

Early Learning in BSD 2023/2024 Updates

Presenters: Dr. Heather Cordie, Dr. Perla Rodriguez, Erin Lolic (Children's Institute), Talisa Timms (Children's Institute), Angela Vargas, Emma Graves, Marissa Ching

School Board Meeting
April 30, 2024

BELONG
BELIEVE
ACHIEVE

Teaching and Learning Presentation Team

- Dr. Heather Cordie, Deputy Superintendent
- Dr. Perla Rodriguez, Executive Administrator for K-8 Schools
- Angela Vargas, Early Learning TOSA
- Emma Graves, Early Learning TOSA
- Marissa Ching, Early Learning TOSA
- Erin Lolic, Children's Institute
- Talisa Timms, Children's Institute

BSD's Equity Lens

Beaverton School District **EQUITY LENS**

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.



EQUITY

In Beaverton, we aspire to have the following 5P's:



Partnership
elevates multiple perspectives from historically underserved communities



People
reflect the diversity of our student body



Place
is safe, inclusive and affirming for historically underserved students and their families



Policy
articulates a vision for equity



Practice
eliminates gaps in access, opportunity, and expectation

1. Whose **voice** is and isn't represented in this decision?
2. Who does this decision **benefit** or **burden**?
3. Is this decision in alignment with the **BSD Equity Policy**?
4. Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

Guiding Principles

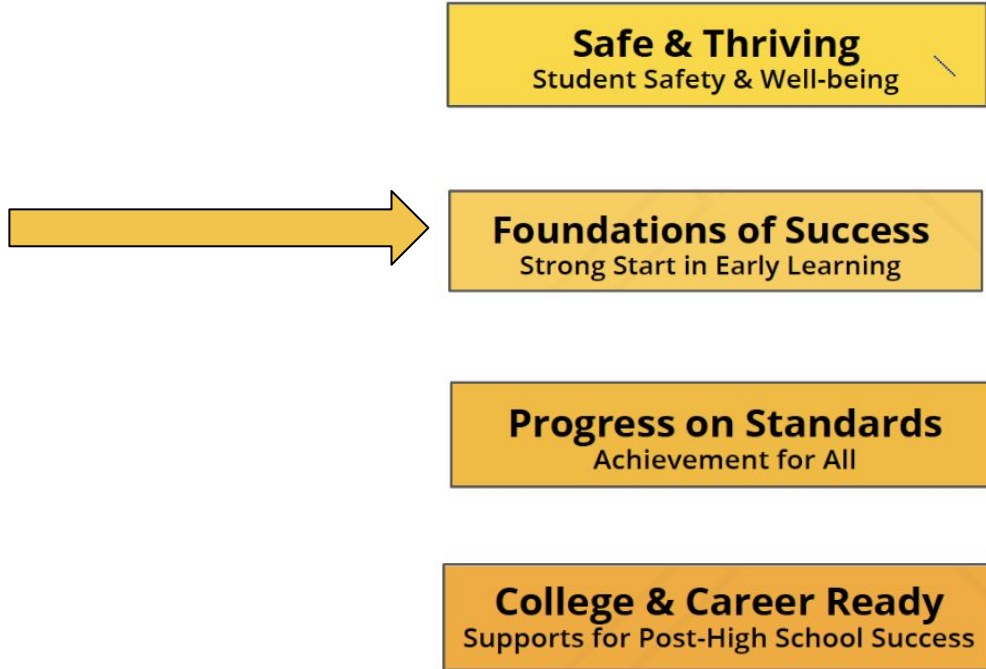


BELONG. BELIEVE. ACHIEVE.

