1. How will the LEA select and implement a curriculum that addresses the prekindergarten guidelines established by the agency?

Dickinson ISD established a steering committee to review the current district prekindergarten program and how well the core components aligned to the 2015 *Texas Prekindergarten Guidelines*. The committee determined that the current district program will need to be supplemented in order to meet the new guidelines and improve instruction.

The steering committee reviewed the state approved curriculum programs and determined the best fit for our district is the Children's Learning Institute Texas School Ready program utilizing CIRCLE Progress Monitoring, CIRCLE Activity Collection, eCIRCLE and CIRCLE professional development, and classroom observation tools.

The CIRCLE program curriculum was chosen based on the following criteria:

- The CIRCLE Activity Collection includes hundreds of classroom activities to supplement the Dickinson ISD curriculum for both whole group and small group implementation.
- All preschool teachers in the district will access the complete CIRCLE Activity Collection through TSR Online.
- All classroom activities are aligned to the child outcomes in the *Texas Prekindergarten Guidelines* and have been used in Texas preschool classrooms for over 10 years.
- The CIRCLE Activity Collection is available in English and Spanish. This will support our English Language Learners.
- Each activity includes a modeled lesson, guided practice, scaffolding, and extension activities.
- A portion of the CIRCLE Activity Collection feature exemplar video demonstrations from real preschool classrooms of teachers implementing the activities which will lead to consistent implementation across the district.
- A portion of the activities feature scripting to assist teachers who need additional support to implement the activities in the classroom and lead to a consistent program across the district.
- The small group reports for the CIRCLE Progress Monitoring System have direct links to activities in the CIRCLE Activity Collection to target and improve children's less-developed skills, according to the progress monitoring results.

This curriculum will enhance the current program and incorporate all of the 2015 guideline requirements into the daily prekindergarten program. While the Texas School Ready curriculum is provided free of charge, the district will need to purchase additional resources in order to

ensure and enable the successful implementation and integration of the prekindergarten curriculum. We will also need to provide comprehensive professional development to ensure proper and complete implementation of the supplemental curriculum as well as integration into the district curriculum.

#2 How will the LEA measure the progress of students in meeting the recommended learning outcomes?

The steering committee reviewed current district practices as well as investigated the Commissioner's list of approved prekindergarten progress monitoring instruments. After careful consideration of several factors, including integrating the assessment instrument with the curriculum tools, Dickinson ISD will use the Children's Learning Institute TSR Progress Monitoring instruments. This will provide a seamless transition between the assessment data and the curricular response to the data.

The Children's Learning Institute TSR Progress Monitoring System was chosen based on the following criteria:

- The CIRCLE Progress Monitoring System was designed to inform instructional practice through quick and easy assessments of a child's skills.
- The CIRCLE Progress Monitoring System is research-proven to be a reliable and valid predictor of child outcomes and has been used in Texas preschool classrooms for over 10 years.
- Through CLI Engage, the CIRCLE Progress Monitoring System will be implemented and used at the beginning, middle, and end of year. For struggling students, assessment may occur more frequently.
- CLI Engage provides a color-coded view of students who meet benchmark or do not meet benchmark, or when no benchmark applies. Children's age as of September 1 is used to determine which set of cut scores (benchmarks) are examined for an individual child.
- All direct measures included in the CIRCLE Progress Monitoring System are available in both English and Spanish. Teachers can administer the same observable checklists regardless of the student's native language. Online data can be collected in English, Spanish, or both.
- The CIRCLE Progress Monitoring sophisticated reporting system provides student, class, school, and district-wide reports, as well as automatically generates small group recommendations based on student scores with direct links to targeted lessons in the digital CIRCLE Activity Collection, also housed in CLI Engage.
- Measures were designed to be brief; no individual measure exceeds 10 minutes.
- Recommended accommodations for inclusive classrooms are available on the CLI Engage website.

The progress monitoring tool is available to the district without cost. The district will need to upgrade classroom technology to allow individualized testing and a proficient testing environment.

