

# Bridging the Early Years & Early Grades to Reduce Learning Loss

Learning Loss Recovery Challenge

June 30, 2020





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Beaverton School District



# Bridging the Early Years & the Early Grades

Karen Twain | Director of Programs, Children's Institute  
Don Grotting | Superintendent, Beaverton School District

 PORTLAND 

BEAVERTON 

FOREST GROVE 

 YONCALLA 

 Children's  
Institute



# EARLY WORKS



Community  
-Led

Engaged  
Families

Partnerships

Equity



EARLY  
SCHOOL  
SUCCESS

# Forest Grove School District Beaverton School District





Don Grotting | Superintendent

3<sup>rd</sup> Largest District in Oregon

(**40,700** students)

Students of Color - **53.9%**

ELL- **11.7%**

Primary Languages - **94**

Students with Disabilities - **12.3%**.

Talented & Gifted - **15.6%**

Free/Reduced Lunch - **35.6%**



Don Grotting | Superintendent

\$1.3 Million  
Investment in  
Early Learning  
(2019-20)

7 Co-Located  
Preschools in  
the District

Focus on Social  
Emotional  
Learning + Play

BSD EARLY LEARNING



INCLUDE • INQUIRE • INSPIRE



Karen Twain | Director



Buffett  
Early Childhood  
Institute

*at the University of Nebraska*

# The Superintendents' Early Childhood Plan

**Bridging the Early Years and Early  
Grades  
To Reduce Learning Loss**

June 30, 2020

Start early. Start well.



# The Superintendents' Early Childhood Plan:

The Superintendents' Early Childhood Plan offers an innovative, comprehensive approach for reducing opportunity gaps for children from birth through Grade 3.

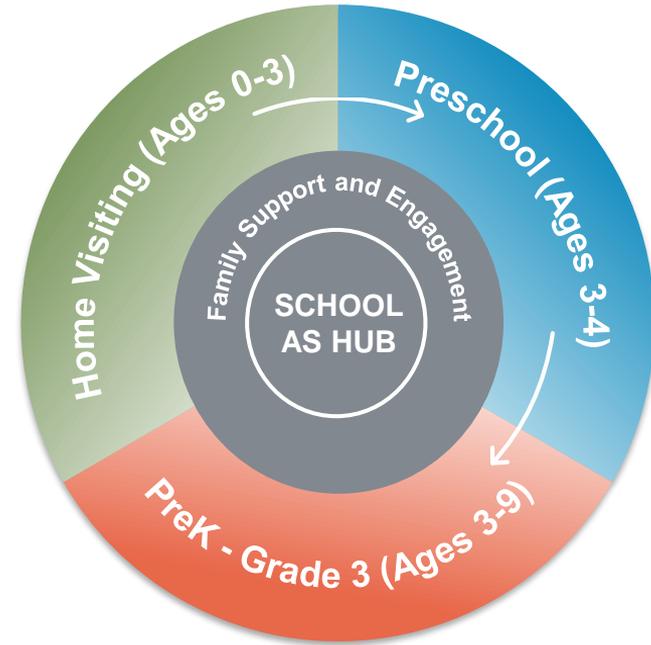


# Three Levels of Implementation

- **Full Implementation: School as Hub Birth to Grade 3 Approach**
- Customized Assistance to Districts
- Professional Development for All

# Full Implementation: School as Hub Birth to Grade 3

- Birth - Age 3 Home Visiting
- Transitions to High Quality Preschool
- Aligned PreK - Grade 3 Teaching & Learning
- Family Partnerships from Birth Onward



# Six Big Ideas

- Birth to Grade 3
- School As Hub
- Developmental Change
- Parent and Family Support
- Professional Growth and Support
- Persistence

# Implementation Insights: Family- School Partnerships

- School staff use many strategies to engage and partner with families
  - ***Principals*** recognize the importance of building relationships, one family at a time
  - ***Home visitors and family facilitators*** are heavily invested in family-school engagement work
- School staff enact quality, equity, and continuity
- Family-School partnership work is valued and evolving

