Early Childhood Update

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October 28, 2025

COLUMBIA HEIGHTS PUBLIC SCHOOLS

CREATING WORLDS OF OPPORTUNITY FOR EACH AND EVERY LEARNER — ALL BELONG, ALL SUCCEED —

OUR MISSION

Columbia Heights Public Schools

Creating worlds of opportunity for each and every learner.

"All Belong, All Succeed"

COLUMBIA HEIGHTS PUBLIC SCHOOLS

CREATING WORLDS OF OPPORTUNITY FOR EACH AND EVERY LEARNER — ALL BELONG, ALL SUCCEED —

CORE VALUES

Community	Excellence	Collaboration	Integrity	Respect	Courage	Innovation
Where we all belong and believe in ourselves and each other	*Being our best, expecting our best, every day*	*Working together for common goals*	*Doing what is right, even when no one is watching*	*Celebrating who we are, honoring our differences, treating others well*	*Facing challenges with hope and persistence*	*Finding new ways to excel and grow*

The CHPS Core Values are aligned with the CHPS Board of Education Equity Statement.

OUR MISSION

Columbia Heights Public Schools

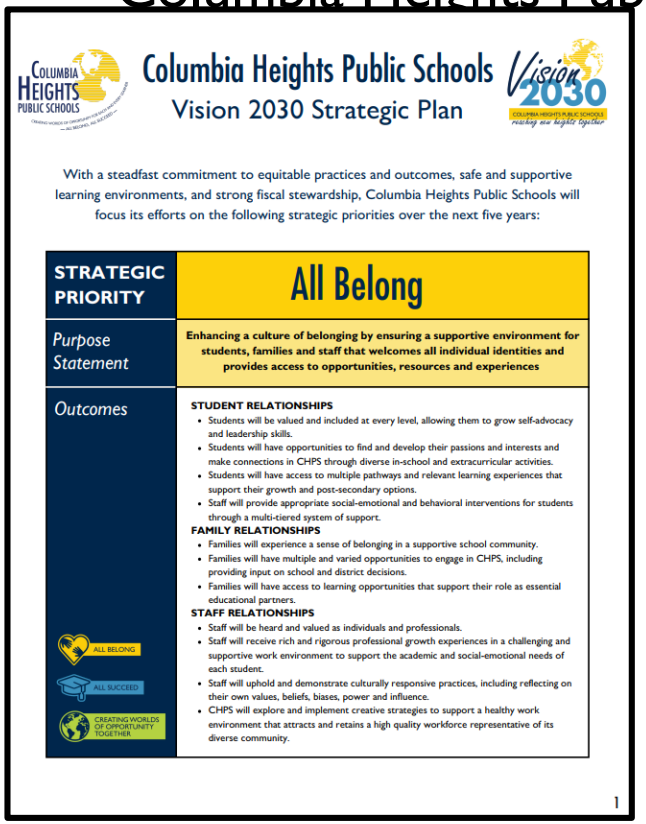
Creating worlds of opportunity for each and every learner

"All Belong, All Succeed"

Informational presentation to the CHPS Board of Education

No Governance Question

Climbing to new heights guided by the Columbia Heights Public School's Vision 2030 Strategic



