



**Kankakee
School District 111**
Early Childhood Programs

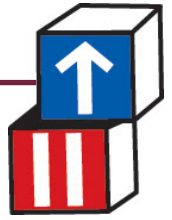
**Annual Report
2023 - 2024**





Head Start Annual Report

2023-24



DIRECTOR
Pamela Powell

**ASSISTANT
DIRECTOR
FINANCE AND
PROGRAM
SUPPORT**
Kary Phelps

**ASSISTANT
DIRECTOR
CURRICULUM AND
INSTRUCTION**
Sherry Spencer

**ASSISTANT
DIRECTOR
HEALTH AND
FAMILY
ENGAGEMENT**
Erica Baptist

I am pleased to present this report on the
Early Childhood Education Programs for the 2023 - 2024 school year.
Our goals are to prepare children for success as lifelong learners
and strengthen families in the Community.

– Pamela J. Powell, Director of Early Childhood Education

Message From The Director

Dear Community Members:

Our Head Start program is pleased to present its Annual Report, which includes financial information, positive outcomes for the school year, and school readiness goals that our families and students have achieved. We hope you enjoy reading it! Throughout the current academic year, we have had the privilege of delivering comprehensive services to 440 children across the county.

The Kankakee School District's goal is to provide developmentally appropriate practices, such as the following:

- Making connections through the use of innovative means.
- Exchange of information
- Cultivation of relationships to assist children in realizing their full potential

We aim to foster a secure and consistent environment where students can work toward their objectives. We aim to maintain open lines of communication with parents and students, encouraging personal development and providing ample opportunities for participation on their part. We want to give students meaningful life connections by giving them hands-on experiences, building upon children's wonders and curiosities, and empowering students to develop goals implemented by prioritizing services for vulnerable or at-risk children. This is all part of our mission to provide students with meaningful life connections. Our District provides a continuum of support for children from birth through graduation, and our goal is to help as many children as possible become successful and responsible adults. Our program will be a supplement to the PFA (Preschool For All), PFAE (Preschool For All Expansion), and PI (Prevention Initiative) programs, which will result in the creation of a learning system for students from age zero through the third grade, with the goals of improving student outcomes and reducing disparities.

At the Kankakee County-Wide Head Start Program, we are incredibly proud to collaborate daily with the four local school districts within Kankakee County to assist students in becoming school-ready and achieving academic success. Throughout the 2023-2024 school year, the Kankakee County-Wide Head Start Program maintained its dedication to offering secure learning environments to assist students in preparing for

future success. This was due to the meticulous planning and unwavering commitment of the Head Start leaders, center managers, and instructional staff members.

At Kankakee County Wide Head Start Program, we are proud to work daily with 4 local school districts in Kankakee County to help students achieve school readiness and academic success. During the 2023-2024 school year, the Kankakee County Wide Head Start Program remained committed to providing safe learning environments as students prepared for success. Thanks to the thorough planning and dedication of Head Start leaders, center managers, and instructional staff.

We have access to the strength of our community because of Head Start. With the assistance of our community partners, teachers, teaching assistants, and support staff, we can determine each family's requirements and lay the educational and social groundwork for each child in our care. We are committed to expanding while cultivating the next generation and to fostering transparency while working to further bolster our programs by forming valuable partnerships. The Kankakee County-Wide Head Start Program continues to support the ever-evolving needs of our school districts and the community. At the same time, we remain steadfast in maintaining our commitment to financial transparency, fiscal responsibility, and providing high-quality services and programs. We are extremely appreciative of our outstanding faculty members, who are devoted to making a positive impact in the lives of each student. We are grateful for your support as we build upon our foundation and advance learning opportunities for young children.

Each year our School Improvement Team reviews and develops action steps for our preschool programs which are aligned to address and support each district goal. These action steps are designed to support the mission and vision of Kankakee School District 111 and exemplify our desire to innovate and lead our program through high-quality learning opportunities:

Respectfully Submitted
Pamela J. Powell
Director of Early Childhood
Coordinator of Childcare Services



Mission Statement

Kankakee School District #111 will celebrate the unique diversity
our students possess while providing visionary
educational opportunities.

Vision Statement

Kankakee School District #111 will be recognized as being progressive, innovating and creative.

