Coherent Pipeline to Success



Early Learning Interventions and School Readiness

Early Learning and Student Readiness

Create a coordinated system of early learning interventions that span pre-K through 3rd grade to ensure all primary students are performing at grade level.



Early Learning and Student Readiness

- Pre-K Readiness
- K-3 Readiness
- Third Grade Reading Pledge



Ensure Pre-K children are healthy, present and ready to learn

Teach the Early Childhood Standards

Focus on Quality
Teaching and
Learning

Provide
Professional
Learning,
Monitoring and
Feedback for EC
Staff



Ensure High
Quality
Learning
Environment

Promote Family Engagement

Host Concerted Cultivation Events

 Helping family members get children ready for Kindergarten Provide ECE Services for Children who Qualify



School Readiness and Your Child

These are some of the skills that are helpful for children to know before entering kindergarten.

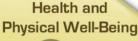
Jefferson County Public Schools recognizes that children develop and learn things at different rates and times. These are recommended skills. Please remember that the only prerequisite for entering kindergarten is that a child is five years old on or before October 1.

- · Sorts and classifies objects
- · Notices similarities and differences
- · Identifies basic colors
- · Counts in a sequence up to 30
- · Counts sets of objects up to 10
- · Matches objects with numerals up to 10 · Recognizes, names, and copies basic shapes
- (including circle, square, triangle, rectangle) · Asks such questions as who, what, when, where, why, and how
- · Understands simple concepts of time (night and day, today, yesterday, tomorrow)



- · Eats a balanced diet
- · Gets plenty of rest
- · Receives all required immunizations and medical exams (physical, dental, and vision)
- · Runs, jumps, climbs, and does other activities that develop large muscles and provide
- · Uses pencils, crayons, scissors, and paints and does other activities that help develop

General Knowledge and Mathematics







- · Uses the toilet without
- · Fastens and unfastens own clothing (zippers, shoes, jackets) without assistance
- · Feeds self using utensils · Helps put away toys or
- clothes · Keeps track of personal be-Iongings
- · Covers mouth or nose when
- sneezing or coughing





Language and Communication Development





motivation to learn Explores and tries new things

Plays and shares with other children Follows simple rules

needs and wants

and routines · Expresses own

Shows curiosity and

- Separates easily from
- parents and family
- Works well alone
- Attends to tasks and seeks help when encountering a problem



- · Speaks in five- to six-word sentences · Knows how books work
- · Sings simple songs
- Knows own full name
- · Reads and writes own name
- · Knows home address, phone num-
- ber, and birthday
- Knows the difference between
- Knows that books are read from
- front to back Knows that print moves from left • Recites the letters of the alphabet
- to right, top to bottom
- · Recognizes familiar print from surroundings (traffic signs; store logos, such as K-Mart, McDonald's and Wal-Mart; food labels)
- Listens to and responds to stories read to them
- · Uses scribbles and drawings to express ideas
- · Uses pictures to tell a story
- · Identifies upper- and lowercase letters of the alphabet



How Do We Define School Readiness?

Interactive School Readiness Site

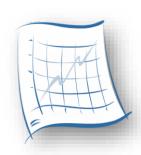


http://concertedcultivation.jefferson.kyschools.us

Extended Learning Opportunities for Pre-K



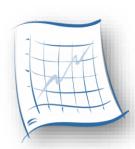
- Kindergarten College
- NCFL Literacy Project
- Kindergarten Countdown
- 1000 Books before Kindergarten



Fall 2012 vs Fall 2013 Overall Kindergarten Readiness by Subgroup

	Fall 2012	Fall 2013	Gain	
All Students	34.6%	52.3%	17.7%	•
Male	30.6%	48.5%	17.9%	7
Female	38.8%	56.3%	17.5%	,
White (Non-Hispanic)	40.6%	60.3%	19.7%	1
African American	30.0%	46.9%	16.9%	1
Hispanic	16.3%	30.1%	13.8%	
Asian	57.9%	68.0%	10.1%	
American Indian or Alaska Native				
Native Hawaiian or Other Pacific		60.0%		
Two or more races		55.5%		
Limited English Proficiency	18.7%	22.6%	3.9%	
Free Reduced Price Meals	24.5%	41.4%	16.9%	
Students with Disabilities	13.0%	26.3%	13.3%	

BRIGANCE Results – Did we show growth?