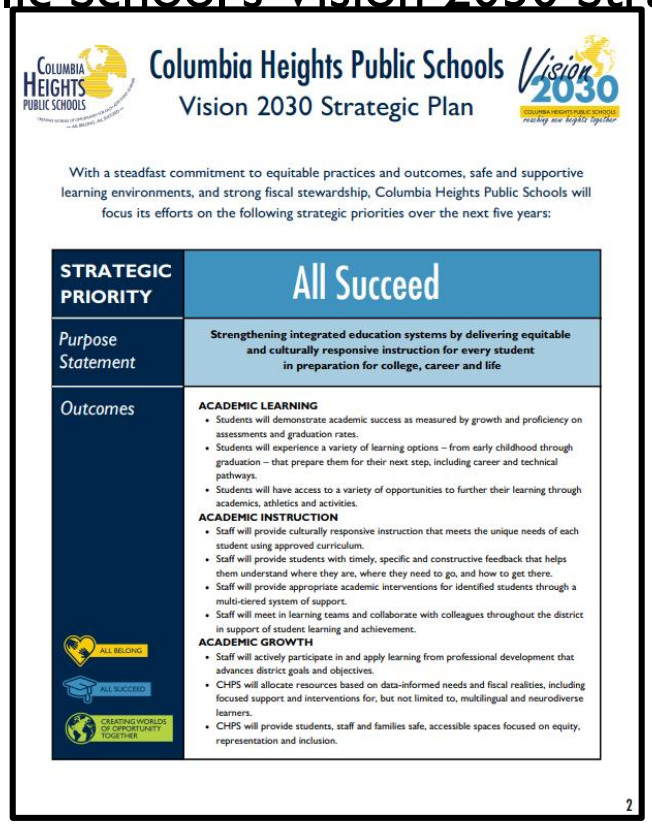
Columbia Heights Public Schools
Vision 2030 Strategic Plan

With a steadfast commitment to equitable practices and outcomes, safe and supportive learning environments, and strong fiscal stewardship, Columbia Heights Public Schools will focus its efforts on the following strategic priorities over the next five years:

STRATEGIC PRIORITY	All Belong
Purpose Statement	**Enhancing a culture of belonging by ensuring a supportive environment for students, families and staff that welcomes all individual identities and provides access to opportunities, resources and experiences**
Outcomes	**STUDENT RELATIONSHIPS** • Students will be valued and included at every level, allowing them to grow self-advocacy and leadership skills. • Students will have opportunities to find and develop their passions and interests and make connections in CHPS through diverse in-school and extracurricular activities. • Students will have access to multiple pathways and relevant learning experiences that support their growth and post-secondary options. • Staff will provide appropriate social-emotional and behavioral interventions for students through a multi-tiered system of support. **FAMILY RELATIONSHIPS** • Families will experience a sense of belonging in a supportive school community. • Families will have multiple and varied opportunities to engage in CHPS, including providing input on school and district decisions. • Families will have access to learning opportunities that support their role as essential educational partners. **STAFF RELATIONSHIPS** • Staff will be heard and valued as individuals and professionals. • Staff will receive rich and rigorous professional growth experiences in a challenging and supportive work environment to support the academic and social-emotional needs of each student. • Staff will uphold and demonstrate culturally responsive practices, including reflecting on their own values, beliefs, biases, power and influence. • CHPS will explore and implement creative strategies to support a healthy work environment that attracts and retains a high quality workforce representative of its diverse community.

ALL BELONG
ALL SUCCEED
CREATING WORLDS OF OPPORTUNITY TOGETHER

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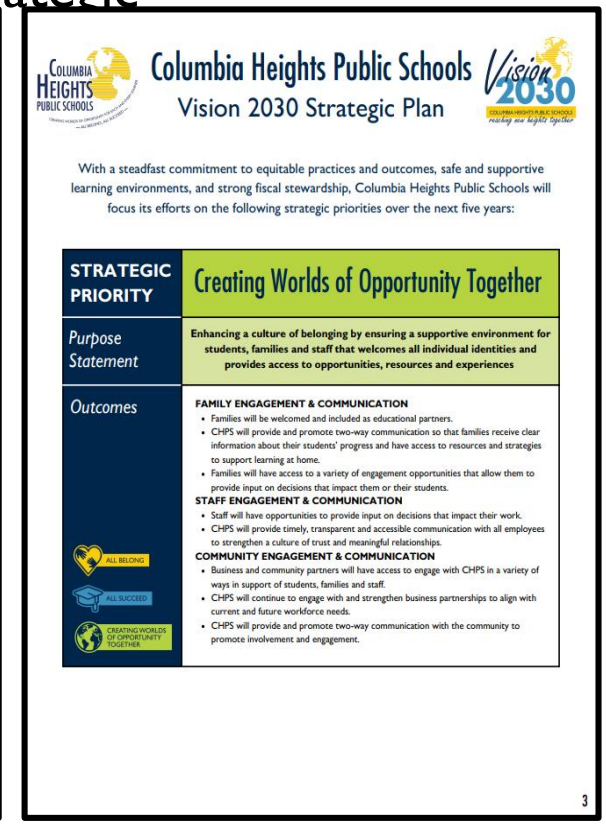
Columbia Heights Public Schools
Vision 2030 Strategic Plan