Learning Objectives for Today's Meeting

- Learn how BSD's Pre-Kindergarten program supports the district strategic plan
- Learn about the changes planned for next year
- Understand how Pre-K supports MTSS
- Become familiar with the relationship between BSD and one of our partners, The Children's Institute

Strategic Plan Goal Areas



Foundations of Success

Outcomes	Strategies	Building or District	Phase
Each student demonstrates proficiency...	Assessments aligned to standards with multiple approaches to documenting learning and development and empowering students to self-assess and self-report progress	District & Building	New
	Engage families with two-way communication to support students' learning	Building	Sustaining
	Implement research-based interventions for math and literacy	District & Building	Implementing
...on literacy and language targets by the end of third grade.	Rich learning environments with several key visual supports and access to multimodal materials	Building	Sustaining
	Research-based systematic balanced literacy components including phonics and phonemic awareness curriculum and instruction	District	Implementing
...in math numeracy learning targets by the end of third grade.	Implement NCTE sociomathematical norms and practices	District & Building	Implementing
	Student-centered math talks where students develop multiple strategies along a progression of skills	Building	Sustaining
	Applied mathematical problem solving	Building	Sustaining
...in habits of mind.	Habits of mind strategies explicitly taught, practiced and nurtured	Building	New
	Implement and support playful inquiry in early learning classrooms (Playful Inquiry Co-researcher Practices)	Building	Implementing

Review of our Early Learning (PK) Data Highlighted:

- We need to work more closely with our partners from Northwest Regional ESD with regard to student placement.
- Staff continue to need professional development on the Habits of Mind practices as well as how to assess for report cards (PK - 5th grade).
- For a smooth transition to kindergarten, we need to learn about early literacy reading science and how to add explicit literacy instruction to our playful inquiry.
- We need to leverage our partners and ensure that our collective work supports our strategic plan.

Partnership with NWRESD

- We established a system where students are placed in our PK classrooms by NWRESD and BSD collaboratively starting next year.
- Our focus is maintaining a balanced classroom.
- This is an opportunity to identify students who may have special needs before kindergarten.
- Our PK staff have an opportunity this spring to observe students in order to prepare an optimal learning environment.

Habits of Mind

- Last year the language on report cards was changed to align with the Habits of Mind PK-5. In order to use the new language consistently across schools:
 - Teachers experienced with Habits of Mind are creating PK-5 report card rubrics
 - The early learning team is providing professional development in implementing the Habits of Mind



Alignment to Kindergarten

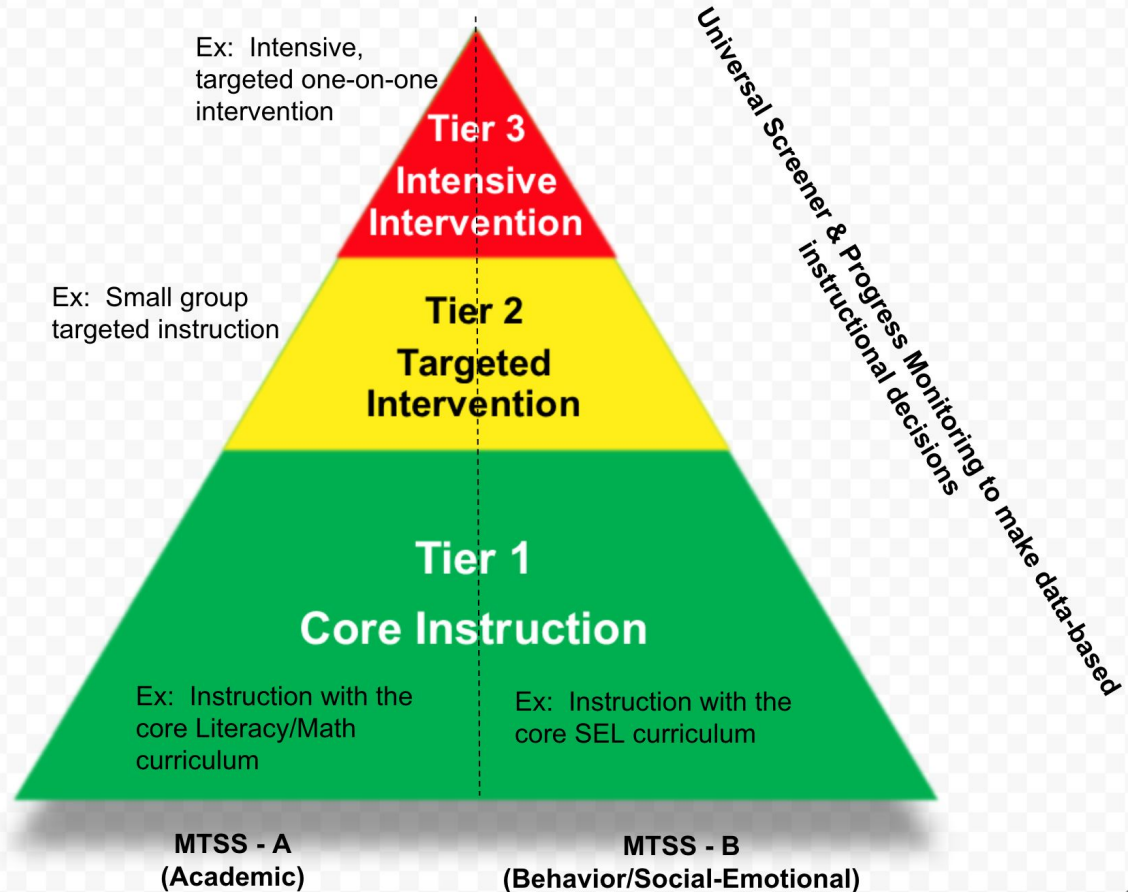
- Alignment to Kindergarten
 - Oregon Early Literacy Framework
 - Creative Curriculum
 - Scholastic
 - Universal Screener
 - STAR Preschool
 - Early Bird
 - Playful inquiry AND explicit instruction in early literacy