The district will schedule progress monitoring at 3 specific time intervals. Students will be evaluated at the beginning of the school year (August – September), middle of the school year (January – February) and end of the school year (April – May). The progress monitoring records will influence the planning of small group and large group instruction as well as individual interventions. Progress monitoring may occur more frequently for struggling students.

Question 3 How will the LEA ensure each teacher of a prekindergarten class meets qualifications outlined in the grant program guidelines?

The Human Resources department has verified that current prekindergarten teachers have, as a minimum, their EC-4 certification. We are 100% compliant with this requirement and have instructed all campus principals that this is a minimum requirement for any future prek teacher. Currently, approximately 8% of our teachers hold an Early Childhood degree. We aspire to add additional Early Childhood degreed teachers to our employee pool.

Additionally, we will meet the professional development hours through diversified professional development. Teachers will initially complete 15 hours of face-to-face, facilitated training of eCIRCLE courses. This training will be provided by ESC 4.

The professional development will support mentoring efforts, establish professionalism, and foster the implementation of new strategies at all our elementary campuses. We will use a hybrid model combining face-to-face sessions with additional self-paced learning. The prekindergarten teachers will meet together face-to-face to cover designated courses. At the end of the sessions, the facilitator will assign independent studies. The face-to-face learning sessions will vary in length. These sessions will alternate between full day, half day, and after school. In addition, we will partner with ESC 4 for prekindergarten specific learning opportunities aligned to the new standards for our teachers and leaders.

150 hours of professional learning will be completed by the district prekindergarten teachers within a 5 year time frame, with the first 30 hours being completed in year 1. All professional development will be tracked through Eduphoria Workshop and will be a part of each teacher's annual appraisal process.

Question 4 How will the LEA develop and implement a family engagement plan to achieve and maintain high levels of family involvement and positive family attitudes towards education?

As a district, we understand that family engagement is a critical component of every child's educational journey. It is through a diverse outreach program that we will achieve a high level of family involvement and encourage positive family attitudes toward their child's education.

The Family Engagement Plan includes all 6 components as identified below:

6.A Facilitate Family to Family Support

The expectation for all meetings involving parents, staff and/or community members is that it will be a safe and respectful environment where all participants can learn from each other as individuals and in groups. We will provide additional opportunities for parents to participate in their child's school day, increase parent awareness of academic expectations and progress, and give parents opportunities to provide input into the campus decision making process. Activities for this component will include:

- Prekindergarten Round-Up and registration which will include a parent interest survey
- Establish a CIC sub-committee that will address the prek survey results
- Meet and Greet the Teacher Night
- Parent Handbook
- Parent Orientation (September)
- Parent Conference Day (October)
- Parent conferences
- Family Literacy Nights
- Family Math Nights
- Parent training focusing on prek standards

6.B Establish A Network of Community Resources
Dickinson ISD currently has a local business sponsor for each campus. The level of involvement will be extended beyond the current services. We will conduct a community outreach push to recruit additional business sponsors in order to build strategic partnerships that will benefit our students. The goal of this effort is to increase volunteer hours, gain support for student needs, and provide additional adult role models. Not only will we focus on academics, we will also focus on the physical, social and emotional needs of our students and parents. Partnerships for this component will include:

- St. John's Hospital for health and clinic needs
- M. I. Lewis Social Services Center - multi-purpose center that provides support to families in crisis including clothing, food and financial assistance
- Communities in Schools
- Child Advocacy Center - trauma counseling
- Bay Area Assistance League - Operation School Bell (clothing for school)

6.C Increase Family Participation In Decision Making

Strategies for this component include:

- Parent Interest Survey conducted at beginning of year; data will drive campus planning and decisions regarding family engagement
- Parents as members of the CIC (Campus Improvement Committee) - forum to problem solve and shape programs and activities
- Parents as members of the SIT (Student Intervention Team) – special committee providing opportunities for families to advocate for their children
- Student daily planner/weekly folder
- PTO/PTA membership and participation