With a steadfast commitment to equitable practices and outcomes, safe and supportive learning environments, and strong fiscal stewardship, Columbia Heights Public Schools will focus its efforts on the following strategic priorities over the next five years:

STRATEGIC PRIORITY	All Succeed
Purpose Statement	**Strengthening integrated education systems by delivering equitable and culturally responsive instruction for every student in preparation for college, career and life**
Outcomes	**ACADEMIC LEARNING** • Students will demonstrate academic success as measured by growth and proficiency on assessments and graduation rates. • Students will experience a variety of learning options – from early childhood through graduation – that prepare them for their next step, including career and technical pathways. • Students will have access to a variety of opportunities to further their learning through academics, athletics and activities. **ACADEMIC INSTRUCTION** • Staff will provide culturally responsive instruction that meets the unique needs of each student using approved curriculum. • Staff will provide students with timely, specific and constructive feedback that helps them understand where they are, where they need to go, and how to get there. • Staff will provide appropriate academic interventions for identified students through a multi-tiered system of support. • Staff will meet in learning teams and collaborate with colleagues throughout the district in support of student learning and achievement. **ACADEMIC GROWTH** • Staff will actively participate in and apply learning from professional development that advances district goals and objectives. • CHPS will allocate resources based on data-informed needs and fiscal realities, including focused support and interventions for, but not limited to, multilingual and neurodiverse learners. • CHPS will provide students, staff and families safe, accessible spaces focused on equity, representation and inclusion.

ALL BELONG
ALL SUCCEED
CREATING WORLDS OF OPPORTUNITY TOGETHER

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Columbia Heights Public Schools
Vision 2030 Strategic Plan

With a steadfast commitment to equitable practices and outcomes, safe and supportive learning environments, and strong fiscal stewardship, Columbia Heights Public Schools will focus its efforts on the following strategic priorities over the next five years:

STRATEGIC PRIORITY	Creating Worlds of Opportunity Together
Purpose Statement	**Enhancing a culture of belonging by ensuring a supportive environment for students, families and staff that welcomes all individual identities and provides access to opportunities, resources and experiences**
Outcomes	**FAMILY ENGAGEMENT & COMMUNICATION** • Families will be welcomed and included as educational partners. • CHPS will provide and promote two-way communication so that families receive clear information about their students' progress and have access to resources and strategies to support learning at home. • Families will have access to a variety of engagement opportunities that allow them to provide input on decisions that impact them or their students. **STAFF ENGAGEMENT & COMMUNICATION** • Staff will have opportunities to provide input on decisions that impact their work. • CHPS will provide timely, transparent and accessible communication with all employees to strengthen a culture of trust and meaningful relationships. **COMMUNITY ENGAGEMENT & COMMUNICATION** • Business and community partners will have access to engage with CHPS in a variety of ways in support of students, families and staff. • CHPS will continue to engage with and strengthen business partnerships to align with current and future workforce needs. • CHPS will provide and promote two-way communication with the community to promote involvement and engagement.