# Demographics (2017-18)

- 11 Districts in metro-Omaha – 97,086 students
- Superintendents' Plan
  - 10 schools in 6 *Full Implementation* districts
  - 94 families; 122 children in home visiting
  - 153 classrooms; 2,241 PreK-3<sup>rd</sup> grade students
- Ralston Public Schools – 3,407
  - District – FRL - 57%; Students of Color – 48%
  - 1 Full implementation school – Mockingbird
    - FRL – 75%; Students of Color – 67%

# Value of Partnerships and Comprehensive Approach

- Increased Research and Training
- A shift in perception in Early Childhood to include Birth through Grade 3
- More Developed Home Visiting Program
- Increased Family and Community Engagement
- Legislative and Funding Advocacy
- Early Childhood Workforce Development

# Support of Children During COVID-19

- A clear focus on the Social and Emotional support of students and families.
- Providing for basic needs of families through meal preparation and food programs as well as emergency fund distribution.
- Providing a continuous communication pathway to keep students and families informed and engaged.
- Providing learning materials for continued progress.
- Being deliberate in reaching and serving students and families where they are in their learning journey.

# Biggest Issues or Most Current Concerns

- Social and Emotional Support for Students and Families
- Keeping Continued Student and Family Engagement with such a Mobile Population
- Responding to and Respecting Students and Families Race, Cultures, Values, and Beliefs

# Summer Support and Fall Preparation for Students and Families

- Review and Enhance of Professional Practice
- Research, develop, and plan for the developmental needs of our students.
- Developing our learning design for multiple learning approaches during re-opening.
- Developing a learning recovery plan addressing priority standards at each grade level.
- Developing a return to learn protocol to include multiple levels of instructional delivery and learning
- Implementing additional technology devices at all grade levels to prepare for both blended and remote learning.

# COVID-19 and beyond

11 School Districts – 11 responses to children and families during the first wave of COVID

- Food Scarcity
- Technology
- Parental Support

Alignment and Adaptation

- “Growing Great Kids” for birth to age 5
- Continuity across birth through grade 3

**Consideration of how to support school districts moving forward....**



**Lisa R. Roy, Ed.D.**  
Director, Program Development  
Buffett Early Childhood Institute

**Mark Adler, Ed.D.**  
Superintendent  
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Sobrato Early Academic Language

Mission: to prepare all English Learners  
in California to learn, thrive, and lead



# GOALS

- Mastery of rigorous standards/expectations and full curriculum
- High level cognitive, language and literacy skills – including biliteracy where feasible
- Children prepared for academic success in elementary school and beyond.
- Confident, motivated, engaged & **JOYFUL** learners!

