

2018-2019 Action Plan Response

(based on the recommendations of the WV Early Learning Longitudinal Study authors).

Based on current research and preliminary results provided by NIEER regarding the WV Early Learning Longitudinal Study, the WVDE Office of Early & Elementary has reviewed the NIEER and other forms of data to make a concerted action plan:

Recommendation: Strengthen pre-k instructional supports, learning activities, space and furnishings, and personal care routines.

- Instructional materials review process for pre-k will allow pre-k educators the opportunity to receive professional learning on their curricular framework.
- Revised WV Universal Pre-K Standards (effective July 1, 2019) will require that all pre-k educators receive professional learning on the standards. Processes and sample professional learning supports have been developed by WV pre-k educators (completed summer 2018) to disseminate to counties for local-level implementation.
- WV Universal Pre-K triennial program review process will continue to point out any potential gaps in standards and curricular implementation.

Recommendation: Use data to inform PD and support this process of continuous improvement with LEAs.

- Share Year Three Preliminary Synopsis with county chief instructional leaders (completed 11/18).
- Partner with the Office of Leadership and Continuous Improvement to create supports and shared meaning for P-5 Instructional Leaders, leveraging resources from national P-3 and P-5 groups.
- Offer a yearlong Pre-K through Grade Five Coaching Academy. The Pre-K through Grade Five Coaching Academy will focus on supporting early and elementary county-level literacy coaches, school-level literacy coaches, interventionists, or other personnel who may play a coaching role within the district. Throughout the year, there will be three in-person meetings as well as monthly virtual meetings that will include discussions and activities. At each meeting, half of the day will focus on mathematics and English language arts content, and half will focus on the following coaching fundamentals:
 - » How to recognize and use good content
 - » Best practices for instruction
 - » How to collect valid and useful data
 - » How to use data to plan instruction and how to communicate that to teacher

Recommendation: Support processes of transition between Pre-K and into K-5.

- Continue to utilize the tenets of “Ready, Set, Go! WV’s Comprehensive Framework for School Readiness and Transitions” to support children and their families as they enter into and out of WV Universal Pre-K.
- Continue to emphasize the importance of early childhood transitions to each County Collaborative Early Childhood Team so they can ensure educators are properly equipped to offer appropriate transitions for young children and families.

Recommendation: Strengthen professional learning around developmentally appropriate practices with a focus on standards.

- Pilot a Kindergarten Classroom System of Support that provides sustained professional learning and resources for kindergarten educators from interested counties. Throughout the year, participating kindergarten teachers will explore ways to deepen classroom effectiveness while focusing on various aspects of high-quality kindergarten programming and support for evidence of learning. Major areas of emphasis that will be studied throughout the year include:
 - » Emotional support
 - » Classroom Organization
 - » Instructional Support
- Expand the Classroom System of Support to additional counties/grade levels in future years.
- Provide a library of sustained, standards focused professional learning opportunities for local level flexibility.

Recommendation: Support professional learning that focuses on teachers’ differentiation so that gains in Pre-K are sustained in K and into 1st Grade.

- Provide a continued focus on the development of resources and strategies to support high quality, standards-focused instructional practices and interventions for grades Pre-K – 3. Promote the existing library of resources including webinars, e-learning courses, and PLC guidance documents. Develop additional webinars, e-learning courses, and PLC guidance documents to support a comprehensive approach to early learning.

Recommendation: Strengthen the structure and processes in 1st grade with a strong and purposeful focus on instructional supports.

- Develop processes and systems to strengthen instructional support for grades pre-k through three, including sustained professional learning opportunities that focus on the development of areas such as critical thinking, open-ended questioning, problem solving, etc.



