

HLWW Early Childhood Comprehensive Achievement and Civic Readiness Report 2024-2025

2024-2025 School Year Goals:

1. 92% of early education students entering kindergarten Fall of 2025 will demonstrate the social emotional skill of cooperative play with their peers. Cooperative play being defined as interacting with their peers with shared goals as they play.
 2. 85% of early education students entering kindergarten in the Fall of 2025 will demonstrate the ability to emotionally regulate by utilizing higher level thinking, looking at situations differently, or delaying gratification for the sake of problem solving.
 3. 98% of Early Education students entering kindergarten in the Fall of 2025 will demonstrate use and appreciation of books and other texts.
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Results:

School Year: 2024-2025

Data Checkpoint Used: Spring 2024

Classes Referenced: 4s/5s LLL preschool classes

Assessment Tool: My Teaching Strategies Gold

Objectives: Social Emotional & Literacy

Dimensions: 1a. Manages Emotions, 2c. Interacts with peers, & 17a. Uses and appreciates books and other texts

Other objectives considered: 2d. Makes friends, 3a. Balances needs and rights of self and others, & 17b. Uses print concepts.

Goal # 1:

92% of early education students entering kindergarten Fall of 2025 will demonstrate the social emotional skill of cooperative play with their peers. Cooperative play being defined as interacting with their peers with shared goals as they play.

Goal 1 was met. 96% of students entering kindergarten Fall 2025, were able to demonstrate the social-emotional skill of cooperative play with their peers (dimension 2c.).

Other information to consider and more social emotional information from documentation:

- Students in the LLL PreK 3 class, when evaluated by this objective and dimension (2c.) of interactions with peers, only 50% of students were able to demonstrate this skill of cooperative play.
- When examining students' ability to make more than 1 friend or play with at least 1-2 other preferred students (dimension 2d.), 91% of students in the LLL 4s/5s preschool class were able to demonstrate this. However, only 74% of students in the LLL 3s/4s preschool class were able to demonstrate this.
- When examining students' ability to balance needs and rights of self and others (dimension 3a.), 89% of students in the LLL PreK 4 class were able to demonstrate the skill of initiation of sharing and 98% of students in the LLL PreK 4 class were able to demonstrate turn taking and appropriately to others' expression of wants.

Goal # 2:

85% of early education students entering kindergarten in the Fall of 2025 will demonstrate the ability to emotionally regulate by utilizing higher level thinking, looking at situations differently, or delaying gratification for the sake of problem solving.

Goal 2 was not met. 61% of students entering kindergarten Fall 2025 were able to demonstrate the ability to emotionally regulate themselves by utilizing higher level thinking, looking at situations differently, or delaying gratification for the sake of problem solving.

Other information to consider and more social emotional information from documentation:

- Even though only 61% of prek4 students mastered this skill, 93% of prek4 students showed at least emerging skills or higher within this area.
- 61% of students in the PreK-4 class (4/5-year-olds entering kindergarten Fall of 2025) had mastered this skill and were able to consistently demonstrate the ability to emotionally regulate through higher level thinking, looking at situations differently, and/or delaying gratification for the sake of problem solving. Of the 39% of students who had not yet mastered this skill, 82% of them showed emergent skills in this area. These 82% had successfully surpassed the previous level that was described as “able to comfort self by seeking out special object or person,” but were still working towards mastery of the next level described in ECCACR (Early Childhood Comprehensive Achievement and Civic Readiness) goal number 2. Thus, 93% of PreK-4 students have either mastered or displayed emerging skills in this area.
- Of the students in the Prek-3 class, only 50% of them had mastered this skill as written in the ECCACR goal. This shows that there is a large growth that occurs

Goal # 3:

98% of Early Education students entering kindergarten in the Fall of 2025 will demonstrate use and appreciation of books and other texts.

Goal 3 was met. 100% of students entering kindergarten Fall 2024 were able to demonstrate use and appreciation of books and other texts (dimension 17a.).

Other information to consider and more social emotional information from documentation:

- Students in the LLL PreK 3 class, when evaluated by this objective and dimension (17a.) of use and appreciation of books and other texts, 100% of students were able to demonstrate this skill. Thus showing that learning about the importance and use of books was a meaningful and important aspect of all students’ experience within the LLL preschool program.
- When examining students’ ability to understand that text is meaningful and can be read (dimension 17b.), 98% of students in the LLL PreK 4 class were able to demonstrate this skill. Along with this, 85% of students in the LLL PreK 3 class were able to demonstrate this skill.
- This shows that reading and use of books was not only an important part of students’ experience, but also very meaningful to the students as they were able to demonstrate this for themselves when evaluated and observed by teachers in the LLL program.

New Goals for 2025-2026 School Year:

1. 85% of early education students entering kindergarten in the Fall of 2026 will demonstrate the ability to emotionally regulate by utilizing higher level thinking, looking at situations differently, or delaying gratification for the sake of problem solving (dimension 1a).

This will be a repeated goal for the 2025-2026 school year. We utilize social emotional curriculum Second Step in our classroom. Through this use of this curriculum, we will continue to place focus and attention on emotional regulation skills for our students. As a program, we want to continue to work towards this goal as this goal will help students gain the skills that they need to withstand and overcome challenges as they continue their educational journey.

With the use of emotional regulation lessons, discussions about feelings and learning language surrounding feelings, handouts being sent home, and teacher guidance through emotional dysregulation (co-regulation), our program and teachers will work towards continuing to monitor and focus on this area of development, as it is an important independent skill for students to have when they reach kindergarten and as they continue to grow. This past year, 61% of our LLL PreK 4 students were able to demonstrate mastery of this skill through repeated practice, however, because 93% of students were able to demonstrate emerging skills in this area, we will continue to foster these emerging skills and offer social stories and social emotional lessons to students to encourage the practice and use of these skills until they are able to demonstrate mastery in this area.

2. 80% of early education students entering kindergarten in the Fall of 2026 will demonstrate engagement while being read to. Students will ask and answer questions about texts that are being read to them and be able to refer to the pictures that are on the page (dimension 18a).

We met the literacy goal as it was written this past year. Working towards literacy goals is something we know is an important aspect of HLWW's goals across the district, thus we want to continue to strive to strengthen students' literacy skills by utilizing what research shows. The Minnesota READ Act is an important part of this. Knowing that comprehension of what is read is a vital part of literacy skills is what has guided this goal that is being set for this upcoming year.

As a program, Little Laker Learners preschool has been able to show that we are fostering an importance of books and beginning to show a love of reading and learning within the classroom. We can see this by examining the data that was collected for both the PreK 4 and PreK 3 classes from previous years. This year we want to take that love and utilize that and begin to focus on engagement with students regarding what they are reading and having read to them. This will be done by asking students to answer and ask questions about the reading. Referring to pictures when reading and after the reading in order to model this skill and then encouraging students to do the same.

LLL teachers and staff will focus time on reading comprehensive activities within the Early Childhood Education classrooms. The skills and strategies that have been outlined for them in their Early Childhood LETRS training will be implemented and these skills will be fostered. This past school year of 2024-2025, the LLL PreK 4 students were able to demonstrate this skill at a level of 64%. Through continued encouragement and practice within this area, we hope that 80% of our students are able to demonstrate engagement while being read to. This is an important skill to begin working towards prior to kindergarten as students will need this skill as they progress through school.