

SEATTLE'S PREK-3RD PARTNERSHIP

Creating an Integrated, Aligned System for Education Achievement

DRAFT FIVE-YEAR ACTION PLAN: 2010-15

VISION

All children in Seattle will have learning experiences that prepare them to enter Kindergarten ready to learn and perform at or above grade level by 3rd grade. A successful PreK-3rd system requires that families, providers, schools, and community members actively collaborate and share resources. Success will be achieved when:

- Every child in Seattle has access to a quality PreK -3rd education
- The achievement gap is eliminated and prevented for future generations of students

SUMMARY OF GOALS

GOAL 1: Expand Access to Quality Preschool and Full-Day Kindergarten

A starting point for achieving the Vision is providing access to high quality PreK and full day Kindergarten for all children in Seattle.

GOAL 2: Increase the Quality of Education Across the PreK-3rd Continuum

Investment to improve the quality of PreK-3rd education is a foundation of this Action Plan. Quality has many dimensions, including child-teacher interactions, instructional practice, classroom environment, family engagement, and targeted professional development.

GOAL 3: Develop and Implement Aligned Learning Standards, Data Systems and Assessment Tools

A successful system will be informed by data and assessments, collected and used across the PreK-3rd continuum to provide information and feedback on student achievement and system performance.

GOAL 4: Create Seamless Transitions for Children Across the Learning Continuum

Points of transition provide rich opportunities to support children and families in their educational experiences. The Plan provides a systematic approach for defining and structuring transitions across grade levels.

GOAL 5: Increase Support and Intervention for Children with Greatest Needs

The Plan provides strategies to identify and reach children early and provide critical support to prevent or minimize impacts on learning outcomes.

GOALS AND ACTION STRATEGIES

GOAL 1: Expand Access to Quality Preschool and Full-Day Kindergarten

Action Strategies

- A. Expand the number of community-based, childcare-based, and school-based preschool providers participating in the Seattle Early Education Collaborative (SEEC) quality improvement system**
- Increase the number of preschools engaged in SEEC
 - Conduct outreach with child care providers who serve preschoolers to share information and encourage participation in SEEC and partnerships with their local school(s)
 - Encourage providers to participate in the Washington State Quality Rating and Improvement System when it is available in Seattle
 - Expand the “Transition to SEEC” process that helps providers prepare for SEEC quality standards and assessments
- B. Blend and braid funding sources to replace income-segregated PreKs with inclusive neighborhood-based PreKs**
- Obtain federal and state approval for blending or braiding funds (Head Start, Title 1, and others), with state, local, and private early learning funding
 - Develop and implement sliding scale PreK fee structures to create more mixed-income classrooms
- C. Increase the number of three- and four-year-olds attending high quality Pre-K and five-year-olds attending full-day Kindergarten**
- Provide high quality PreK to three- and four-year olds who are most at risk
 - Increase the number of children who benefit from full-school-day preschool (instead of half-day preschool) through subsidies and scholarships
 - Advocate with the State regarding ECEAP entitlement legislation, including provisions that foster quality programs
 - Advocate for full implementation of legislated State funding for PreK and full day Kindergarten

GOAL 2: Increase the Quality of Education Across the PreK-3rd Continuum

Action Strategies

A. Identify key elements of quality PreK-3rd education to ensure continuity of learning experience and skill building that results in students performing at or above grade level

- Ensure PreK-3rd approach includes developmentally appropriate and effective instructional practices, focuses on adult-child interactions, social and emotional development, cultural competency, comprehension, early support and intervention for struggling students, and critical thinking
- Develop and execute a process to map curricula and instructional approaches and make adjustments as necessary to build alignment and quality

B. Conduct outreach to Family, Friends and Neighbor (FFN) caregivers and provide information on how they can help with learning and development of young children in their care

- Conduct outreach to FFN caregivers to build connections to SEEC and link FFN caregivers to the schools the children they care for will attend
- Provide FFN caregivers with training in child development and developmentally appropriate practices
- Encourage parents to enroll their children in a PreK program for at least part-day