Fall 2013 JCPS vs State Overall Kindergarten Readiness by Subgroup

	JCPS Fall 2013	State	Cala	
		Fall 2013	Gain	
All Students	52.3%	49.0%	3.3%	1
Male	48.5%	43.6%	4.9%	1
Female	56.3%	54.5%	1.8%	1
White (Non-Hispanic)	60.3%	51.2%	9.1%	1
African American	46.9%	44.2%	2.7%	1
Hispanic	30.1%	28.0%	2.1%	1
Asian	68.0%	61.6%	6.4%	1
American Indian or Alaska Native		49.2%		
Native Hawaiian or Other Pacific	60.0%	51.4%	8.6%	1
Two or more races	55.5%	50.5%	5.0%	1
Limited English Proficiency	22.6%	26.1%	-3.5%	Ψ
Free Reduced Price Meals	41.4%	37.6%	3.8%	1
Students with Disabilities	26.3%	28.2%	-1.9%	Ψ

BRIGANCE – How did we compare to the state?



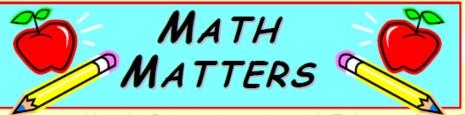
Teach Kentucky Core Academic Standards (KCAS)

•Curriculum Frameworks, Maps and Aligned Assessments



Provide Instructional Resources that are aligned to the standards

- Parent Newsletters for Math
- •Math is Fun Website



First Grade

Second Nine weeks Volume 4, Issue 2

Math Resources and Ideas for Families

During the next nine weeks, first graders are learning to:

- Start with any number and count to 120. Students were expected to master counting to 100 by the end of kindergarten. It is important that students are able to start with a number besides 1 and count to 120. For example, start at 65 and count to 120.
- Read and write numbers up to 120.
- Explain the value of each digit in a two-digit number (place value). For example, 23 is made up of two tens and three ones.
 - Solve addition and subtraction word problems within 20. First graders should be able to solve different types of addition and subtraction word problems. For example, "Emily had 13 candy canes and Mary had 4 candy canes. How many candy canes do they have together?" A subtraction example would be, "Emily had 13 candy canes. If she needs 20, how many more does she need?"



Check out the new

MATH IS FUN

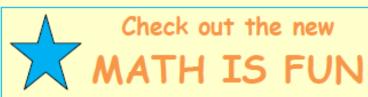
Website



The MATH IS FUN website contains resources to help children learn math. Here you will find "How to Videos", Online Games and Activities, and APPs related to the content your child is currently learning.

To access: Scan our OR code above

Math Matters Newsletter



Website



The MATH IS FUN website contains resources to help children learn math. Here you will find "How to Videos", Online Games and Activities, and APPs related to the content your child is currently learning.

To access:

Scan our QR code above OR

Visit this web address:

www.jcpsmath.weebly.com



Content Specific Newsletters

- ELA
- Science
- Social Studies

Content Specific Websites and Resources

- ELA
- Science
- Social Studies



Support Professional Learning Communities in Schools

- Plan Together
- Assess Together
- Intervene Together
- Enrich Together

Support Schools with Goal Clarity Coaches

Provide K-1 Readiness and Success Coaches



Literacy

- Differentiated Classroom Instruction
- Reading Recovery (1st Grade)
- Literacy Lessons (K-3rd Grade)
- Comprehensive Intervention Model (K-3rd Grade)

Math

- Math Workshop (Differentiating for students)
- RTI Strategy Mats
- Intervention Interviews (Screeners)



Encircle Each Child

- Student Response Teams (SRTs)
- Family Resource Centers (FRCs)
- Mental Health Counselors
- Positive Behavior Supports (PBIS)
- Health Services





Encircle Each Child

- Louisville Linked
- School Counselors
- School Psychologists
- 7 Counties Services
- School Social Workers
- ECE Consulting Teachers



ATTAIn - After School Programs

Extended School Services (ESS)