ALL BELONG
ALL SUCCEED
CREATING WORLDS OF OPPORTUNITY TOGETHER

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Early Childhood (EC) and Early Childhood Special Education (ECSE)

Looking back at 2024-2025











2024-2025 Peaks of Progress

All Belong



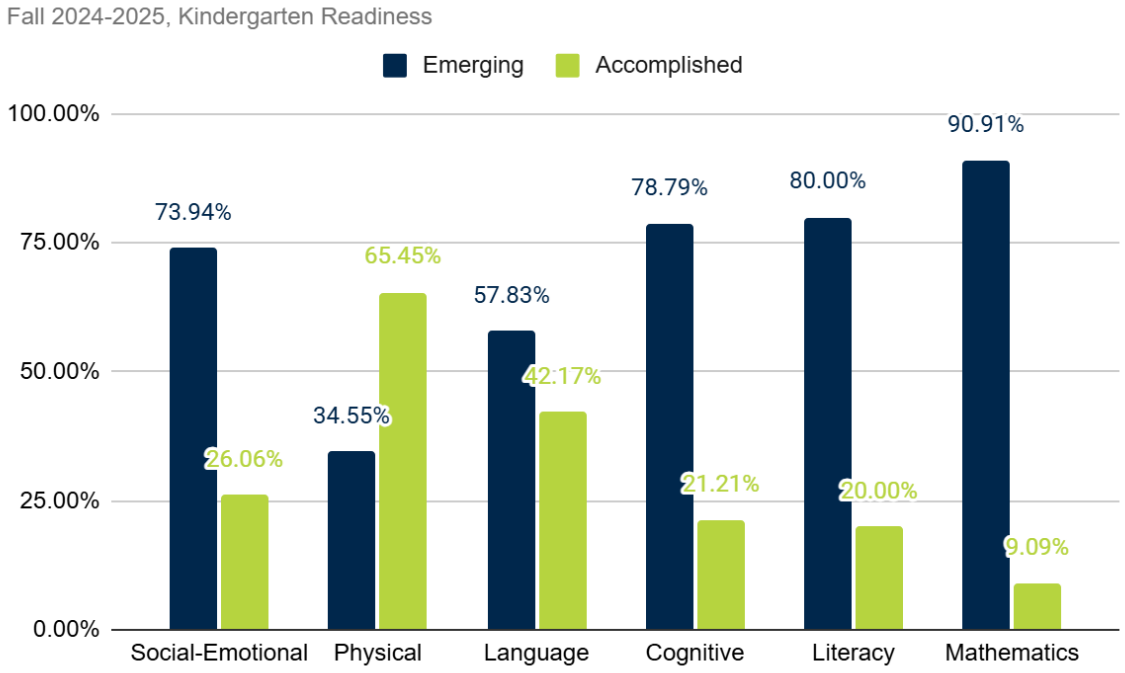
Families will have access to learning opportunities that support their role as essential educational partners. (1G)

Opportunity	Sessions	Attendance
ECFE classes	13	116
One to one visits with CHPS Parent Educator	20	20
Parent Teacher conference FC Fall 2024	2	52
Parent Teacher conference FC Spring 2025	2	50

ECSE B-2 Early Intervention Services provide families with a weekly or bi-weekly home visit (on average) based on their child and family's needs.