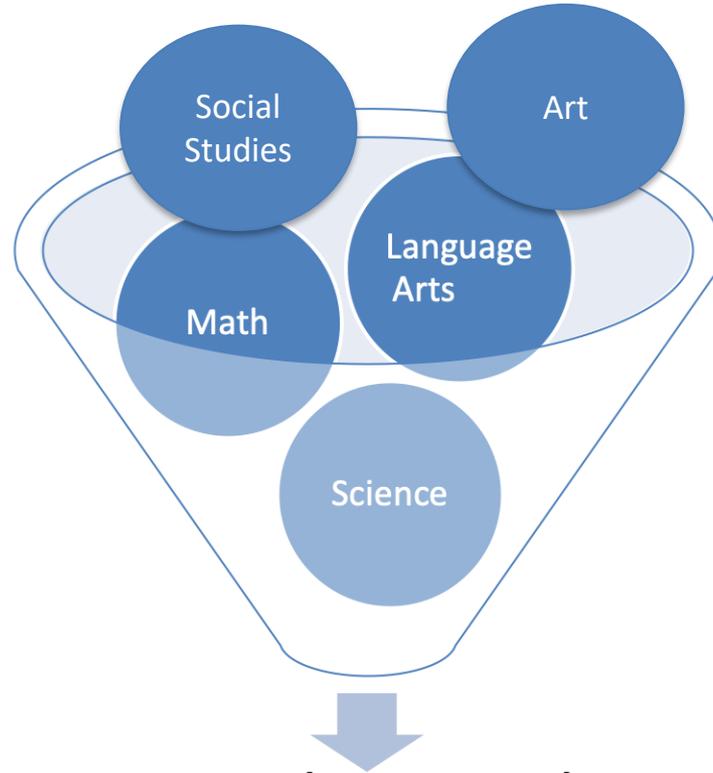
# Pillars of SEAL

Rich,  
powerful,  
precise,  
expressive,  
academic  
language  
across the  
curriculum

Affirming and  
enriched  
environment

Articulation  
across grades  
and alignment  
between  
preschool and  
elementary  
school

Strong  
partnerships  
between  
families and  
schools



**Language Development through an  
integrate thematic curriculum**

# SEAL's Comprehensive Change Strategy

Student  
Achievement



Teacher professional  
development and  
collaboration



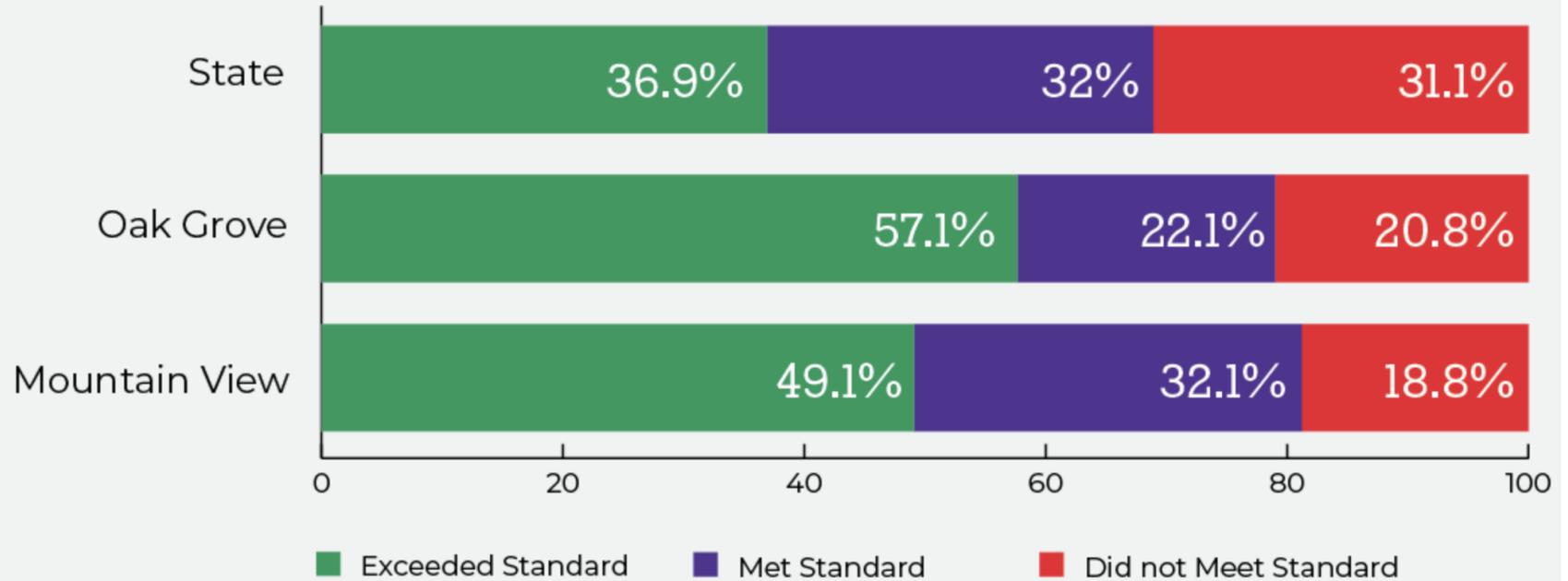
Family  
partnership



System (articulation,  
consistency)

