging within classrooms by intentionally building relationships with students

Instructional Tools

P-3 Framework Goal and Strategies

Standards, curricula, and assessments focus on both academic and social-emotional skills, and are aligned to create instructional coherence, P-3

- Standards
- Curricula
- Assessments

Task Force Key Recommendations for Instructional Tools

1. Professional development on child development, early learning standards
2. Identify and support P-3 as a child centered approach to teaching and learning, supporting learner variability and giving students voice and choice in their learning
3. Support play as an instructional strategy, including professional development for preschool through 3rd grade on play based learning
4. Conscious Discipline training implementation plan
5. Examine curricula and map out P-3 curricular expectations that support early learners

Task Force Additional Ideas and Outcomes

Standards

- Child development as basis for standards
- Washington Early Learning Standards, [add key standard documents here]

Curricula

- Child initiated/directed learning, geared around student curiosities and interests
- Expand Conscious Discipline training and implementation
- Align ARC to early literacy skills in TK
- Align SEL Pathways and TSGold to support SEL Instruction

Additional Ideas:

- Ensuring play-based learning is incorporated into math curriculum
- Time for planning increased
- Tools and resources to support data collection and analysis

Learning Environment

P-3 Framework Goal and Strategies

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.

- *Culturally Inclusive*
- *Promote Relationships*
- *Structured to Support Diverse Learners*

Task Force Key Recommendations for Learning Environment

1. Classroom “kits” for preschool, TK, K, and 1st grade for learning materials and furniture aligned to state K guide, in support of early learning
2. Classroom “work time kits” for 2nd and 3rd grade classrooms to support instructional play and inquiry
3. Examine and make improvement plan for physical accessibility of schools, including playgrounds
4. Ensure students are in inclusive settings within their neighborhood schools and diverse learners' needs are met through the least restrictive environment.

Task Force Additional Ideas and Outcomes

Inclusion/Belonging

- Accessibility and access all areas of the school for all students
- Student and family voice represented in all classrooms
- Invest in facilities at elementary schools
- Diverse leadership and staff that reflects the Ferndale community
- Classrooms for specific grade levels
- Inclusive playgrounds for all students

Curriculum/Materials

- Consistent materials and furniture in P-3 classrooms
- Alignment of curriculum within P-3
- Student directed learning, focusing on who the students are
- Open ended materials
- Diversity in learning materials, "mirrors and windows" for all students with learning and materials in multiple languages

Learning Environment

Task Force Additional Ideas and Outcomes, Continued

- Read aloud books for social emotional learning
- Appropriate/adaptive tools in all classrooms

Professional Development

- Developmentally appropriate learning environments based on developmental continuum
- Inclusionary practices
- Culturally and linguistically responsive teaching
- Authentic assessments
- Parent understanding around appropriate learning environments

Data-Driven Improvement

P-3 Framework Goal and Strategies

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

- *Child Data*
- *School/Program Based Data*

FSD Task Force Key Recommendations for Data Driven Improvement

1. Families are a key component in collecting data and data should be shared in a way that is accessible for all families.
2. Classroom use of data recommendation
 - a. All teachers that support students P-3 use data to drive decisions and instruction
 - b. Use TSGold to drive instruction and create supports for students
 - c. Use TSGold to inform SST process and IEP goals
3. Expand effective use of WaKIDS and GOLD by Teaching Strategies
 - a. WaKIDS training for all TK, K teachers
 - b. Additional checkpoint for all TK and K students
 - c. Roll use of GOLD up to grade 1
 - d. Support data collection through observation and provide time for teachers for data entry and analysis
 - e. Create reports for families based on GOLD results

Task Force Additional Ideas and Outcomes

- A data system to that support sharing information on students efficiently and informatively
- District data provided to all members of the community and families
- Use data for strength-based learning and data
- Include families in gathering data
- Make room within teachers school days to allow for meaningful use of data
- GOLD by Teaching Strategies
 - Increase number of times TSGold is used
 - Expand TSGold use
 - TSGold reflected on report cards
 - TSGold to inform SST and MTSS