We work together to build ONE community with strong partnerships.

We are ONE district committed to increasing student achievement.

We have ONE vision of producing globally productive citizens.

We do this for the diverse needs of ALL children.



2023-24 School Board Members

Christopher Bohlen, President
Jess C. Gathing, Vice President
Suzy Berrones, Secretary
Mary Archie, Board Member
Deb Johnston, Board Member
Tracey Verrett, Board Member
Darrell Williams, Board Member

Policy Council Members

Parents

Candace Watson - Head Start
Kendra Whitlow - Head Start
Lauren Curtis - Head Start
Chelsea Taylor - Head Start
Ranisha Strickland - Head Start
Summer Allen - Head Start
Jacqueline Cruz - Head Start
Jordan Senor - Head Start (alt)
Gisela Morales-Ayala

Community Representatives

Mary Archie - Board of Education
Amy LaFine - Kankakee County Health Dept.
Delanie Orr - Duane Dean
Amanda LaLuna-Chorak - ONU
Shlinda Trudeau - Clove Alliance
Verlond Jordan - KCCSI
Allen Gray - Retired Aqua (alt)

Program Goals

Program Goal 1:

KSD #111 will further develop and implement multi-tiered systems of support for all students in order to promote cradle to college and career readiness.

Program Goal 2:

KSD #111 will build a positive perception by developing strong relationships with all stakeholders, ensuring families and staff have the skills and knowledge to provide a stable home and school environment that supports social-emotional health and family stability.

Program Goal 3:

Preschool Management Team will develop an effective system of communication including roles and responsibilities, expectations, and procedures that will support, encourage, and retain effective staff.



School Improvement Goals

Smart(ie) Goal 1:

By the end of the 23/24 SY, 80% of students performing in language, literacy, and math groups, according to our Desires Results Developmental Profile (DRDP) assessment, will increase by at least one developmental level.

Smart(ie) Goal 2:

By the end of the 23/24 SY, 75% of students who are performing in our Approaches to Learning-Self Regulation and Social and Emotional Development group, according to our Desires Results Developmental Profile (DRDP), will increase by at least one developmental level.

Smart(ie) Goal 3:

(Student) By the end of the 23/24 SY, student attendance in our double session classrooms will increase by at least 3% through the school staff (Family Support) partnership with our families to focus on attendance goals.

(Staff) By the end of the 23/24 SY, staff attendance will increase by at least 20%.

Staff attendance last year was 67%



Enrollment Summary 2023-24

HEAD START

Cumulative Enrollment - 435

Three Year Olds - 223

Four Year Olds - 212

Eligibility

Income Eligible - 60

Public Assistance - 283

Foster Child - 15

Homeless - 34

Over Income - 43

of Families -396

Single - 276

Two Parent - 120

Employment Status

Employed - 280

Unemployed - 116

PRESCHOOL FOR ALL/EXPANSION

Cumulative Enrollment -219

Three Year Olds - 98

Four Year Olds - 121

of Families - 211

Single - 129

Two Parent - 82

Our programs have 3 different funding sources:

Head Start, Preschool For All

and Preschool For All Expansion Grants

	Salaries	Benefits	Operation Expenses	Total
Head Start	\$2,289,082	\$633,264	\$582,202	\$3,504,548
Preschool for All	\$484,230	\$140,194	\$117,846	\$742,270
Preschool for All Expansion	\$305,675	\$93,137	\$166,010	\$564,822

Child HEALTH Data

- Erica Baptist

Completed Health Requirements

HEAD START	Physical 523	Vaccines 524	Dental 533	Lead Test 512	Hemoglobin Test 456	TB Test 508	Vision 579	Hearing 579
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Incomplete Health Requirements

HEAD START	Physical	Vaccines	Dental	Dental Failed	Lead Test	Hemoglobin Test	TB Test	Vision	Hearing
Proegler	37	39	49	44	46	65	40	8	8
Bonfield	0	2	2	4	2	1	1	0	0
Bourbonnais	0	4	3	7	3	6	0	0	0
Manteno	0	1	0	1	0	0	0	0	0
YWCA	0	0	7	1	0	1	3	0	0
HS Total	37	46	61	57	51	73	44	8	8
PFA									
Mark Twain	21	17	41	4	23	41	30	0	0
Proegler	2	3	8	0	4	5	5	0	0
Steuben	0	4	4	14	0	4	1	0	0
PFAE									
Proegler	1	0	2	0	0	3	0	0	0
Steuben	0	1	3	5	0	1	0	0	0
PFA/PFAE Total	24	25	58	23	27	54	36	0	0
Total	61	71	119	80	78	127	80	8	8