6.D Equip Families With Tools To Enhance And Extend Learning

Strategies and activities for this component provided by DISD will include:
- Ready Rosie - early education parent tool that is currently helping schools and communities across the nation deepen and scale their parent engagement efforts by leveraging the power of video modeling and mobile technology to meet and equip parents where they are (implementation planned for 2016-2017)
- 911 for Parents – special workshop to give parents the strategies and confidence to immediately improve their children's motivation and behavior at home and school (scheduled for October 2016)
- Gator Bytes- weekly online newsletter that informs parents and community members about district events and opportunities.
- Monthly campus newsletter that provides detailed information regarding campus academic, fine arts, social and athletic events on the campus
- Guided reading folders and daily readers
- Social media/campus and district websites

Strategies and activities for this component provided through TSR include:
- Child Progress Monitoring – parents will be provided a personal identification number (PIN) to access their child's progress monitoring reports at the completion of each assessment window.
- Activities – a large array of videos of real parents conducting activities with their child is made available as model demonstrations for parents wanting to know more about how to support their child's learning at home. Teachers can partner with parents in practicing specific activities tied to their child's classroom instruction.
- Online Learning for Parents – a series of interactive tutorials for parents offers deeper understanding about child development.
- Understanding Child Development – a developmental milestone checklist, birth to 8 years, helps parents measure their child's intellectual, physical and emotional growth and development.

6.E Provide Ongoing Professional Development Opportunities For Educators On Culturally Responsive, Evidence Based Strategies That Support The Education Of The Child

The Dickinson ISD Professional Development Plan will be updated to include training components focusing on the prek guidelines and family engagement. In addition, prek teachers will be required to attend trainings related to district initiatives.

Teachers will purposefully plan lessons that include strategies presented in the trainings. Professional learning discussions will focus on a vertical alignment between prek and kindergarten teachers.

As we implement and monitor the prek guidelines, teachers will be provided with additional support by the academic leadership team.

6.F Evaluate Family Engagement Efforts And Use Evaluations For Continuous Improvement

The CIC (Campus Improvement Committee) will develop an End-of-Year satisfaction survey and the data results will be an integral part of the Campus Comprehensive Needs Assessment at each campus.

Parent evaluations will be conducted after each campus event focused on improving family engagement.

A data collection system will be used to track family engagement participation. The CIC sub-committee will review the data collected to evaluate and drive future decisions.

Question 5 *How does the LEA intend to use the grant funding to improve the quality of the LEA's prekindergarten programs?*

The grant funds will provide an opportunity for Dickinson ISD to improve the prekindergarten program on all 7 elementary campuses. By obtaining a research based, supplemental district-wide curriculum with professional development and assessment components, we will be able to implement a high-quality program that meets the *Texas Prekindergarten Guidelines*.

Through proper integration of the supplemental TSR curriculum, DISD will improve the quality of our prekindergarten program by enhancing the resources currently available to our teachers and students. The research based TSR CIRCLE Activities Collection addresses the 10 Texas Prekindergarten domains through a variety of hands-on activities during large group, small group, centers, and one-on-one instruction. The teachers will incorporate these activities into their weekly lesson plans.

Through professional learning and coaching, prek teachers will gain a comprehensive understanding of the impact and integration of each of the 10 domains. This broadened understanding will result in students who are ready for kindergarten.

By utilizing a standard progress monitoring system district-wide, the prekindergarten program will experience an immediate improvement in student performance monitoring and cross-district communication. The progress monitoring program will provide consistent benchmark data that will be utilized by teachers to provide a strong academic foundation for our students.

Enhancing the engagement of our prekindergarten families will produce a positive and long-term effect by strengthening the importance of the Home-School Connection throughout a student's academic career.

In order to achieve a high quality prek program, we will use grant funds for the following:

- TSR School Readiness kits (English and Spanish)
- TSR Positive Beginnings classroom management kits (English and Spanish)
- Professional development for teachers, support staff and administrators (TSR, ESC 4, coaching consultants)
- Substitutes for teachers and support staff attending professional learning during the school day
- Supplemental reading materials, including take home readers for prekindergarten students in English and Spanish
- Math manipulatives
- Technology hardware and software
- Stipends for teachers who administer screeners prior to the start of the school year

- Field trips/onsite enrichment activities
- Additional staff
- TSR conference attendance for instructional leaders and teachers