



New P-2 Early Childhood Strategic Plan

Department of Early Childhood
Dr. Jason Sachs, Executive Director
Presentation to the BPS School Committee

Vision

EVERY CHILD IN EVERY CLASSROOM will become self-motivated learners, able to read, write, problem solve, and communicate effectively by third grade, and able to embrace the opportunities and meet the challenges of local and global citizenry in the 21st century.

All children are recognized as individuals, critical thinkers, and multi-dimensional learners with robust identities, cultures, and perspectives, and as active agents in achieving their potential.

Mission

Equip all educators, leaders, and caregivers with the knowledge, skills, and resources they need to provide an equitable, high-quality early education that leverages the children's own identities, experiences, funds of knowledge, and cultures. By developing strong learning partnerships with children, families, and communities, and by effectively implementing the tools and protocols to stretch children's skills and thinking, educators will empower children to be active agents in their own learning.

How can we achieve our vision?

If we...

Align our work to the BPS vision, implementation plan & instructional vision

Expand the successful Early Childhood practices to early elem. Grades (1-2)

Use data to constantly improve our curricula, PD, coaching & assessments

Target PD & coaching to make specific changes in instructional practice

Collaborate with teachers, instructional leaders & other depts.

Build capacity for high quality Pre-K in CBOs

Expand out of school time programming to support families

Leverage partnerships to sustain our capacity & share our findings

then all children will become internally driven learners, able to read, write, and communicate effectively by 3rd grade and BPS will close the achievement gap.

EC's second Strategic Plan for P-2

Expansion & Integration (2017-22)

Curriculum

Develop, expand and integrate curricula, instructional practices, & assessments from P-2 in BPS & CBOs

Professional Development

Redesign PD & Coaching/Accreditation for sustainable changes and equitable access

District Collaboration

Collaborate with other departments to better serve all students

Supporting families

Expand summer, out of school time, and family engagement for families to reduce opportunity gaps

Partnerships

Build capacity with external partners through advancement, communications, and evaluations

Aligned with BPS Strategic Plan

Core Services

Strategic Initiatives

2020 District Priorities

Curriculum

- Implementation of Focus curriculum K-2nd Grade

2.5 Implement rigorous and consistent elementary learning expectations and curriculum
2.8 Implement a comprehensive district-wide professional development plan

Professional Development

- Coach in transforming K-1st
- Coach in non transforming K-2nd

2.2 Support and coach educators to deliver high-quality inclusionary learning opportunities to ensure students with disabilities are well-served in the general education setting.

UPK

- Expand UPK for all families
- Increase accessibility to CBO via Connector and Special Education

2.4 Fully implement universal pre-kindergarten
3.7 Engage families and community to understand needs
6.2 Collaborate with partner organizations
6.5 Engage key partners in decision making

NAEYC Accreditation

- Leverage accreditation process to increase instructional quality

2.7 Make every school a safe space for every BPS student, offering the support and protection needed to learn, grow, and thrive.

Assessment

- Development of school readiness indicators for Birth to Eight Partnerships.

5.6 Increase transparency and accountability by providing new data tools, dashboards, and public reporting.

Short and long term goals aligned to Strategic Initiatives

Core Services

Strategic Initiatives

1 & 5 year benchmarks

Curriculum

- Implementation of Focus curriculum K-2nd Grade

1 year benchmark: 10% increase of BPS classrooms using Focus P-2 curriculum
1 year benchmark: Focus curriculum submitted to ED Reports
5 year benchmark: 80% of BPS classroom trained and supported in the P-2nd curriculum
5 year benchmark: 20% improvement BPS 3rd grade MCAS scores for Black and LatinX students

Professional Development

- Coach in transforming K-1st
- Coach in non transforming K-2nd

1 year benchmark: Train 100 teachers/paraprofessionals in the Focus Curriculum
1 year benchmark: Train 100 teachers in the science of early literacy
5 year benchmark: 80% of BPS classrooms use the Focus Curriculum with 70% Fidelity

UPK

- Expand UPK for all families
- Increase accessibility to CBO via Connector and Special Education/Behavioral

1 year benchmark: 20% increase UPK enrollment
1 year benchmark: Implement Connector & create pilot inclusion classroom in CBO
5 year benchmark: 100% of families who want to access to CBO and BPS have a seat in a high quality K1 setting.

NAEYC Accreditation

- Leverage accreditation process to increase instructional quality

1 year benchmark: Support 16 programs in pipeline for NAEYC Accreditation
5 year benchmark: 100% of EC programs NAEYC Accredited

Assessment

- Development of school readiness indicators for Birth to Eight Partnerships.

