

J. REFLECTION ON THE EARLY LEARNING SUCCESS INITIATIVE IN OUR SCHOOL

Identify the strengths and weaknesses of your school's early learning success initiative to date.

Caring, Connected Classroom and School Culture

1. Each day staff members greet children with warmth and empathy.
2. Each classroom begins the day with a consistent routine.
3. Children have learned/are learning all essential procedures to mastery.
4. Before staff set limits on student behavior, or impose consequences for poor choices, they always pause to build an empathetic connection.
5. Children absolutely know what good behavior looks like in the classroom, hallways, lunchroom, playground, and support this standard.
6. Teachers are aware of the instructional levels and needs of their students, and plan lessons in keeping with this knowledge.
7. Staff reach out to parents, create positive emotional experiences for parents, and build trusting relationships.
8. Staff builds trusting relationships among themselves to support schoolwide collaboration, procedures, and positive culture.

Use of Universal Screening and Progress Monitoring to Understand What Children Know and Are Ready to Learn

1. Teachers consistently use a simple, efficient progress monitoring tool, which allows daily consideration of progress toward all essential skills, including language, phonologic, literacy, numeracy, sensory-motor, behavioral, and social skills.
2. Essential data are updated weekly and lead to the design and delivery of classroom instruction that meets the needs of students.
3. Support is available to teachers who struggle to collect essential data.
4. Additional formative assessment tools are available when a more careful assessment of a specific aspect of learning is needed.

A Team Is Available to Respond to Teacher Requests for Support

1. Teachers understand and support the idea that helping children experience early learning success is far preferable to allowing children to struggle in the early years of school. They are committed to developing a system that supports early learning success for every possible learner.
2. Teachers clearly understand the process of requesting support for student(s) who are not making optimal progress.
3. Response to a teacher request occurs quickly, within the guidelines of the support team process.
4. Case managers clarify teacher requests for support, and include other helping staff as needed.
5. A record-keeping system for instructional support is clearly defined.
6. Case managers follow a defined process for long-term collaboration.
7. Case managers respect the classroom teacher as the primary provider of service to the student, and the person who knows what interventions are possible within the classroom.
8. Support interactions are always professional. Meetings are on time. Staff members use available time and resources wisely.
9. Support plans are specific and measurable.
10. Successes are celebrated.

Quality Classroom Instruction

1. Teachers use consistent routines in their classrooms.
2. Teachers have developed a culture of respect and safety in the classroom.
3. Essential early learning outcomes have been clearly defined in all aspects of skill development.
4. K–3 teachers monitor growth toward essential outcomes and use this information to plan instruction. The essential outcome inventories are updated weekly.
5. Teachers have developed a variety of skills to support differentiated instruction.
6. Teachers offer instruction at the level of student readiness for the development of all essential skills.

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