Learning Places Partnership

Summer Enrichment Programs

- YMCA Summer Program
- ATTAIn Summer Programs
- Title I Summer Boost





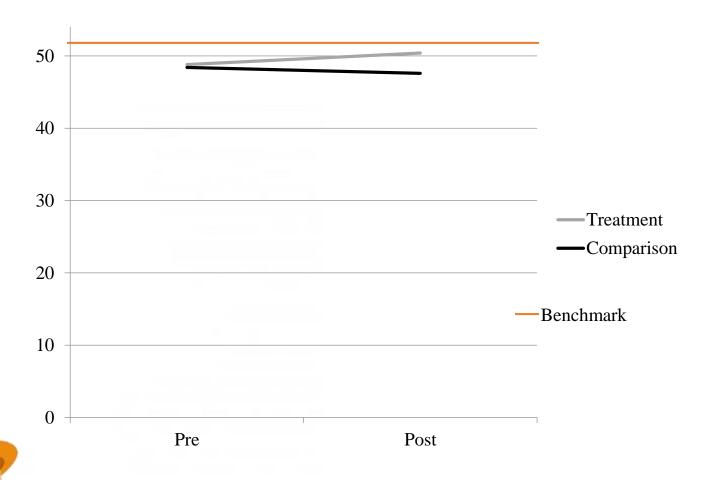
Compared students attending the Summer Boost (Treatment) with students not attending (Comparison)

- May, 2014: Pre-assessment of Kindergarten students
- August, 2014: Post-assessment of first grade students