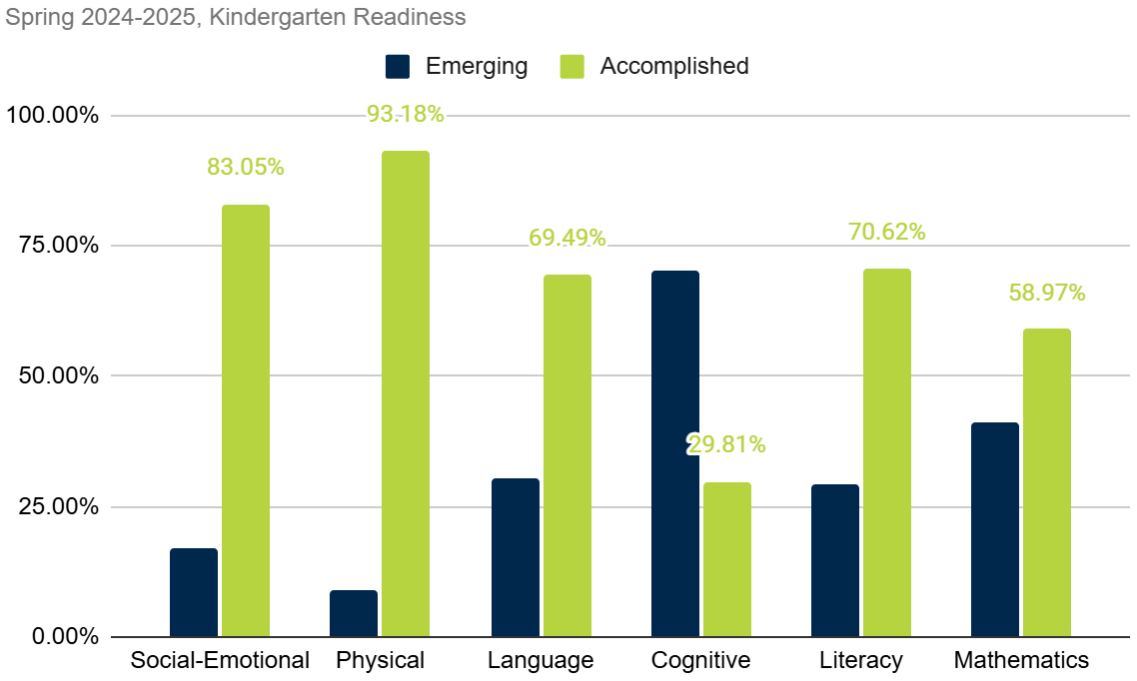
2024-2025 Peaks of Progress
All Succeed

TS Gold PreK 4 data



2024-2025 Peaks of Progress
All Succeed

TS Gold PreK 4 data



2024-2025 Peaks of Progress
All Succeed



Staff will meet in learning teams and collaborate with colleagues throughout the district in support of student learning and achievement. (2G)

- PLCs were collaborative between EC and ECSE, sharing expertise across departments and provide students and families with comprehensive approach to education.

2024-2025 Peaks of Progress

Creating Worlds of Opportunity



CHPS will provide and promote two-way communication so that families receive clear information about their students' progress and have access to resources and strategies to support learning at home. (3B)

Families will have access to a variety of engagement opportunities that allow them to provide input on decisions that impact them or their students. (3C)

2025-2026 Opportunities on the Horizon

Staff will provide appropriate academic interventions for identified students through a multi-tiered system of support. (2F)

Staff will provide culturally responsive instruction that meet the unique needs of each student using approved curriculum. (2D)

Early Childhood/EC Special Education Goals 2025-2026

ECFE: The ECFE team will collaborate to support children's growth and development by creating lessons which provide opportunity to engage in developmentally appropriate play, a prepared classroom, modeling play, and communicating with children and families regarding the skills being learned. The ECFE team will include these components in their lesson planning and will complete pre and post reflections in parent education to monitor progress.

ECSE B-3: The Early Intervention team will strengthen family-centered practices by implementing consistent, evidence-based strategies across disciplines, with the goal of improving caregiver confidence and child engagement in daily routines. The team will meet monthly to review progress, share strategies, and problem-solve collaboratively, ensuring alignment and continuity of services for families.



Early Childhood/EC Special Education Goals 2025-2026

Pre-K 3 Team (inclusion with ECSE): 85% of students will accept redirection from adults and manage classroom rules, routines, and transitions with occasional reminders by the end of April, 2026

ECSE Site Based: Students will interact with the text during read alouds by contributing language (echo response, pointing to a picture, etc.) as measured by the HELP checklist by May 20, 2026.

Pre-K 4 ECSE: By May 2026, at least 75% of students will recognize/identify at least 2 letters in their own name and up to 10 letters as measured by a letter identification task.