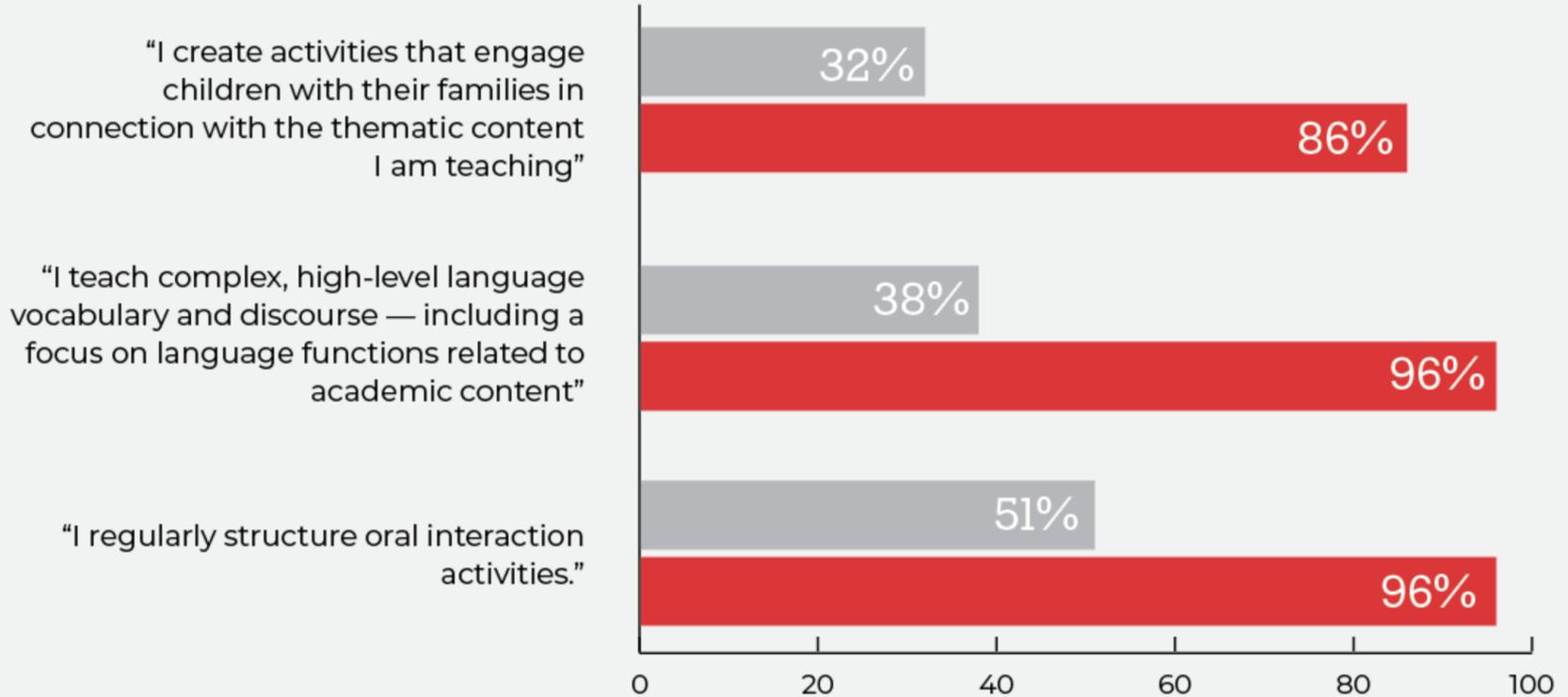


## THIRD GRADE RFEP PERFORMANCE ON ELA TEST (2018)



Source: 2018 ELA test results for RFEF students found at <https://caaspp.cde.ca.gov/sb2018/Search>

