

EARLY CHILDHOOD



Big Rocks in Early Childhood Updates

BEGINNING WITH OUR LITTLE LEARNERS...



The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. This begins with our youngest learners.



BIG ROCKS FOR EARLY CHILDHOOD

- Expand Opportunities/Partnerships
- Align Curriculum/work with K Readiness Standards
- Preschool PLCs
- Birth to 5 Strategies
- Full Day K for ALL KIDS



EXPAND OPPORTUNITIES/PARTNERSHIPS



Preschool Partnership Grant w/ **Head Start, Bright Future, Children Inc and YMCA**

- Funds Community Connector to outreach to families
- Building Blocks mailing to all households in the KCSD with follow up brochure and second booklet
- Take home books and activity kits distributed through **Remke's Market, FRYSCs**, and Santa's elves at Christmas parade in the City of Independence
- Continued training & coaching on Conscious Discipline for KCSD staff and area care centers together.

EXPAND OPPORTUNITIES/PARTNERSHIPS (CONT.)

MyPre-K

Boone, Campbell, Kenton & Pendleton Community Early Childhood Council – partnering with 17 school districts and area business such as **United Way**, Boone, Campbell, **Kenton & Pendleton Public Libraries**, **4C for Children**, **Head Start**

- Marketing MyPreK.com-movie theater, Pandora, buses, etc.
- Distribution of literature at pediatrician offices
- Video development for importance of early intervention
- Readiness bags for distribution at Summer Preschool Enrollment days in the neighborhoods and at Summer Feeding Programs
- Me & My School K Readiness Program for incoming K students

EXPAND OPPORTUNITIES/PARTNERSHIPS (CONT.)

- Early Childhood Fair with CECC member organizations
- ASQ and Brigance training for care centers

New **Head Start** Classroom

- 20 full day students enrolled in the only Head Start classroom in the KCSD.

Child Care

- Wrap around care for preschool, K and school age

ALIGN CURRICULUM/WORK WITH K READINESS STANDARDS

- *Curriculum Mapping of Early Childhood Standards (reading and math), Kindergarten Readiness Standards, AEPSi Assessments, Big Day Curriculum*
- *Timeline for consistency of implementation*

PRESCHOOL PLC MEETINGS

- Regularly scheduled in collaboration with Kindergarten and/or special education teachers
- Data discussions – continuous assessment, RTI & IEP goals
- Quality instruction implementation in the preschool classroom



BIRTH - 5 STRATEGIES

- Preschool Enrollment Days in 10 low income neighborhoods
- Magazines and brochures
 - mailed to all households, low income families, return coupons from Remke initiative
 - distributed in the community through collaboration with health clinics and food pantries
- Parent Cafe meetings with parents in collaboration with **4C for Children**
- Potential Friday programming for community families of small children

FULL DAY KINDERGARTEN, WHAT DOES RESEARCH SAY?

- Study 2014, Chloe R. Gibbs, University of Virginia
- First of its kind “randomized trial” of full day K
- Clear achievement advantages among students in full day K
 - Lottery was utilized for acceptance to full day K (allowed for first of its kind study as traditionally full day was only for disadvantaged kids)
 - Assignment to full-day kindergarten results in a sizable, statistically significant positive effect on end-of-kindergarten literacy skills.
 - Students who qualify for free or reduced-price lunch assigned to full-day kindergarten outperform their half-day kindergarten peers
 - Gibbs calculated that full day K produces greater gains per dollar spent than other well known education interventions such as “head start and class size reductions”
 - Significant impact on Hispanic students was significant closing the literacy achievement gap when compared to non-Hispanic by 70%

FULL DAY KINDERGARTEN, WHAT DOES RESEARCH SAY?

- The National Education Association in their Full Day Kindergarten: An Advocacy Guide, 2006 reports:
- “In their landmark longitudinal study of full-day versus half-day kindergarten, researchers Jill Walston and Jerry West found that students in **full-day classes learned more in reading and mathematics** than students in half-day classes—after adjusting for differences in race, poverty status and fall achievement levels, among other things. **All students experienced learning gains.** By giving students and teachers more quality time to engage in constructive learning activities, **full-day kindergarten benefits everyone.**”



FWE

Full Day Kindergarten Pilot

Program Identification-Looking at the WHOLE CHILD

Student selection was based on the following triangulated criteria (students must meet at least two indicators listed in academic criteria):

Academically:

1. classroom assessments: letter recognition (8 letters or less), letter sound recognition (5 sounds or less), number identification from zero to ten (5 numbers or less), one to one correspondence (five or less)
2. MAP Reading 25th percentile or below, MAP Math 25th percentile or below
3. Brigance- 59 or below (NOT READY FOR KINDERGARTEN)

Socially:

Ability to develop relationships and interactions with others, making and keeping friends, expressing wide range of emotions, and liking to discover things

Student Selection

Based on entrance criteria (skills deficit) ALL student participants are GAP students.

