

# Superintendents' Early Childhood Plan Annual Report: 2023–24

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Buffett  
Early Childhood  
Institute

*at the University of Nebraska*

## Acknowledgments

The Superintendents' Early Childhood Plan Annual Report is a collaborative effort among Buffett Early Childhood Institute staff, including Venessa Bryant, Demetria Carman, Cama Cole, Erin Duffy, Rebecca Elder, Allyson Freeman, Tonya Jolley, Cris López Anderson, Sarah Moulton, Amy Schmidtke, Erica Sesay, and Monica Wells.

Special thanks to:

Professionals working with children and families at the participating districts: the educators, home visitors, family facilitators, community facilitators, principals, and school staff

Learning Community of Douglas and Sarpy Counties Coordinating Council and the 11 school district superintendents

Evaluation team at the Munroe-Meyer Institute at the University of Nebraska Medical Center

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Dear Colleagues and Community Members,

I am thrilled to share with you the accomplishments of the Superintendents' Early Childhood Plan during the 2023–24 academic year as we collectively work to close opportunity gaps and enhance the quality of education for young children in our Learning Community. This year has been a testament to the power of collaboration, dedication, and innovative approaches in fostering supportive and effective educational environments for young children and their families.

Leaders in nine of our 11 Learning Community school districts implemented action plans in collaboration with the Buffett Early Childhood Institute. Ten schools across six districts implemented comprehensive School as Hub programming. And a free, three-part Professional Development for All series was offered to early childhood educators across Douglas and Sarpy Counties.

The impacts of these efforts have been profound. From increased family engagement and the development of community partnerships to enhanced instructional practices and significant improvements in student outcomes, each participating district has demonstrated remarkable progress.

As we celebrate these many accomplishments, we look forward to the upcoming year to bring us even closer to providing quality, continuity, and equity for all young children and their families.

I am confident that through our collective efforts, we will continue to create an environment where every child can thrive.

Thank you for your unwavering commitment and partnership in this crucial work. Together, we are making a positive difference in the lives of children and families.

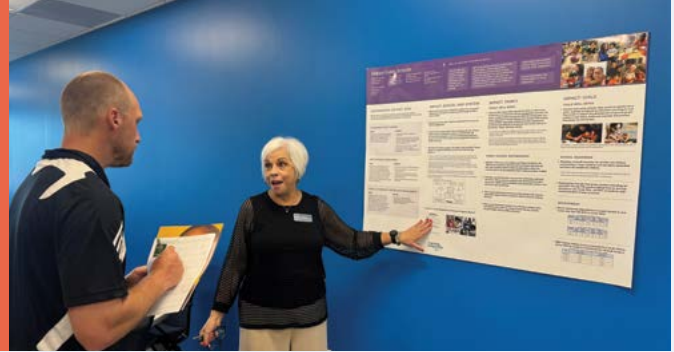
With gratitude and anticipation,

A handwritten signature in cursive script that reads "Amy Schmidtke". The ink is black and the signature is fluid and legible.

Amy Schmidtke

Director of Program Development  
Buffett Early Childhood Institute

## Highlights include:



### **Bellevue Public Schools**

Emphasized family engagement prior to school enrollment, resulting in over 865 connections between families and support services.

### **Bennington Public Schools**

Developed a handbook to provide clarity for early childhood staff on effective processes and expectations, including expanding partnerships with community child care providers.

### **Douglas County West Community Schools**

Implemented Responsive Classroom Morning Meetings and a successful Falcon Family Café series.

### **Elkhorn Public Schools**

Reviewed current curriculum materials and generated recommendations to effectively foster children's development.

### **Millard Public Schools**

Developed a family engagement framework to enhance work with families districtwide, and sustained and expanded home visiting programs, with 100% of participating three-year-olds enrolling in preschool.

### **Omaha Public Schools**

Surpassed national averages in the CLASS® assessment and engaged over 1,000 families through community partnerships.

### **Papillion La Vista Community Schools**

Engaged in a comprehensive early childhood program review, utilizing data to inform decision making to promote high-quality early learning.

### **Ralston Public Schools**

Implemented the Core Knowledge Language Arts curriculum districtwide, showing improvement in literacy skills.

### **Westside Community Schools**

Notably increased family engagement event participation and improved reading scores.



## About the Superintendents' Early Childhood Plan

The Superintendents' Early Childhood Plan is a collaborative initiative of the 11 school districts of Douglas and Sarpy Counties to develop early childhood programs for young children living in poverty. In partnership with the Learning Community of Douglas and Sarpy Counties, the Buffett Early Childhood Institute provides leadership and support for the plan.

The long-term goal of the plan is to reduce or eliminate opportunity gaps for young children facing persistent economic and social disparities so that all children can reach their full potential. Short-term objectives focus on promoting positive outcomes for children and families by building the capacity of metro-area school districts to provide quality early learning opportunities to all children, from birth through Grade 3.