We recognize the importance of high-quality, early childhood education in preparing children for success in kindergarten and throughout their lives. Our long-term goals are to prepare enrolled children for success as lifelong learners and to strengthen families.

The DRDP (Desired Results Developmental Profile) is an early childhood developmental continuum from early infancy to kindergarten entry. This assessment tool does not place students in Below, Meets, or Exceeds categories but rather on developmental continuum based upon their skills and abilities that are observed in the preschool classroom during lessons, interactions, and exploration in classroom learning centers.

Developmental Domains	Responding (Toddler)	Responding	Exploring			Building			Integrating Early Kindergarten)
	Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier
Approaches to Learning & Self-regulation			16%		11%	17%	26%	28%	14%
Social & Emotional Development		1%	2%		10%	19%	28%	27%	13%
Language & Literacy		1%	2%	2%	6%	22%	25%	27%	15%
Cognition (Math & Science)		1%	4%		10%	20%	27%	28%	9%
Physical Development				1%	6%	17%	22%	30%	24%
History/ Social Sciences					1%	6%	24%	34%	35%
Visual & Performing Arts					1%	5%	26%	33%	35%





The **Frog Street** Pre-K curriculum is a comprehensive program designed to meet the needs of diverse learners while supporting developmental learning domains. This engaging, interactive pre-kindergarten curriculum celebrates the joy of learning as children travel down the road to success.

Frog Street pre-kindergarten curriculum includes all the components needed to ensure kindergarten readiness. Our pre-kindergarten curriculum includes a research-based scope & sequence for literacy, math, and content domains. Acknowledging the individual needs of ALL learners, the pre-k curriculum includes strategies for differentiated instruction, and adaptations for special needs and English Language Learners, and more. Cultural responsiveness strategies are also included at point-of-use, with prompts and reminders to help teachers maintain an anti-bias mindset.

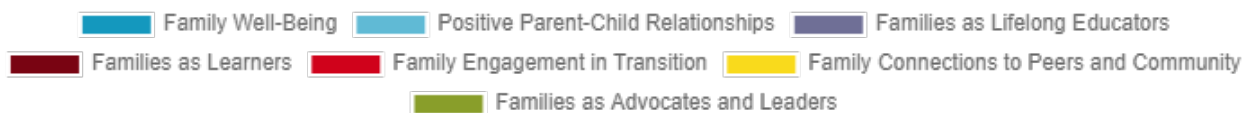


ReadyRosie is an early education tool that helps families, schools, and communities across the nation deepen and scale their family engagement efforts. ReadyRosie tools leverage the power of video modeling, family workshops, professional development opportunities, and mobile technology to build powerful partnerships between families and educators, resulting in Ready Families, Ready Educators, Ready Children.

Throughout the 2023 - 24 school year:

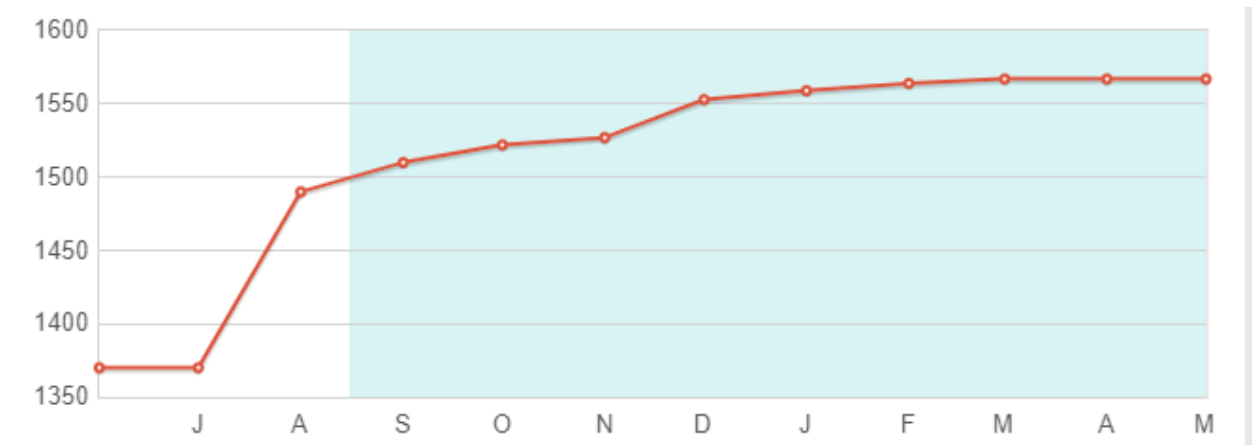
- 360 (83%) of our families were registered for ReadyRosie Modeled Moments.
- 28 (100%) of our staff completed Ready Rosie curriculum fidelity training.

Teachers select a Ready Rosie video to send home to their families to support what the students are learning in the classroom, help address social/emotional issues that are occurring in the classroom, or support home routines that will benefit the children and their families.



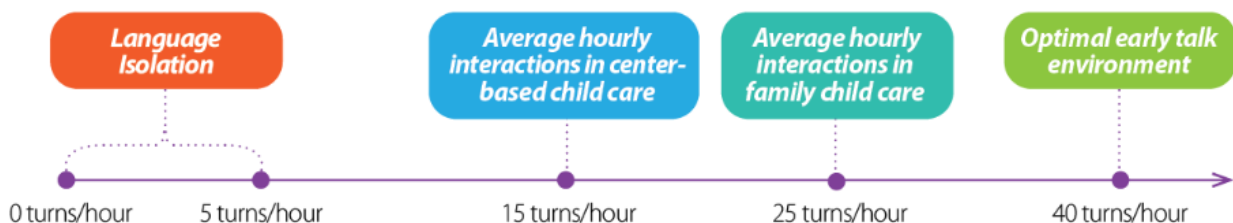
School Name ^	Registered Caregivers ^	Pending Invitations ^	Teachers ^	Teacher Engagement ^	Video Views ^	Learning Outcome Opportunities ^	Family Outcome Opportunities ^
Kankakee Preschool	360	193	37	1252	329	1053	1132

CAREGIVER GROWTH

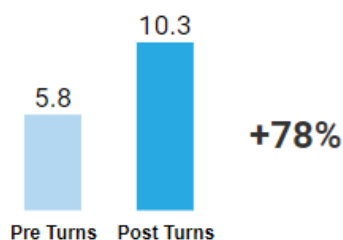


LENA Grow is a professional development program aiming to boost kindergarten readiness by training teachers to enhance interactive talk in their classrooms. The goal is to transform children's futures through early communication technology and data-driven programs. LENA allows teachers to see a breakdown of how much conversation each child experienced, and work to provide equitable opportunities for interaction for each child. Educators receive regular feedback on talk in their classrooms, combined with strengths-based coaching sessions. The coaching sessions provide time for teachers to review the data on the interactive talk environment and then use the data to set goals to integrate higher levels of interactive talk into their everyday classroom activities.

Reference: LENA Benchmarks



Children in Bottom Third of Room



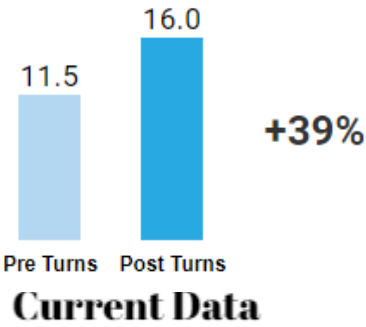
2023 Pilot Data

The program was designed to encourage more equitable discussion environments. Two segments of children measure this impact. Students in the **bottom third of their class and children experiencing low talk**. LENA was piloted in 3 different classrooms for 5 weeks in April 2023. At the end of the 5 weeks, students who were in the bottom third of their class saw an increase of 78% in the increased talk.