Data-Driven Improvement

Task Force Additional Ideas and Outcomes, Continued

- Align Common Core Standards and TSGold
- Assessment and reporting improvements
 - Observational data used more often
 - Assessment of students SEL skills
 - Report social emotional learning to families
 - Strengths based assessments and reporting that are accessible for families
- Evaluate developmentally appropriate screen time for iReady assessments to increase interactions with teachers and peers
- Expand universal screenings

Engaged Families

P-3 Framework Goal and Strategies

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

- *Core Priority*
- *Two-Way Communication*
- *Shared Leadership/Decision-making*

FSD Task Force Key Recommendations for Engaged Families

1. Launch a family engagement task force to examine best practices and create an implementation plan for a high leverage system
2. Adjust family conferencing for early learning to center family as first teacher
3. Adjust family communication regarding student progress to include strength based reporting and ongoing opportunities for dialogue

Task Force Additional Ideas and Outcomes

Overarching big idea:

- Launch a family engagement task force to examine best practices and create an implementation plan for a high leverage system

Possible Outcomes for Spring and Fall of 2023:

- Kindergarten "welcome" night in Spring
- Ferndale family fair before school starts

Family/Community Engagement Big Ideas:

- Increase community awareness around high-quality early childhood programs, including birth to three supports within the district
- Expand use of home visits as a strategy for family engagement
- Elevate partnership with the Family Resource Center
- Expand collaboration with community medical partners for birth to three services
- Expand connection and partnership with Lummi Nation
- Provide access to support in all languages spoken within the district
- Provide family education around developmentally appropriate practices and play based learning

Engaged Families

Task Force Additional Ideas and Outcomes, Continued

- Support family connections at classroom level and establish expectations and structures
 - Family connection meetings
 - Regular parent teacher conferences with ALL families
 - Increase time to meet with families
 - Increase family involvement in classrooms
 - Timely and consistent communication with families

Continuity and Pathways

P-3 Framework Goal and Strategies

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 3rd grade.

- Access and Continuity of Services
- P-3 Pathways

FSD Task Force Key Recommendations for Continuity & Pathways

1. Inclusive learning environments
 - a. Move transitional kindergarten into home schools
 - b. Move developmental preschool to a model with peer models
2. Continue to serve students with IEPs in community preschools
3. Examine and formalize district wide transition protocols, processes, and activities
4. Work towards alignment in P-3 curriculum, assessments, teaching and learning
5. Expand and strengthen partnerships with birth to three partners, and ECE partners.

Task Force Additional Ideas and Outcomes

- Create a system of early interventions for students that need them
- Create and coordinate continuum of learning goals and experiences from P-3
- Inclusive learning environments at student's home schools
 - Serving students with IEPs in their community preschool
 - Moving developmental preschool to an inclusive setting
 - Transitional Kindergarten (Jump Start) in home schools
- Formal policies for placement
- Transition activities to support continuity and placement
 - A data system that supports sharing information on students efficiently and informatively
 - System to gather and access behavioral, academic, and other student data from Jump Start and developmental preschool
 - District event for Jump Start, Head Start, and community partners to come together to learn about students entering kindergarten

Continuity and Pathways

Task Force Additional Ideas and Outcomes, Continued

- System to review cumulative folder and transitions reports regularly for P-3
- Class lists for next year have input from both teachers and admin together, so all understand the dynamics of students/teacher/families
- Roll up meetings for each grade level
- Transition activities to support students and families:
 - Design effective transition activities for supporting incoming kindergarteners new to the school (school visit in the Spring, etc.)
 - Host family nights that highlight each grade level
- Increase understanding of P-3 scope and sequence centered on child development
 - TK-3: show and tell for each grade level, thru peer observation or videos - showing what different aspects of the day look like across grade levels
 - Scope & sequence for play based learning TK-3 what does “play” look like
- Explore dual language early learning magnet classes
- Vertical team meetings – subject meetings for each grade level
- Looping with students (same teacher over a two year period) for continuity of learning, pilot a 3-year looping class (same teacher with students TK, K, and 1)
- Learning celebrations
- Align learning with birth to three partners