1 year benchmark: Finalize school readiness indicators based on K report cards and MAP fluency data
5 year benchmark: Common school readiness indicator used across the city to measure progress of all BPS early childhood students

Alignment to SY20-21 Umbrellas and Projects

Umbrella	Strategic Initiatives	SY20-21 Projects	% of Dept FTE
Curriculum	<ul style="list-style-type: none"> Implementation of Focus curriculum K-2nd Grade 	<ol style="list-style-type: none"> Extended Learning K1 Heggerty Pilot PreK-2 Curricular Alignment Revisions Seesaw Teacher Guides Translations 	25%
Professional Development	<ul style="list-style-type: none"> Coach in transforming K-1st Coach in non transforming K-2nd 	<ol style="list-style-type: none"> Professional Learning (Coaching and PD) for new teachers Transformation Special Education/PL Paraprofessionals Phase in Classrooms for Hybrid Learning Out of District Professional Learning 	16%
UPK	<ul style="list-style-type: none"> Expand UPK for all families Increase accessibility to CBO via Connector and Special Education/Behavioral 	<ol style="list-style-type: none"> Communication UPK Administration Family Engagement (Council) UPK Professional Learning (PD & Coaching) 	29%
NAEYC Accreditation	<ul style="list-style-type: none"> Leverage accreditation process to increase instructional quality 	<ol style="list-style-type: none"> NAEYC 	6%
Assessment	<ul style="list-style-type: none"> Development of school readiness indicators for Birth to Eight Partnerships. 	<ol style="list-style-type: none"> Assessments Seesaw assessment and observation 	3%

Curriculum

Develop, expand & integrate curricula, instructional practices, & assessments from P-2 in BPS & CBOs

Instructional Practices

Align and deepen instructional practices from K1/K2 to gr. 1-2 in BPS & CBO classrooms, and bridge to practices in grade 3

Curriculum

Expand access to Focus on First & Focus on Second across the district
K2-2 Curriculum coherency, will incorporate Tier 1 & 2 interventions and access points for students with high mobility

Family Engagement

Integrate family engagement in curriculum by expanding Home Links participation in K2 and launch in K1

Program Evaluation

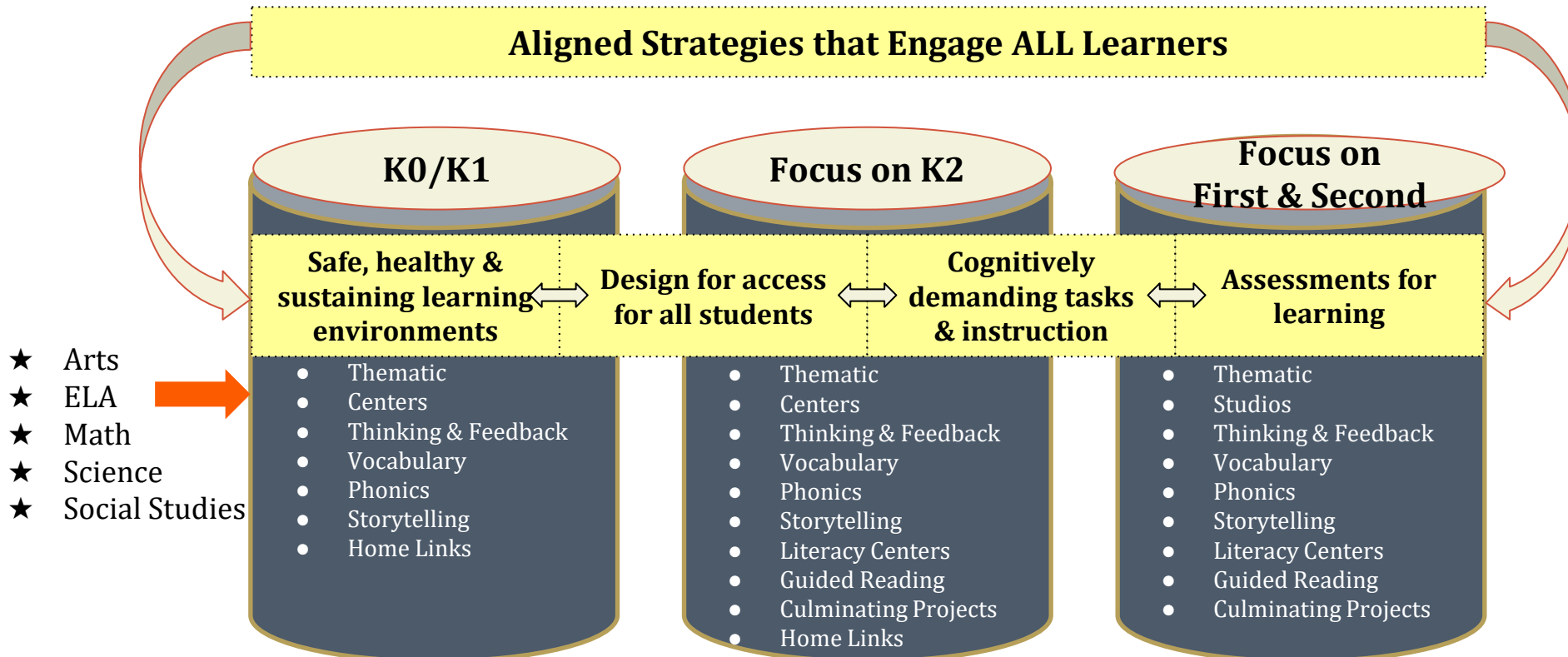
Study longitudinal effects of P-2 achievement by examining the relationship between students, instructional quality, and outcomes