Students who began in the bottom third of the lowest talk rooms saw 39% growth in interactions by the end of the program. Those children who were experiencing the least amount of talk before the program have seen the greatest gains, benefiting from an average increase of 5.5+ conversational turns per hour. Percentages were

higher with our pilot classes; however, the “pre-turns” started higher with our 2023-2024 class, achieving our previous goal of 15 turns per hour per child.

LENA was implemented in 26 classrooms involving 426 students over various sites in the 2023-2024 school year. Overall, Kankakee’s early childhood education has seen a 7% increase in conversational turns. During some coaching sessions with the teachers, there were four major elements attributed to increased “talk” environments.



1. Increased teacher-to-student ratio, allowed for quality engagement which in turn led to a better learning environment.



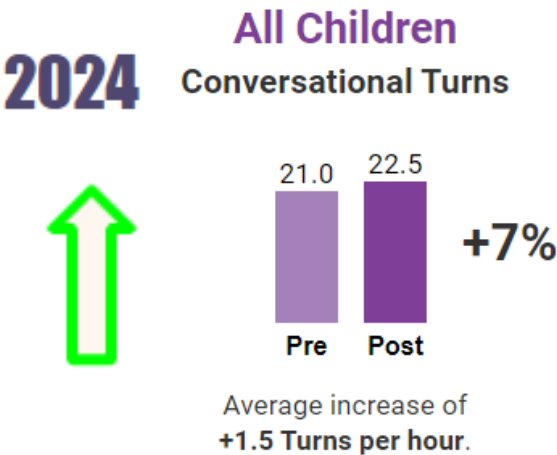
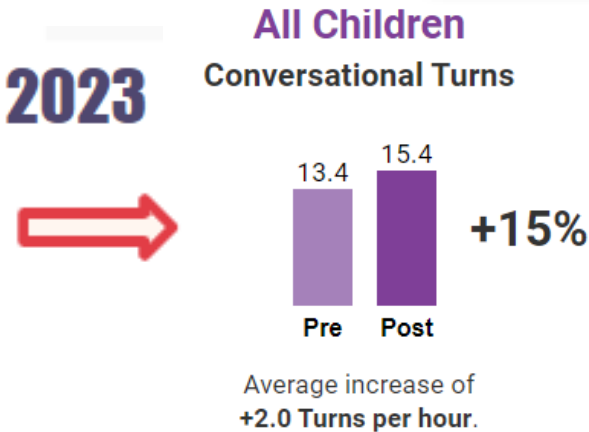
2. Dual language students benefited from having at least 1 bilingual teacher within the classroom. Teachers who can teach in both languages allow for an equitable talk environment. English and Spanish-speaking students benefit immensely due to the fact they are not as familiar with the English language, and vice versa without English speakers in a predominantly Spanish-speaking classroom.

3. The power of small groups. Teachers who

utilized small groups appropriately attributed most of their exchanges with the in-depth conversations had with students, essentially leading to deeper conversations.



4. Changes to the classroom schedule alter not only attention and engagement but behavior as well. Teachers used the data they received from the LENA reports, and made adjustments to their classroom schedule allowing for ten minutes worth of play at the beginning of the day. Attention and engagement went up, and behaviors went down.



