

Kindergarten Task Force



Why Kindergarten Task Force?

- Data-driven and Historical Analysis
- Evaluating Systems
- Advancing Equity
- Core Values

OUR CORE VALUES

Learning



Developing a love of learning through life-long inquiry.

Excellence



Having high standards for all through accountability, integrity and authenticity.

Equity



Creating conditions of justice, fairness and inclusion so all students have access to the opportunities to learn and develop to their fullest potential.

Collaboration

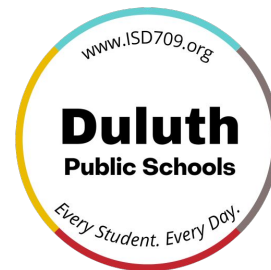


Working in partnership with staff, families, students and community.

Belonging



Providing a welcoming and accessible environment where everyone feels safe, seen and heard.



Why Kindergarten Task Force? Data-Driven

			Stowe				Lakewood				Laura Mac				Myers-Wilkins				Piedmont				Homecroft				Congdon				Lester Park				Lowell Eng/Mis				Lowell NV				District					
			Early Reading				Early Reading				Early Reading				Early Reading				Early Reading				Early Reading				Early Reading				Early Reading				Spanish Early Reading				Early Reading									
	Grade	22/23	Risk Level	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss	%	Gain / Loss													
Post-COVID	22/23	Fall	Low	36		71		43		38		38		57		57		65		46		95				54.6		22/23	Post-COVID																			
			Some	54		29		47		55		47		34		30		33		5				36.4																								
			High	10		0		10		7		16		9		13		4		20		0				8.9																						
		Spring	Low	28	-8	71	0	51	8	11	-27	12	-26	40	-17	47	-10	61	-4	19	-27	83	-12			42.3	-12.3																					
			Some	34	-20	22	-7	20	-27	47	-8	31	-16	41	7	30	0	33	3	26	-7	11	6			29.5	-6.9																					
			High	38	28	7	7	29	19	42	35	57	41	18	9	23	10	6	2	56	36	6	6			28.2	19.3																					
	21/22	Fall	Low	28		68		26		32		35		66		65		61		45		91				51.7				21/22	Post-COVID																	
			Some	49		28		41		44		35		32		25		35		38		9				33.6																						
			High	23		5		33		24		30		3		11		4		17		0				15.0																						
		Spring	Low	15	-13	68	0	12	-14	21	-11	35	0	35	-31	51	-14	53	-8	17	-28	66	-25			37.3	-14.4																					
			Some	23	-26	28	0	33	-8	21	-23	30	-5	47	15	29	4	20	-15	23	-15	22	13			27.6	-6.0																					
			High	62	39	5	0	55	22	59	35	35	5	18	15	20	9	27	23	59	42	12	12			35.2	20.2																					
Pre-COVID	18/19	Fall	Low	23		39		14		18		42		65		60		51		35						38.6		18/19	Pre-COVID																			
			Some	41		29		36		26		26		30		24		37		35						31.6																						
			High	36		32		50		56		32		4		16		13		29						29.8																						
		Spring	Low	5	-18	55	16	25	11	10	-8	55	13	52	-13	61	1	81	30	35	0					42.1	3.6																					
			Some	21	-20	26	-3	14	-22	6	-20	18	-8	17	-13	18	-6	11	-26	16	-19					16.3	-15.2																					
			High	74	38	18	-14	61	11	84	28	27	-5	30	26	20	4	9	-4	48	19					41.2	11.4																					
	17/18	Fall	Low	37		29		50				36		30		60		66		23						41.4				17/18	Pre-COVID																	
			Some	34		45		22				36		34		19		29		43						32.8																						
			High	29		26		28				28		36		21		5		34						25.9																						
		Spring	Low	0	-37	18	-11	22	-28			53	17	36	6	51	-9	83	17	26	3					36.1	-5.3																					
			Some	29	-5	42	-3	22	0			19	-17	30	-4	30	11	9	-20	17	-26					25	-8																					
			High	71	42	39	13	56	28			28	0	34	-2	19	-2	8	3	57	23					39.0	13.1																					
	16/17	Fall	Low	33		30		42		40		36		60		75		66		47						47.7						16/17	Pre-COVID															
			Some	42		45		30		35		37		19		19		23		16						29.6																						
			High	25		24		27		25		27		21		6		11		37						22.6																						
		Spring	Low	14	-19	42	12	36	-6	21	-19	35	-1	55	-5	63	-12	73	7	32	-15					41.2	-6.4																					
			Some	14	-28	18	-27	30	0	19	-16	24	-13	30	11	16	-3	19	-4	16	0					20.7	-8.9																					
			High	72	47	39	15	33	6	60	35	42	15	15	-6	21	15	8	-3	53	16					38.1	15.6																					

Why Kindergarten Task Force? Evaluating Systems

P-3 Leadership

- Analyzed Historical Data
 - Across elementary as a system
- Current Practice
 - Asked ourselves if current practices best matched needs of young learners

"Kinder" Garden: Where Our Young Learners Blossom & Grow

- Vertical Professional Development
 - Collaboration between PreK & K-5 programs
 - From PreK to kinder to administrators
- Playful Learning Embedded in Instruction
 - Socially interactive; actively engaging; developmentally aligned; joyful
 - Research supported in multiple realms

New Elementary Schedule

- Classroom Structure
 - Opportunity to reimagine kindergarten classroom structure
- Instruction Expectations
 - Recognize need for expectations in meeting instructional minutes while at the same time prompting developmentally appropriate learning environment and engagement



Why Kindergarten Task Force? Advancing Equity

Kindergarten provides children with a safe, culturally responsive, and developmentally appropriate environment and the opportunity to receive a world-class education.

Kindergarten offers access to opportunities for all children and families including developmentally appropriate, evidence-based instruction, and programming; interaction with similar-aged peers; and meal services, transportation, and out-of-school programs.

- MN Department of Education

Kindergarten Plays a Critical Role in Educational Equity



Kindergarten Vision Statement

In Duluth Public Schools, every kindergartener, every day, will be welcomed into a safe and supportive space where they are academically challenged with developmentally appropriate, joyful, and playful learning experiences. Students are empowered to discover their creativity and curiosity to foster a foundation of lifelong learning.



Consistent, Common Kinder Experience

Collaboration: District-wide Expectations

- No matter where a child attends elementary school within Duluth Public Schools, they will receive a consistent, common, engaging kindergarten experience
- Shared learning, conversation, and decisions surrounding literacy instruction and playful learning integration
- Creating common language around daily instructional blocks

Discovery Labs

Small group, open-ended activities; freedom to discover learning through student choice with materials and through exploration

Learning Labs

Core math & literacy block activities: small group, grade level, standards aligned, content-focused

WIN (What I Need Time)

A time for interventions and services; enrichment and remediation; whole group and/or small group



District Partnership

Through collaboration with kindergarten teachers and shared learning, proposal to District in support of integrated playful learning opportunities.

- **Approved Investment**
 - Materials and resources supporting meaningful, intentional embedded playful learning
- **Integral to Developmentally Appropriate Instruction**
 - Part of bringing playful learning back into kindergarten
- **Critical to developing students who can...**
 - Experience joy in learning
 - Self-regulate
 - Collaborate and communicate successfully with peers
 - Practice developmentally appropriate skills