C. Deliver high-leverage professional development for PreK-3rd teachers/caregivers to implement aligned curricula, instructional practices and standards and to target problem areas identified in assessment data

- Deploy and use Classroom Assessment Scoring System (CLASS) as a reflective practice tool across the PreK-3rd continuum
- Use data collected through reports from state funded full-day Kindergarten, MAP, CLASS, the Peabody Picture Vocabulary Test (PPVT) and the Early Childhood Environment Rating Scale (ECERS) to inform planning for professional development
- Provide regular institutes and coaching for educators and require participation of PreK-3rd staff in key elements of quality PreK-3rd education
- Provide professional development for administrators (principals, directors) and instructional support staff (coaches) to develop a shared understanding of all facets of a PreK-3rd aligned education
- Amend the Community Alignment Initiative agreement and renewal process to reflect the district's enrollment and early learning goals and specific funding (Title I or braided funding) requirements, enhance participation in SEEC and support the goals of the PreK-3rd Action Plan

D. Build relationships and trust between families, providers and schools along the educational continuum

- Develop a framework and opportunities for preschool providers, school leaders, and teachers to work in partnership throughout the school year to support them in developing effective relationships with families
- Update and publish information for families that shares what children need to know and be able to do in preschool and each grade; and ensure this information is translated into multiple languages
- Strengthen and increase family-friendly communication materials, translated into multiple languages, that explain assessment tools used, how the tools are administered and scored, and the meaning of the child's assessment performance
- Expand opportunities for and use of home visits as a strategy to support family engagement
- Reach out to communities who historically have lower participation and/or attendance rates to promote the importance of attending PreK and Kindergarten and the importance of daily attendance of school

GOAL 3: Develop and Implement Aligned Learning Standards, Data Systems, and Assessment Tools

Action Strategies

A. Align learning standards across the PreK-3rd continuum

- Develop and communicate an integrated set of culturally relevant PreK-3rd learning standards that combine Seattle's learning standards, new national standards, SEEC Pre-K standards, State Early Learning and Development Benchmarks, and State K-3 standards and align with those for 4th - 12th grade
- Weave these integrated standards into SEEC's, Schools Out Washington's, and Seattle Public Schools' (SPS) professional development efforts

B. Implement a comprehensive suite of assessments for PreK-3rd students and programs, to measure student progress and inform professional development and instruction

- Align current assessments in use by SEEC and SPS
- Ensure that assessment tools and data collection strategies take into account cultural and linguistic relevance as well as measure academic progress and social/emotional development
- Provide training in the assessment of young children, and support for PreK-3rd staff on how to administer and analyze assessments
- Review the alignment of the WAKids Kindergarten Assessment Pilot with assessments used by SPS and SEEC, and communicate relevance and alignment of the WA Kids assessment tools along with the findings to the State

C. Ensure that PreK-3rd educators have the data management tools, support and expertise to maintain, analyze, and effectively use data to continuously improve teaching and instruction

- Develop and deploy data management systems across the PreK-3rd continuum
- Establish a process for sharing student data across levels, so that teachers know each child's approaches to learning along with prior performance, and a process for them to learn how their students perform in later grades
- Determine how and what data will be shared with after school providers serving PreK-3rd children to ensure that they are a part of the team that is supporting children to succeed
- Participate and support State efforts to build an integrated PreK-20 data system

GOAL 4: Create Seamless Transitions for Children Across the Learning Continuum

Action Strategies

A. Build relationships among PreK-3rd educators and administrators along the educational pathway

- Create regular opportunities for PreK teachers, K-3 teachers, K-3 after school providers, summer learning and enrichment providers, and coaches to work and learn together
- Foster relationships among family advocates working with PreK programs (Head Start, ECEAP, licensed child care, and others) and family support professionals in PreK, Kindergarten, and community based organizations
- Encourage communication and foster relationships between birth to 3 programs and the PreK-3rd system; and intermediate elementary school grades and the PreK-3rd system