FAMILY ENGAGEMENT

Activities

Blessings in a Bag - Students receive food weekly

Open House - Manteno - 8/22/23

Early Childhood Preview Day - 8/24/23

Proegler Grandparents Day - 9/8/23

Mark Twain Grandparents Day - 9/7/23

Fall Fest - 9/23/23

Early Childhood Development Parent Meeting - 9/26/24

Fire Safety Parent Meeting - 10/18/23

Fall Parent/Teacher Conferences - 11/16/23 & 11/17/23

LENA Night - 10/25/2023

Family Reading Night - 11/14/23

Winter Wonderland - 12/22/23

Dinner With Dad - 4/11/24

Parent Academy - 2/26/24

Health & Fitness Night - 4/18/24

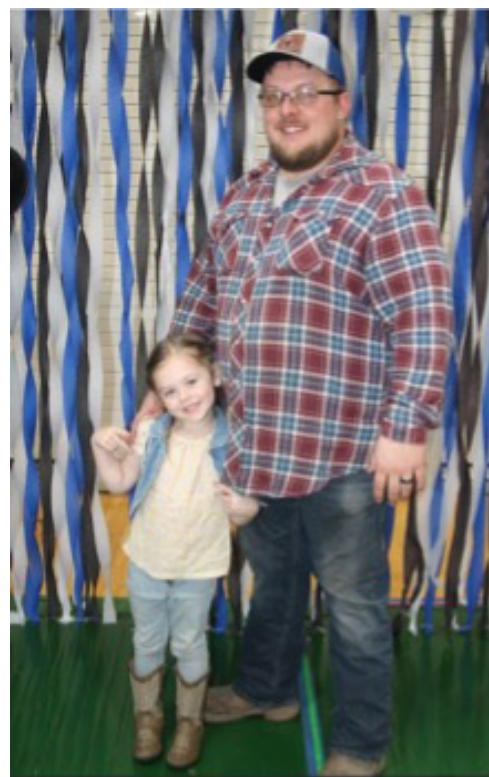
Spring Parent/Teacher Conferences - 3/27/24 & 3/28/24