Assessments/ Observations

Develop assessment system (summative & formative) that uses observations, student work, & student performance
Identify supports needed to *close* achievement gaps

Strong Instructional Literacy Practices

Embedded into P-2 Curriculum Design



Essential qualities of early childhood curricula

- ❖ standards aligned
- ❖ word study and foundational skill building
- ❖ teacher-supported small group reading and independent reading
- ❖ rich read alouds that include opportunities for close reading
- ❖ compelling thematic studies with culminating projects
- ❖ writing for authentic purposes

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- ❖ conversation, conversation, conversation
- ❖ integration of multi-disciplinary ideas and practices
- ❖ centers/studios, organized around knowledge building
- ❖ attention to social/emotional growth
- ❖ reflection, celebration, and utilization of all children's cultural & linguistic identities & assets
- ❖ entry points & differentiation for ***all learners***
- ❖ practices & tasks that pair cognitive demand with support
- ❖ ongoing assessment, including observation & documentation, self-assessment, and peer feedback

Professional Development

Redesign PD & Coaching/Accreditation for sustainable changes and equitable access

Align to EDFS & district goals

Make explicit links between EC PD offerings, EDFS indicators & district goals

Relevant to all teachers, regardless of curriculum
Include opportunity to work on artifact linked to EDFS goal

Develop instructional leadership

Calibrate definition of exemplary EC practice with teachers & instructional leaders

Provide principals with specific look-fors to evaluate teachers
Develop teacher leaders to increase school capacity

Targeted, differentiated coaching

Hone in on specific indicator to improve – the “magic of starting small” to encourage sustainable, tangible changes

Optimize limited resources
PD attendance & EC curriculum use required

Accountability

Align PD & coaching to evaluation cycle
Principals & IS can guide what PD & coaching teachers should receive
Teachers can upload PD, coaching & observation as EDFS artifact as progress towards goal

Evaluate effectiveness

Use EDFS as tool to measure whether fidelity of implementation of curriculum, coupled with PD & coaching leads to improvements
Continuously refine PD based on teacher need using ExCEL study and EDFS data

Tailor PD/coaching offerings

Curriculum

Tool for teachers to demonstrate performance of the standards

PD

Offers pedagogical practices behind curriculum and operational supports

Coaching

Make improvements in one or two evaluation indicators & serve as artifact for evaluation

Type	Early Childhood Professional Development Opportunities	PD Dosage	Coach observation & feedback?	Targeted Coaching?	Link to EDFS indicator for growth?
1	Curriculum adoption, Accreditation, New Teachers	Series	Yes	Yes	Yes
2	Instructional Practices, (P-2) Teacher Leaders, Cultural Relevancy, SPED, ELL supports	1 or series	Yes, limited, e.g. 3 visits	Yes, for competency	Yes
3	P-2 Alignment, Home Links	1 or series	No	No	Yes

District collaboration

Collaborate with other departments to better serve all students

Create a system of supports to reach all learners.

Academic team has established collaboration structure and regular meetings between EC, OELL, SEL, OESS, and grade band P-2 content team leadership

Developed K2-2 Curriculum coherency to work on literacy for all students.

Support students with disabilities.

Support students with disabilities in all settings (BPS inclusion & substantially separate classrooms & in CBOs)

EC & OESS will develop a set of practices, behaviors, and structures to support interdependence

Modify curriculum for marginalized learners.

Modify curriculum materials with staff from OELL and SPED to work more effectively in Dual Language, SEI, Integrated and sub-separate classrooms

Align supports for families entering BPS and requesting supports.

Support transition of students to BPS schools with Welcome Services and Countdown to K

Identify high quality partners for full-day summer & after-school with Office of Partnerships and ELT

Supporting families

Expand summer, out of school time, and family engagement for families to reduce opportunity gaps

Engage families before they enter BPS.

Expand upon birth to five efforts in CBOs to birth to age 8 efforts in CBOs & BPS. Understand what child care supports families need. Connect efforts with Countdown to Kindergarten to support transition to K.

Connect high quality CBO K1 to BPS.

Leverage PEG model to create mixed delivery system for UPK to create high quality pre-K in CBOs
Increase K1 quality through curriculum, PD, coaching, and education levels and compensation of teachers

Support increase of high quality out of school time (OST).

Create and align district supports to increase use and quality of before and after school programming and provide PD to link to school day curriculum
Use time to support social emotional & health/wellness.

Expand access to high quality summer school.

Provide equitable access to quality summer school seats.
Leverage funding to expand.
Partner with schools & CBOs to create full day programs to provide social emotional and students' health & wellness.

Expanding Children's Early Learning from PreK to 3rd Grade (ExCEL P3)

Findings on Implementation, Alignment, & Instruction

**BPS Instructional Coaches' Meeting
April 30th, 2021**