B. Establish information sharing protocols and tools for use in PreK-3rd grade student transitions

- Develop a common transition framework and tools to support schools and providers to engage families and to implement effective transition practices
- Develop and implement a transition profile for students in PreK-3rd that includes family input, developmental and academic information, approaches to learning, and participation in early learning programs
- Develop a tiered approach to transition support for families and children according to need

C. Improve communication with families to help them prepare for and successfully navigate key transitions

- Expand outreach to families with four-year-olds to increase on-time Kindergarten enrollment and ensure that all families are aware of school options available to them
- Meet with families and community leaders to share about early learning, PreK programs available, and how to access and enroll in PreK and Kindergarten
- Engage the broader community and language specific media (radio, TV and print) and the Early Childhood Communication Roundtable as partners in publishing stories and getting the word out about Kindergarten registration and to inform families how they can prepare their child for school
- Incorporate communication calendar in the transition planning tool kit provided to schools to support their outreach to families and PreK providers
- Distribute materials created by Center for Improvement of Student Learning and Governor's Office of the Education Ombudsman that inform families of their rights and provide tips for on how to communicate with their child's school and teacher

GOAL 5: Increase Support and Intervention for Children with Greatest Needs

Action Strategies

A. Provide early support for children with learning and behavioral challenges that affect academic performance

- Establish a consistent multi-tiered system of assessments, support services and interventions for PreK-3rd to identify and support children with challenging behaviors, learning difficulties, and children with special education needs
- Provide training and support for staff in understanding early childhood development, cultural context, how to actively communicate with families so that they are fully engaged in decisions about interventions, and available interventions
- Support capacity building and timeliness of Child Find screening and early connection of children to services
- Provide pre-referral behavioral interventions and support for children identified as having challenging behaviors and special needs, in consultation with families
- Establish connections with before and after school providers to include them in support and intervention plans

B. Support children in retaining their home language and culture while becoming proficient in English

- Build capacity within the PreK-3rd system to effectively support students who are English Language Learners (ELL) and their families
- Increase the number of dual language (bilingual) PreK programs and explore the feasibility of adding programs in K-3 schools
- Partner with community-based organizations to provide culturally appropriate before and after school care for ELL children
- Strengthen and increase opportunities for parents of ELL students to communicate and participate with their child's school in their home language

C. Enhance access to extended and summer learning to children that need it most

- Create an integrated process for gathering the data and resources needed to identify children in PreK-3rd who need additional learning time, including during the summer
- Align the City, District, and community resources and planning to offer academic support, extended learning opportunities and summer enrichment

D. Provide specialized support for children in challenging family situations, including homelessness, child protective services, foster care, and extreme poverty

- Collaborate with community partners to ensure that every child in need has a primary coordinator to prioritize and mobilize supportive services for children in challenging family situations
- Provide professional development to staff who work with families, such as family advocates, counselors, instructional assistants or family support workers to help them identify children and family situations that can affect academic achievement and build their capacity to quickly initiate services and support needed

Measurable Outcomes and Indicators

Outcome #1: Increased academic achievement and reduction of the achievement gap

- Percentage of preschool students in each population group who meet or exceed standard on the PPVT & Curriculum embedded numeracy assessments
- Percentage of Kindergarten through third grade students in each population group that meet or exceed math standards as measured by MAP
- Percentage of Kindergarten through third grade students in each population group that meet or exceed reading standards as measured by MAP
- Percentage of third grade students in each population group that meet or exceed math standards as measured by MSP
- Percentage of third grade students in each population group that meet or exceed reading standards as measured by MSP

Outcome #2: More children attend high quality preschools

- Percentage of children attending programs that meet SEEC quality standards

Outcome #3: More children attend full-day Kindergarten

- Percentage of children attending full-day Kindergarten

Outcome #4: More children attending school regularly

- Percentage of students in preschool and each grade level attending at least 90% of school days

Outcome #5: Children continue to perform at grade level after the 3rd grade

- Percentage of fourth and seventh grade students in each population group that meet or exceed math standards
- Percentage of fourth and seventh grade students in each population group that meet or exceed reading standards

Outcome #6: More PreK-3rd learning environments that meet quality standards

- Number of learning environments as defined by ECCRS and other indicators