Lunch with the Ladies - 5/10/24

Manteno Mom's Spa Day - 5/24

Recruitment/Registration Extravaganza - 5/16/24

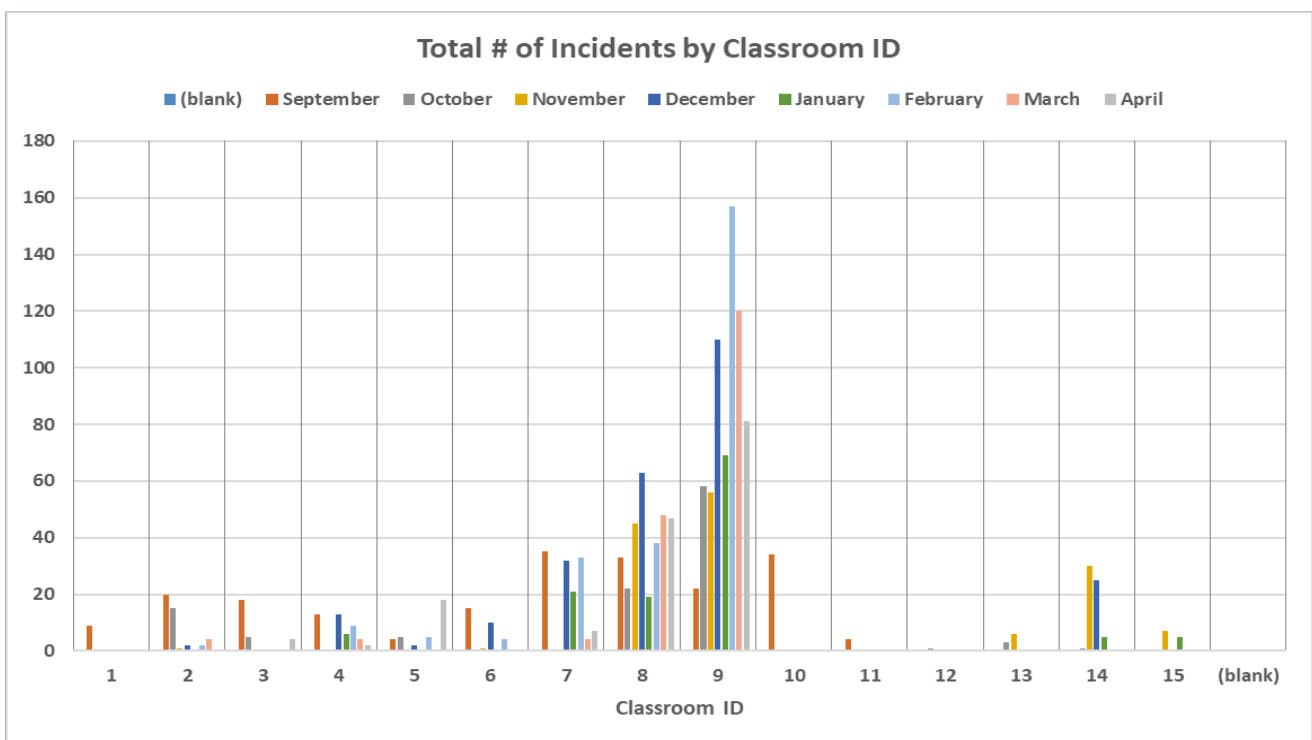
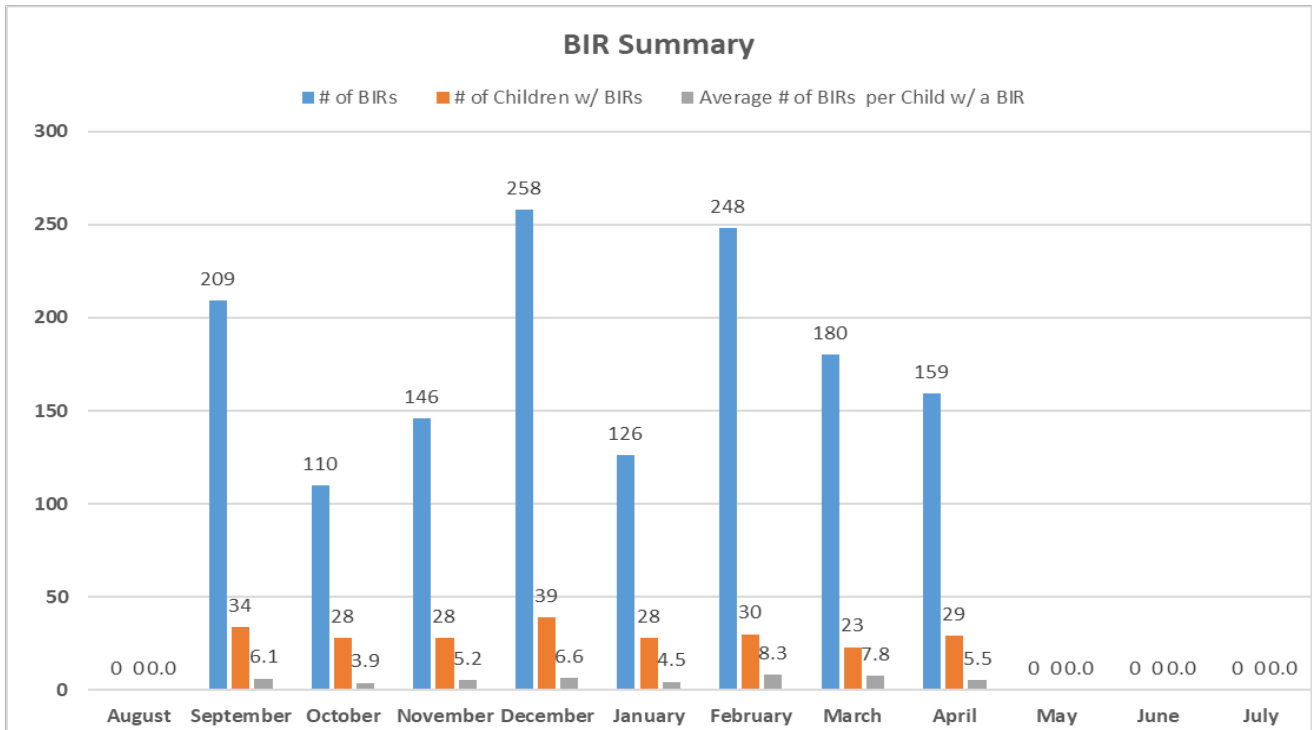
End of Year Carnival - 5/30/24



Social Emotional Data

Overview

The Behavior Incident Report System (BIRS) provides early care and education programs and classrooms with a system to collect and analyze behavior incidents in their programs. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that can be used analytically to make decisions about supporting teachers and children within the program. Teachers within programs collect data on behavior incidents that are not developmentally normative or cause concern to the teacher. These data are summarized monthly to provide formative data for examining factors related to behavior incidents (child, teacher, activity, behavior type, behavior motivation, and responses to the behavior). In addition, these data give a summary of how often behavior problems happen over time and an analysis of possible equity issues by looking at differences based on race, ethnicity, IEP status, gender, and status as a dual language learner.



Interventions Per Child

Based on Behavior Incident Data BIR reports, 40 students received interventions. Of those interventions, 14 students met their goal, and 12 showed improvement.