## TEACHERS' USE OF EFFECTIVE STRATEGIES BEFORE AND AFTER SEAL TRAINING





Ninety percent of principals agree that their teachers who received the SEAL training are:

- ✓ Implementing standards-based instruction
  - ✓ Implementing instruction that is intentional about language development
  - ✓ Designing instruction that is responsive to their students' needs
-



Small district in the Silicon Valley

7,335 students

67% Latino

52% Economically Disadvantaged

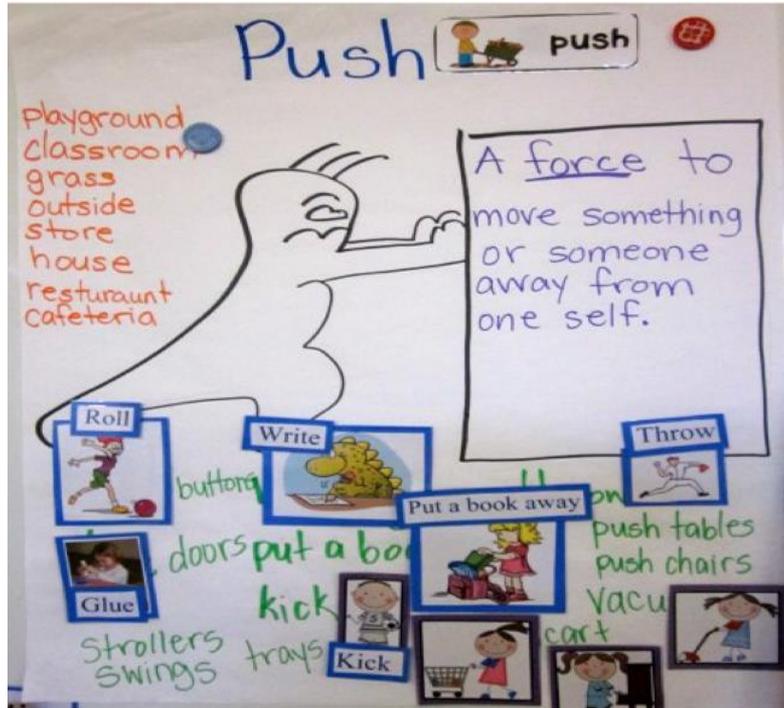
32% English Learners

# Comprehensive Approach to Learning

- Cross grade level teams learning together
- Strong pedagogy that becomes common language
- Purposeful development of integrated units that connects language, culture, and cognition
  - Science and Social Science focus
- Intention use of high leverage strategies