- 72% Free and Reduced
- 10% Special Education
- 18% Hispanic

MAP Data (Fall, Winter, Spring)

| K-Reading MAP Data | Fall 2017 Percentage of P/D Students | Winter 2017 Percentage of P/D Students | Spring 2018 Percentage of P/D Students |
|---------------------------|---|---|---|
| Half-day kindergarten | 81% | 64.5% | 67.5% |
| Full day kindergarten | 48% | 64% | 95% |
| K-Math MAP Data | Fall 2017 Percentage of P/D Students | Winter 2017 Percentage of P/D Students | Spring 2018 Percentage of P/D Students |
| Half-day kindergarten | 64.5% | 60% | 77% |
| Full day kindergarten | 26% | 33% | 85% |

Data Indicates

- In fall, student participants in the full day kindergarten pilot scored significantly lower in both reading and math.
- In winter, student participants in the full day kindergarten pilot made significant progress in reading and some progress in math. Scores remained lower than half day participants. At this time, the program was in place four full weeks.
- In spring, student participants in the full day kindergarten pilot scored significantly higher than half day participants in reading and higher than half day participants in math.

Daily Schedule

Full day kindergarten participants received full 90 minute reading and numeracy.

8:25-8:50: Morning Skills Practice, Individual letter/sounds assessment, individual reading books. Pledge

8:50-9:35: Special Classes

9:35-9:45: Number Talks/Focus Skills Board

9:45-10:30: (Whole Group) Guided Reading story and activities

10:30-11:25: Literacy Stations

11:25-11:55: Lunch

11:55-12:45: Fluency practice for cvc, cvce, and sight words.

12:45-1:10: Writing/ Parts of speech (nouns, verbs, adjectives, sentence study).

1:10-1:25: Recess

1:25-2:00: Math (Whole group lessons-mini-lessons)

2:00-3:00: Math small group stations

3:00-3:30: Journal Writing

3:30: Prepare for dismissal

3:31: Take students to main school for dismissal

3:36: Dismissal



FULL DAY KINDERGARTEN PROGRAM...

WHY NOW?

- Analysis of 5 year Brigrance Data
 - Average 44.5% not ready
- Review of space in individual schools to accommodate additional classrooms
 - Building construction to allow for growth
 - Current population growth factors
- Pilot program at Ft Wright Elementary
- Data reviewed from three models
 - current half day
 - Kindergarten “Not Ready” students
 - All students all day Kindergarten



FULL DAY K PROGRAMS THROUGHOUT KENTUCKY

- Currently 1 of only 14 Districts in Kentucky to not provide Full Day K for all students.
- Currently 1 of only 8 Districts in Kentucky to not provide Full Day K to any students.

REGIONAL PROGRAMMING

| District Name | School Names | Program |
|------------------------------|--|----------|
| Beechwood Independent | Beechwood Elementary | Full Day |
| Bellevue Independent | Grandview Elementary | Full Day |
| Boone County Schools | Yealey, Burlington, Kellye, Goodridge, Erpenbeck, Florence, Hillard Collins, Longbranch, New Haven, North Pointe, Ockerman, Mann, Stephens, Thornwilde | Half Day |
| Campbell County Schools | John W. Reiley, Donald E. Cline, Campbell Ridge, Crossroads, Grant's Lick | Both |
| Covington Independent | John G Carslisle, Latonia, Ninth District, Glenn O Swing, Sixth District | Full Day |
| Dayton Independent | Lincoln Elementary | Full Day |
| Erlanger-Elsmere Independent | Lindeman, Arnett, Howell, Miles | Full Day |
| Fort Thomas Independent | Johnson, Moyer, Woodfill | Both |
| Grant County Schools | Sherman, Crittenden-Mt. Zion, Dry Ridge, Mason-Corith | Full Day |

REGIONAL PROGRAMMING (CONT.)