Steven L. Paine, Ed.D.
West Virginia Superintendent of Schools



2018 West Virginia Early & Elementary Learning Spotlight

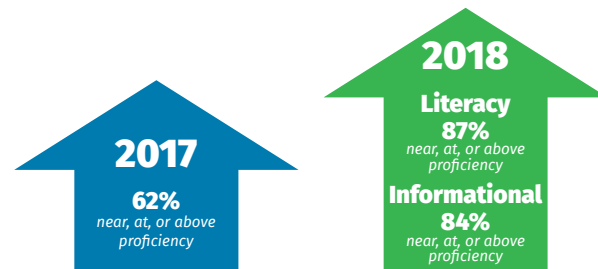
December 2018



CLOSING THE THIRD GRADE LITERACY ACHIEVEMENT GAP IN WEST VIRGINIA

In its fourth year of implementation, the West Virginia Leaders of Literacy: Campaign for Grade-Level Reading assists all 55 West Virginia counties in closing the literacy gap by the end of third grade. With the support of state leaders, including the State Superintendent of Schools, legislators, and the Governor, WV has been recognized as the first state to develop and implement a statewide Campaign for Grade-Level Reading.

Grade 3 West Virginia General Summative Assessment



When looking at the categories assessed in the West Virginia General Summative Assessment, the percent of students, near, at, or above proficiency showed significant increases from 2017 to 2018. The reporting categories are different due to the adoption of a new assessment tool. In 2018, what was previously known as a Reading Claim, is now reported as two Reading Categories: Literacy and Informational. **In 2017, Grade 3 Reading Claim 1 was 62%**, and **in 2018, Grade 3 Reading Literacy is 87% and Grade 3 Reading Informational is 84%**.



IMAGINATION LIBRARY

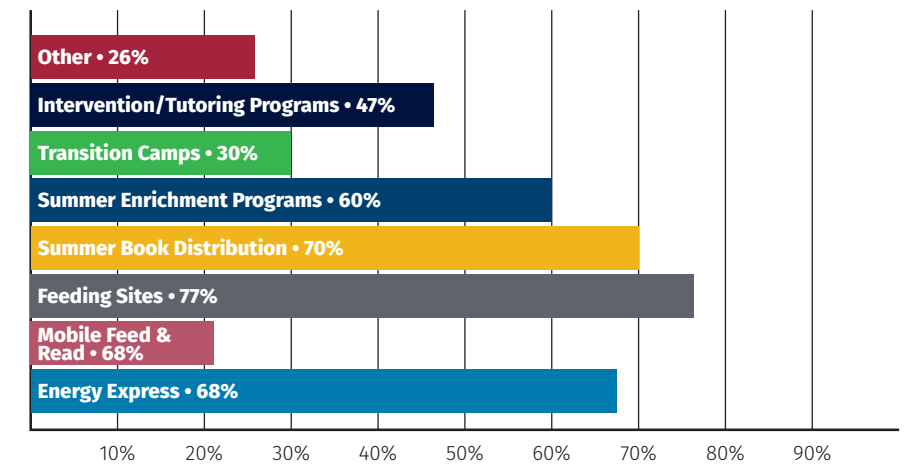
41 counties currently use Dolly Parton's Imagination Library to ensure children ages birth through 5 receive a new children's book each month. **Over 25,000 West Virginia children** receive these books each month.



EXTENDED-YEAR LEARNING

Extended Learning Opportunities

Survey results from 47 counties indicate services available to pre-k-grade 3 students during the summer months.



SCHOOL READINESS

School Readiness includes the transitions for families, schools and communities to work together to provide all children opportunities to succeed and become lifelong learners. West Virginia's Universal Pre-K program serves as the catalyst that led to the development of a statewide comprehensive approach to early learning.

- West Virginia is one of four states to meet all 10 of The National Institute for Early Education Research's (NIEER) original quality benchmarks for pre-k.
- West Virginia is one of four states to meet 9 or more of NIEER's 10 new benchmarks for quality.
- 76% of 5-year-old kindergartners participated in West Virginia Universal Pre-K the previous year.

Year Three preliminary findings of the Longitudinal study conducted by NIEER and Marshall University, indicate West Virginia Universal Pre-k Classrooms are generally of average quality. WV Kindergarten and First Grade Classrooms from the sample are generally above minimal quality. A project to address Instructional Supports, Classroom Organization, and Emotional Supports will be piloted with kindergarten teachers this school year.