Letter Identification

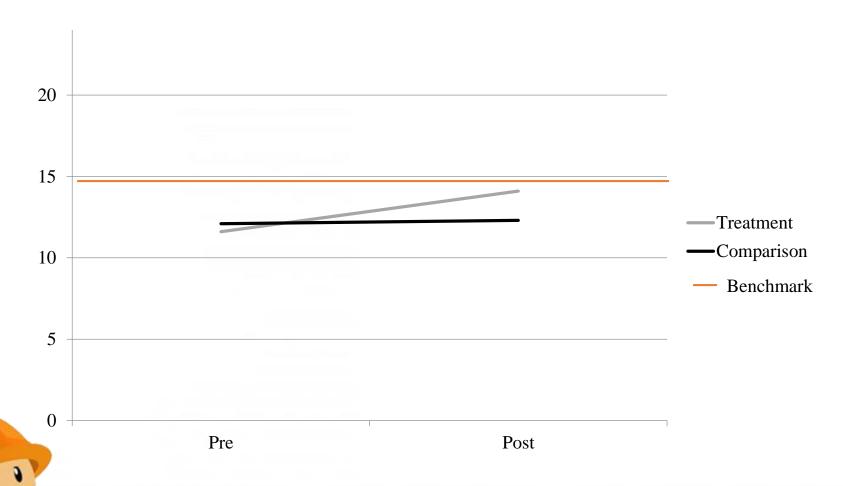
Range 0-54





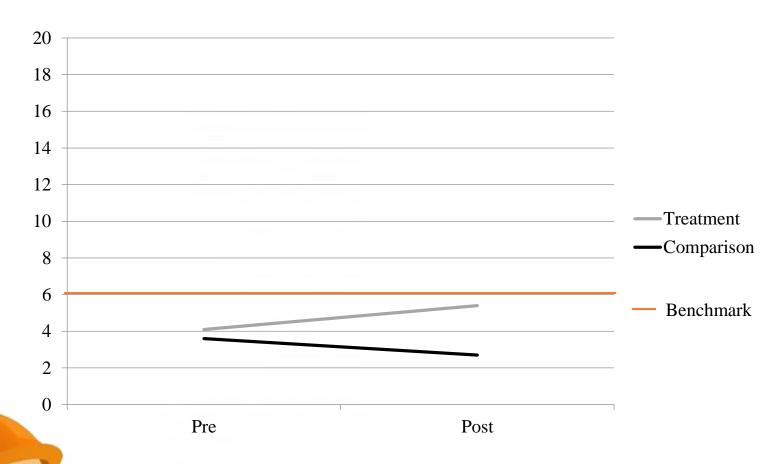
Concepts About Print

Range: 0-24



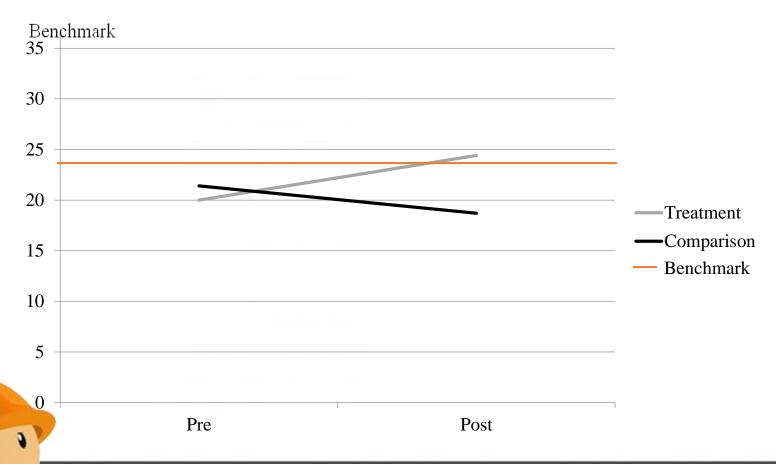
Ohio Word Test

Range 0-20



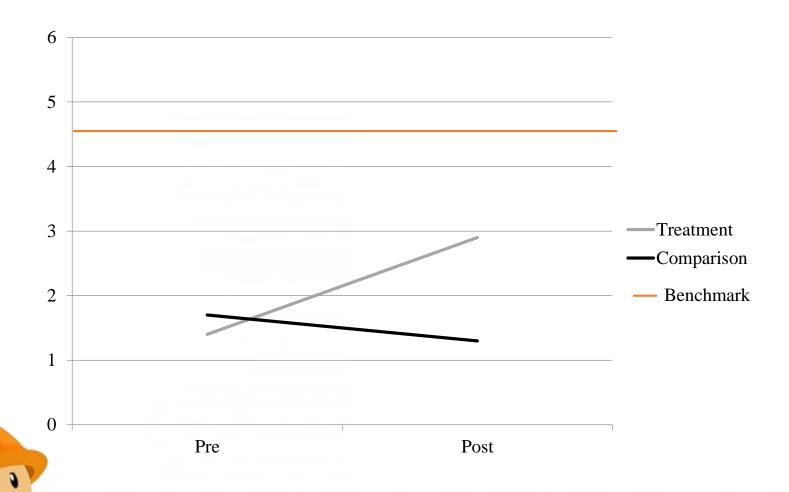
Hearing and Recording Sounds in Words (Dictation)

Range: 0-37



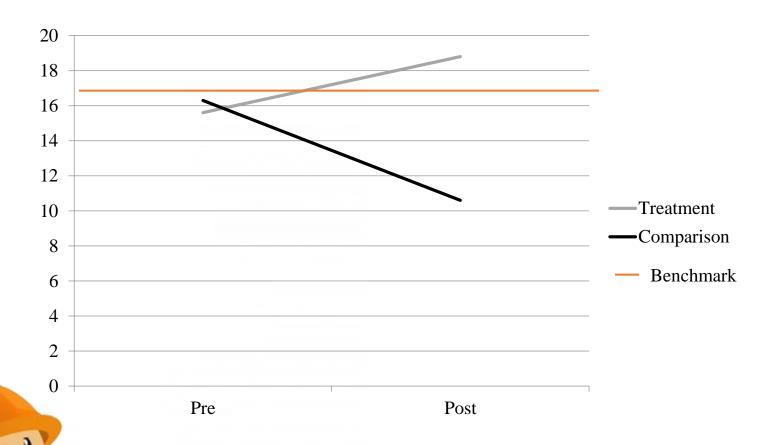
Text Reading Level

Range 0-30



Writing Vocabulary

Range: 0-37+







Third Grade Reading Pledge

Investing in Teachers

- Bellarmine Literacy Project
 - •19 Schools, 200+ K-5 teachers
- U of L Early Literacy Project
 - •20 1st and 2nd Teachers
- Differentiated Instruction Training for all GCCs
- Interactive Reading (K-2 Grades)
- Close Reading Instruction (3rd Grade)



Establish Clear and Concise K - 3 Exit Criteria for Literacy

Continue with an intentional focus on researchbased literacy strategies

- Fluency
- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension Strategies

- Target Students who are not yet reading on grade level at the end of 3rd Grade
- Develop Summer Boost Literacy Programs to specifically target these students
- Extend the school year for an additional 20 days of intervention and enrichment
- End result Students reading on Grade level by the end of Third Grade (extended summer program)

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