Alignment to Kindergarten

- Alignment to kindergarten
 - Dual Language Pre-K
 - Families are interested in having students begin their DL experience earlier
 - What does DL look like in PK?
 - Continuing support for teachers

Multi-Tiered System of Support (MTSS) Model



2024–25 School Year: The Numbers

- Currently 13 of our 15 Title I elementary schools offer PK
- Next year 14 of 15 Title I schools will offer PK (adding Raleigh Park)
- PK registration has started and we already have 32% of our total PK slots filled
- In our Dual Language PKs, 70% of the families that have registered for PK have expressed interest in DL
- Full-day PK pilot at McKay Elementary School

Questions & Discussion



Our Promise

Belong.
Believe.
Achieve.

 **BEAVERTON**
SCHOOL DISTRICT

Scan QR code or visit
www.beaverton.k12.or.us/strategic-plan
to learn about our strategic plan.



Early Learning Partners

Children's Institute

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Beaverton School District's Early Learning Journey

Erin Loliche & Talisa Timms

Supporting educators in creating cohesive
early learning experiences for children.

Children's Institute is working to make Oregon the best place to be a kid.

We leverage research, practice, policy, and advocacy to shift systems toward justice for families so that all of Oregon's children, prenatal to grade 5, have access to opportunity.



What is Early School Success?

Partnership between Beaverton SD, Forest Grove SD, Lincoln County SD, St. Helens SD, and Cl.

Aligning:

- instruction
- environments
- family engagement
- district supports



Beaverton is a statewide model for early learning

We need a statewide investment in early learning. We're grateful to Beaverton for modeling what's possible and inspiring other communities to invest upstream.



How do we partner with educators?



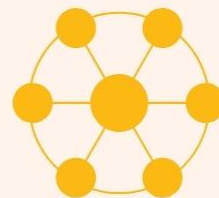
Team Leads

We identify a teacher leader in each school and support them to lead their ESS team through one-on-one coaching and monthly meetings with other team leads in our network.



Network Learning

We bring our school district partners together to engage in facilitated network learning that fosters connection, reflection, collaboration, and planning.



Learning Labs

We engage educators in an interactive and collaborative learning lab experience centered around values, strengths, the student experience, and shared practices.

Early Learning in Beaverton with Jessica Langsam



Early Learning in Beaverton with Jessica Langsam



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