

# BEAVERTON SCHOOL DISTRICT EARLY LEARNING DEVELOPMENT PLAN

2017-2019

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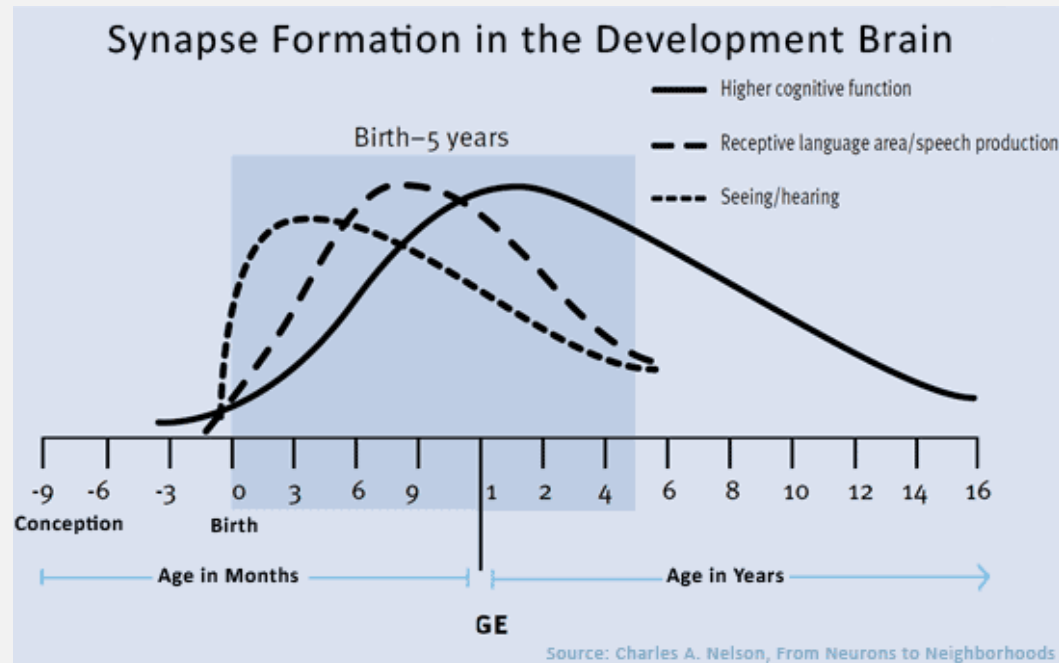
## PLAN FOR TODAY

- WHY early learning matters
- WHAT we planning right now
- HOW might early learning connect to your work?

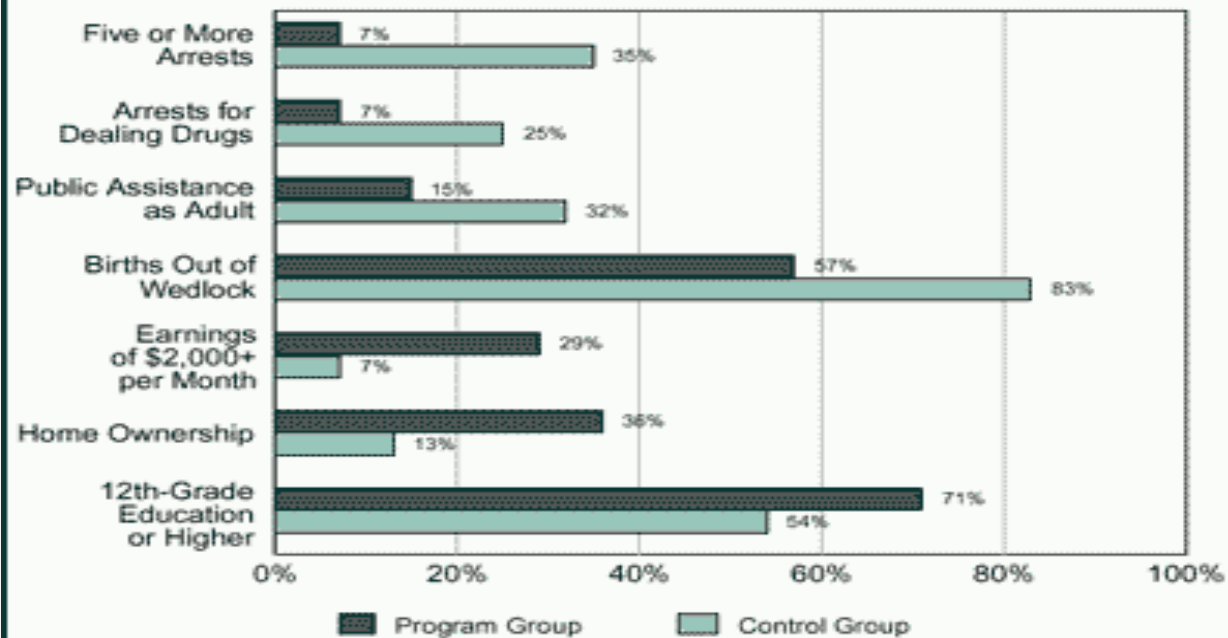
“The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.”

