# Early Childhood Board Report March 2020

**Student Numbers (as of March)** 

	Total:	54	
NEW- 16	PTA- 5	IGI- 5	BAY-0
KOK- 7	NON-4	PVL- 3	PIP-3
LAK- 5	LAG- 0	PTH- 4	LEV- 2
IAV E	146.0	DTLI /	151/ 2



Loris Malaguzzi

#### Let's Go to Kindergarten!

- ~ Fostering collaboration and building strong methods of communication, amongst Pre-k & Kinder staff, Administrators & Families, to support this pivotal stage of development for students transitioning from PreK to Kindergarten.
- ~ Developing District-Wide procedures and formal processes to align the continuity between learning environments & expectations, as well as sharing meaningful information regarding overall student progress.
- ~ Facilitating active family engagement through family events that discuss the significance for continued learning activities throughout the summer break, while also providing families with resources to support this transition!

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		PO Box 498			3	8	
3/2	King Salmon, Alaska 99613				1		
				246-4280			•
		Kina		Transition Form			
			Student	Information			
Name:				School:		-	
Date of Birth:				Attendance: Student attended	of	_ days in the	e program.
	1	D= Developi	ing P=	Proficient A= Advanced			
Personal & Social Health	D	Р	Α	Speaking & Listening	D	P	Α
Demonstrates self-help and safety skills (PSH3)				Understands and responds to vocabulary, statements, questions, and stories (SL1)			
Appropriately communicates feelings, needs, and wants (PSH5)				Communicates in complete sentences (SL5)			
Shows self- control and positive problem solving techniques (PSH1)				Demonstrates conversation skills (SL7)			
Follows routines and simple directions (PSH2, SL2)	•			Able to produce sounds and words clearly (SL4)			
Demonstrates positive play interactions (PSH6, PSH9)				Participates in songs and finger-plays (PR1)			
Persists, attends and engages in tasks (SL8)				Recognizes when words rhyme (PR1)			
Demonstrates positive approaches to learning (PSH8)				Recalls experiences and makes connections (SL9)			
Demonstrates curiosity and motivation (PSH8)				Listens to, enjoys, and actively participates in stories (PR6)			
Math & Numeracy	Skills Proficiency		ncy	Language & Literacy	Skills Proficiency		ncy
Counts orally to the following number (M2)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 (or higher )		12 13 14	Appropriately handles books (PR4)	Not Yet	Developing	Often
Identifies the following numerals (M2)	12345678910			Recalls details in a familiar story and retells in a proper sequence (PR7)	Not Yet	Developing	Often
Identifies the following basic shapes (M4)				Uses a variety of writing/art tools (PW3)	Not Yet	Developing	Often
	$\bigcirc \Diamond \Diamond \Diamond \Diamond$		0	Displays appropriate pencil grasp (PW2)	Not Yet	Developing	Often
Understands vocabulary related to postion, direction, and size comparisons (M3, M5)	Not Yet	Developing	Often	Able to copy or trace name, utilzes a model (PW4)	Not Yet	Developing	Often
Counts groups of objects (M2)	1-5	6-10	11-20	Able to write name (PW4)	Not Yet	Developing	
Demonstrates patterning skills (M7)	Recognizes	Continues	Creates	Uses symbols or drawings to express ideas (SSC1, PW1, PR5)	Not Yet	Developing	
Demonstrates sorting skills (M1)	Color	Shape	Size	Recognizes own name in print	Not Yet	Developing	Often
Understands concepts of quanities (M2)	More	Less	Same	Demonstrates basic scissor skills (PW2)	Grip/Hold		Curve

#### **Professional Development**

Preschool staff were offered an extensive Professional Development Matrix that was designed and aligned with the Alaska Core Knowledge and Competencies Standards for Early Childhood Professionals. The matrix topics included: Child Development, Family Relationships, Observation & Assessment, Appropriate Practices, Curriculum Implementation, and Becoming a Professional. Additionally, this tool included a variety of delivery options, via independent/self-study, collaborative PLC options, and coaching/mentoring opportunities to meet the diverse needs of the preschool team. *Below are some of the most recent opportunities .....* 

AAEYC Conference	Online Course:	Monthly Audios:	Spring Site Visits:
- Participants: 6	-Transforming your	-Kindergarten	-Levelock
- State Early Childhood	Transitions	Transition Plans	-Kokhanok
gathering			-Port Heiden

## **Preschool Furniture Updates**

All sites received a unique set of classroom furniture to support the design of engaging, developmentally appropriate learning environments.







Organized Dramatic Play

Cozy Reading Nook

Writing Station & Shelving

### **Candice Berner Literacy Program**



## **Highlights:**

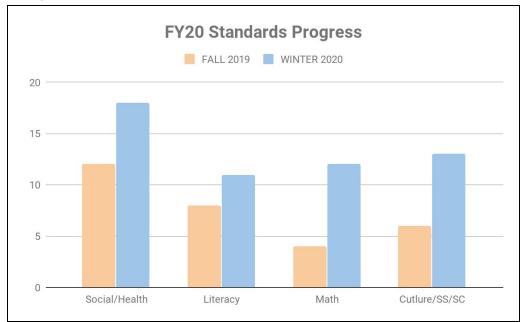
New Bag Design Children Served: 159 Celebrating 10 Years Roll-out: March- August



Celebrating 100 Days	Buddy Reading	Science Fun	
Colors & Shapes	Dumbers 1-10		

### **Pre-K Standards Progress**

- ~ Checkpoint #1 and #2 Report Card data collected and analyzed for 4 year old students.
- ~ Goal: Students achieve an 80% or more, proficient or advanced, on Pre-K standards.
- ~ Comparison data, for Year 1 and Year 2 of PREP Grant, will be analyzed for potential impacts of quality professional development for all staff and implementation of the new curriculum resources.



### Alaska Developmental Profile Data (2019)

- ~ Total of 28 kindergarten students assessed.
- ~ 24/28, or 86%, of kindergarten students were enrolled in LPSD preschool programs.
- ~ Those enrolled in Pre-k most often out-performed those not participating in early learning programs.