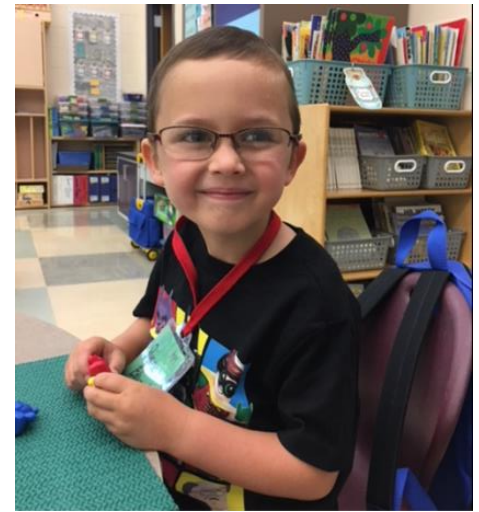
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|---------------------------|--|----------|
| Kenton County Schools | Beechgrove, River Ridge, James A. Caywood, RC Hinsdale, Kenton, Ft. Wright, Piner, Ryland Heights, Taylor Mill, White's Tower, Summit View Academy | Half Day |
| Ludlow Independent | Mary A. Goetz Elementary | Full Day |
| Newport Independent | Newport Primary | Full Day |
| Pendleton County Schools | Nothern, Southern | Full Day |
| Silver Grove Independent | Silver Grove School | Half Day |
| Southgate Independent | Southgate Public School | Half Day |
| Walton-Verona Independent | Walton-Verona Elementary | Full Day |
| Williamstown Independent | Williamstown Elementary | Full Day |

FUNDING ALL DAY KINDERGARTEN FOR ALL

| School | K enrollment | Enrollment /24 | K Full Day Round to whole | IA Full Day Match | Current Teachers Assigned to K through 18-19 School Staffing Plan (.5Day) | Current K Instructional Assistant Allocation | Increase in the Number of Teachers | Increase in the Number of Instructional Assistants |
|--------------|--------------|----------------|---------------------------|-------------------|---|--|------------------------------------|--|
| Beechgrove | 109 | 4.54 | 5 | 5 | 2.5 | 2.5 | 2.5 | 2.5 |
| Caywood | 109 | 4.54 | 5 | 5 | 2.5 | 2.5 | 2.5 | 2.5 |
| Ft Wright | 88 | 3.67 | 4 | 4 | 2 | 2 | 2 | 2 |
| Hinsdale | 106 | 4.42 | 4 | 4 | 2.5 | 2.5 | 1.5 | 1.5 |
| Kenton | 90 | 3.75 | 4 | 4 | 2 | 2 | 2 | 2 |
| Piner | 54 | 2.25 | 2 | 2 | 1 | 1.5 | 1 | 0.5 |
| River Ridge | 158 | 6.58 | 7 | 7 | 3.5 | 3.5 | 3.5 | 3.5 |
| Ryland | 75 | 3.13 | 3 | 3 | 2 | 2 | 1 | 1 |
| Summit View | 104 | 4.33 | 4 | 4 | 2.5 | 2.5 | 1.5 | 1.5 |
| Taylor Mill | 89 | 3.71 | 4 | 4 | 2 | 2 | 2 | 2 |
| Whites Tower | 81 | 3.38 | 3 | 3 | 2 | 2 | 1 | 1 |
| Total | 1063 | 44.29 | 45 | 45 | 24.5 | 25 | 20.5 | 20 |

FUNDING ALL DAY KINDERGARTEN FOR ALL

| | | | |
|-----------------------------------|-------|-----------------|-----------------------|
| Full Day K Teachers | 20.5 | \$ 1,017,081.88 | With Estimated Fringe |
| Full Day K IA's | 20 | \$ 540,800.00 | With Estimated Fringe |
| Reduction of Midday K Bus Routes | | \$ 380,000.00 | |
| (Section 7 Request for 2018-2019) | Total | \$ 1,177,881.88 | |



Each school principal was consulted on facilities to accommodate the additional classrooms. All were able to arrange through strategic review of use of space.

FUNDING ALL DAY KINDERGARTEN FOR ALL

| | |
|---------------------------------|-----------------|
| ALL DAY KINDERGARTEN COSTS | \$ 1,255,454 |
| PROPERTY TAX REVENUE | \$ 200,000 |
| CAPITAL OUTLAY FUND | \$ 200,000 |
| GEN FUND EXP REDUCTION | \$ 27,881.88 |
| VEHICLE EXP BUDGET (CASH) | \$ 500,000 |
| PAYROLL ATTRITION & GRANT FUNDS | \$ 250,000 |
| TOTAL | \$ 1,177,881.88 |

If additional staff is needed during fall adjustments, funding will come from general fund and grant funds

EARLY CHILDHOOD NEXT STEPS

- Curriculum Guides including pacing and timelines
- Daily Schedule Adjustments to include:
 - RTI structures
 - Extended math model instruction
 - Extended ELA model instruction
- Reading Common Assessments
- Exit Expectations

MEASURES FOR SUCCESSFUL IMPLEMENTATION

- Monitoring Data on Exit Expectations
- Implementation and Impact Checks
 - Annual end of year MAP testing review with K-3
 - Exiting 3rd grade “Reading at Grade Level Exiting Primary” assessed through Reading Inventory “RI” assessment beginning May 2018
 - 2nd grade RI assessment to assess progress towards “Reading at Grade Level Exiting Primary”
 - Growth toward meeting district goals for ALL KIDS



OUR WORLD CLASS LEARNERS...