-Louis Malaguzzi, founder of Reggio Emilia

# EARLY EXPERIENCES MATTER



**Figure 1: Major Findings of the High/Scope Perry Preschool Project for Participants Followed Up at Age 27**



**Source:** High/Scope Educational Research Foundation, 1999. *High-Quality Preschool Program Found To Improve Adult Status*. Ypsilanti, MI: High/Scope Educational Research Foundation. Retrieved March 13, 2000, from the World Wide Web: <http://www.highscope.org/research/Perry%20fact%20sheet.htm>. Reprinted with the permission of the High/Scope Educational Research Foundation.

## BSD CHILDREN DON'T HAVE ACCESS

- 225 homeless children between the ages of 0-5
- 1,023 children between 0-5 in early intervention/early childhood special education. This year transitioned about 250 into our schools.
- ~4,000 babies born in Beaverton a year. We see ~65% of them at kindergarten.
- Only 390 BSD Children served in Head Start
- Only 11 five star rated child care programs in our district.

IF WE WANT BETTER OUTCOMES WE NEED BETTER ACCESS

# BEAVERTON EARLY LEARNING SYSTEM



## HIGH QUALITY PRESCHOOL

- Best in nation instructional models
- Grounded in standards

## STRONG TRANSITIONS

- Summer school
- Warm handoff

## HOME-TO-SCHOOL CONNECTION

- Parenting education

## Model schools – early adopters

### Prioritize based on

- Demographic need
- Academic need
- School interest/leadership/readiness
- Available space

Need based on formula that weighs a KA composite score & a demographic (ELL, SPED, poverty) composite score to determine priorities.

### Requirements/commitments

- Implement all 3 parts of the system
- Complete community needs assessment (PSU) to develop long term plan.
- Attend planning sessions

## Preschool

Grounded in high standards & best practice.

Whole child: Social-emotional learning; approaches to learning; language & vocab development; literacy; math.

National Association for the Education of Young Children (NAEYC) accredited.

Aimed at children & families furthest from opportunity (ELL, SPED, 200% FPL, high trauma.)

Half day for now -- ideally full day by 2022

## 2017-2018 school year timeline

Milestone	Timeline
<b>Preschool model designed (cadre):</b> standards, instructional practice, curriculum, assessment.	12/17 – 6/18
<b>Year 1 Model Schools Selected:</b> high need catchments, principal ALL IN, space.	12/17
<b>Operations/logistics worked out:</b> space, food, transportation, IT impacts, facilities (licensing), hiring/HR, enrollment process	Now – 4/18
<b>School teams onboarded:</b> community needs assessments, training, summer institute,	1/18 – 8/18
<b>Budget/funding:</b> funding sources nailed down (general fund, Title I, Title III, Title IIA, Head Start, ECSE).	Now – 2/18
<b>Enrollment:</b> criteria finalized, materials made, recruitment	3/18 – 8/18



## Career & Technical Education

- Currently have two programs – Westview Little Wildcats & Aloha Little Warriors.
- Other schools interested.
- Working to build to consistent program of study.
- Goal is 3 schools between now and 2019-2020

## Summer Transitions

Evidence based & social emotionally focused (Kids in Transition to School; Mind in the Making).

# of programs depends on resources available (~\$60k identified in an existing grant, Title I \$?, seeking philanthropic support – Oregon Community Foundation, Beaverton Education Foundation, HealthShare, Family Care, Kaiser, Providence).

- Strategy to deal with big behaviors.
- Focus on children who did not have a pre-k experience or struggled in pre-k.
- Bilingual English/Spanish
- Includes parenting education requirement.
- 2 hours 2-3x a week
- Would like to shoot for 16 schools but \$\$\$ is an issue.
- Habits of mind focused on: focus & self control; perspective taking; communicating; making connections; critical thinking; taking on challenges; self directed/engaged learning. (Drawn from Dr. Elen Galinsky's work.)

## Home to School Connection

Meeting parents earlier.

Finding ways to stick with them.

Engaging other caregivers (child care for example).

Coordinated transitions

- Currently we meet lots of families, but no way to track them to stay in touch.
- Add “pre-enrollment” code in Synergy that allows parents to enter children into our district and assigns a unique ID.
- Evidence based parent education curricula + culturally specific evidence informed parenting curricula.
- Invite families in sooner (ex: story time for babies.)
- Coordinated transitions into schools with child care providers, Head Start, ECSE (improve), & other providers.

## ANTICIPATED LONG TERM RESULTS

- ACADEMIC
  - Increased early literacy and math skills at kinder entry
  - Increased 3<sup>rd</sup> grade ELA and math proficiency
- SOCIAL-EMOTIONAL
  - Increased social emotional/approaches to learning skills at kinder entry
  - Decreased behavior referrals
  - Decreased chronic absenteeism

THANK YOU!