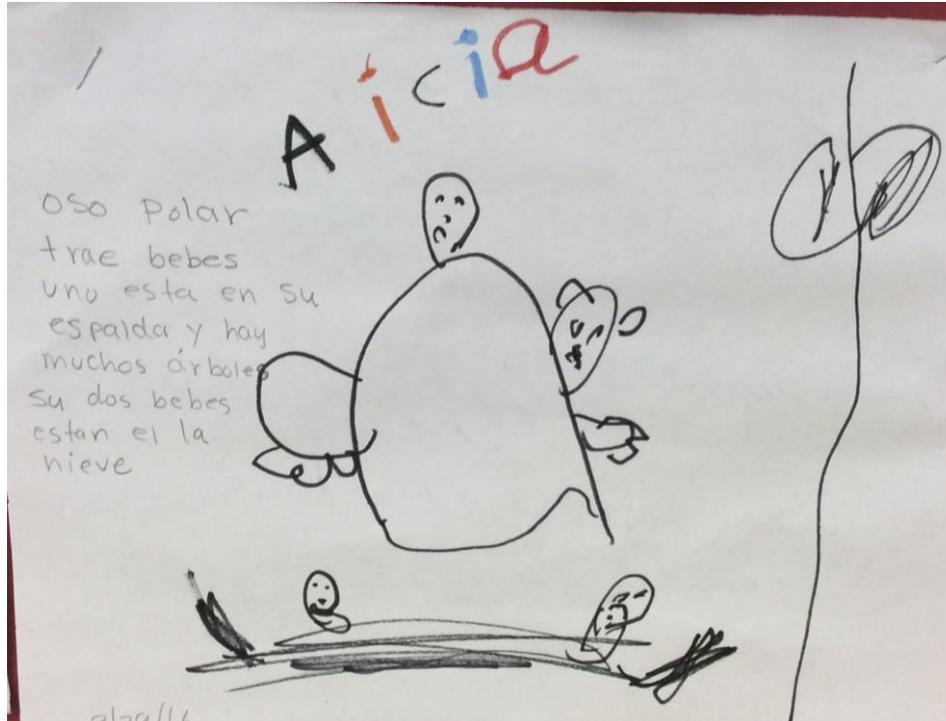
# Science and Social Science Focus



# Structured Oral Interaction



# Authentic Writing for Purpose



# Dramatic play and hands on, inquiry-based learning





Opportunities for family engagement  
honoring family and culture

# Impact

High engaging lessons

Increased use of academic language

Stronger reading gains by the end of third grade

# Impact during COVID-19

Teachers teaming

Family engagement

Preschool video of insect unit

# Redwood City Preschool Collaboration



**Objective: This week, children will learn to describe the life cycle of the butterfly, learn new vocabulary, count using one-to-one correspondence and complete assigned home projects.**

**Objetivo: Los niño/as estarán aprendiendo esta semana sobre el ciclo de vida de la mariposa. Los Niño/as aprenderán nuevo vocabulario, contarán usando correspondencia de uno a uno y estarán haciendo proyectos manuales en casa.**

# Redwood City Preschool Collaboration



**Lección/Lesson #1**

**Maestra Roxana**



**Lección/Lesson #2**

**Maestra Indra**



**Lección #3**

**Lesson #3**

**Maestra Wilza**



**Lección# 4**

**Lesson # 4**

**Maestra Olga**



**Lección #5**

**Lesson # 5**

**Maestra Alejandra**

# SEAL within COVID-19

- Oral language
- Joyful learning
- Thematic- integrated language/literacy with content
- Small group instruction
- Socio-emotional, trauma informed
- Family partnership
  - tools, strategies for home-school connection
  - Relationships, regular “home visits” even via phone

# Questions & Discussion

# Upcoming GLR Learning Tuesdays Webinars

## PARTNER WEBINAR: NATIONAL SUMMER LEARNING ASSOCIATION

When Schools Close: Harnessing the Power of Summer for Early School Success

Tuesday, July 7, 3 p.m. ET/12 p.m. PT

## PARTNER WEBINAR

Mississippi's Plan for Continued Progress:

Conversation with Carey Wright, Ed.D., State Superintendent of Education

Tuesday, July 14, 3 p.m. ET/12 p.m. PT

## PARTNER WEBINAR

Meeting Families Where They Are: Leveraging Spaces to Advance Early Learning and Literacy

Tuesday, July 21, 3 p.m. ET/12 p.m. PT



# Announcing! New Funder to Funder Conversations

FUNDER TO FUNDER with J.B. and M.K. Pritzker Family Foundation

Supporting Children and Families in the First Three Years

Tuesday, July 14, 12:30 p.m. ET/9:30 a.m. PT

FUNDER TO FUNDER with Heising-Simons Foundation

Family and Community Math: An Essential Part of an Early Learning Strategy

Tuesday, July 21 12:30 p.m. ET/9:30 a.m. PT

FUNDER TO FUNDER with Buffett Early Childhood Fund and Foundation for Child Development

Investing in the Early Educator Workforce

Tuesday, July 28, 12:30 p.m. ET/9:30 a.m. PT

[gradelevelreading.net](http://gradelevelreading.net) @readingby3rd #GLReading #Funder2Funder