The plan provides three interconnected levels of support for school districts, elementary schools, and community-based professionals:

### **School as Hub Programming for Birth Through Grade 3**

School as Hub provides intensive support to selected elementary schools in neighborhoods impacted by high concentrations of poverty. Programming is designed to establish the school as a “hub” that connects young children and their families with quality, comprehensive, and continuous early childhood services and resources.

### **Customized Assistance for School Districts**

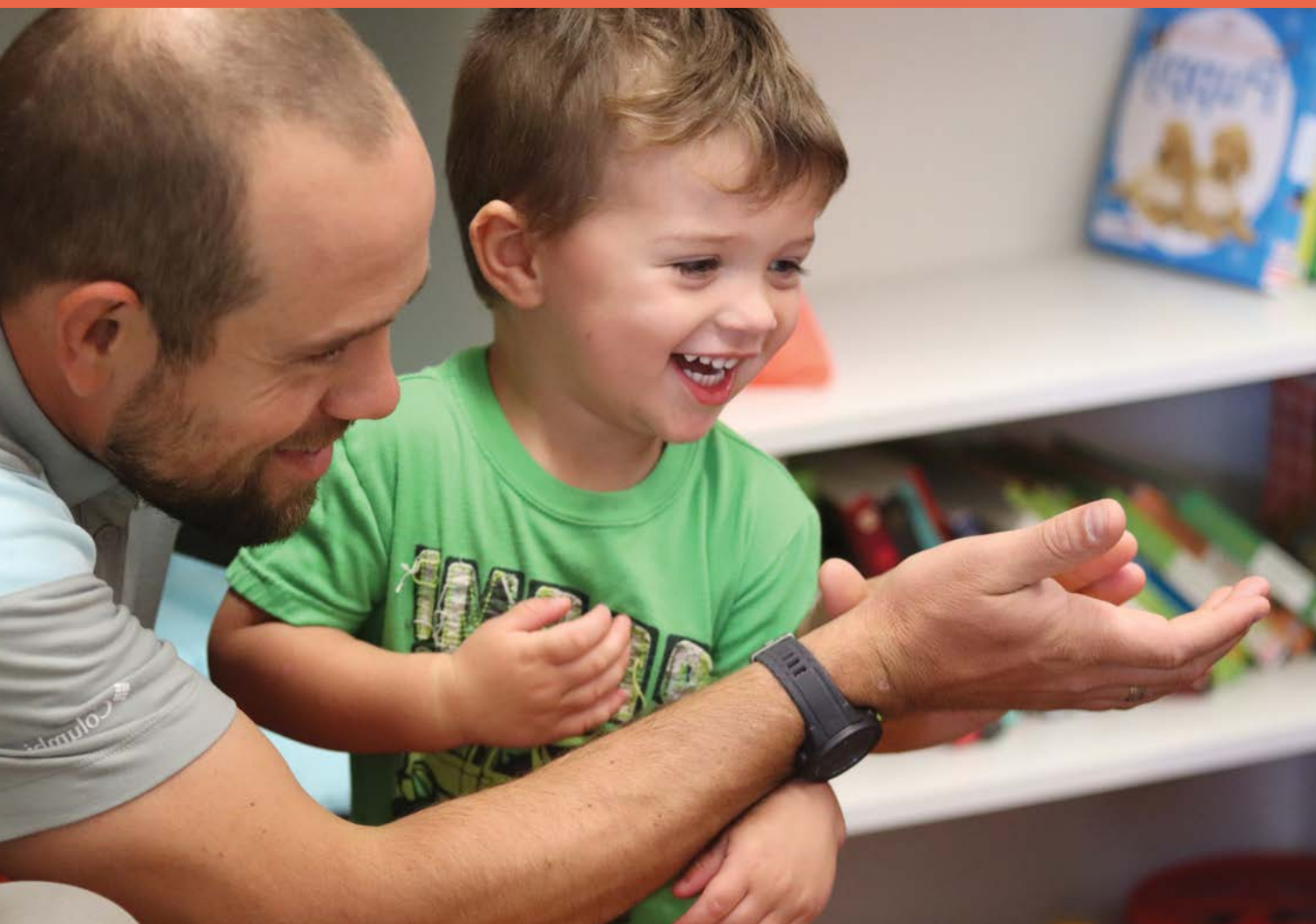
Customized Assistance provides access to consultation services through the Superintendents' Plan to all 11 school districts. These services are tailored to the unique strengths and needs of each district and are designed to help them build their organizational infrastructure and capacity for providing quality early childhood programming. Consultation services are provided by Institute staff in collaboration with other state and national consultants.

### **Professional Development for All**

Professional Development for All is an annual series of free learning opportunities available to early childhood professionals in Douglas and Sarpy Counties. These opportunities introduce evidence-based instructional practices while creating a space for early childhood professionals to gather and learn from one another. Each series is designed in response to the emerging needs of local early childhood educators, who help shape both the content and format of PD for All.

A summary of services available at each level of the plan is provided in Appendix A.

# All Participating Districts







Leaders in nine of the 11 Learning Community districts developed and implemented action plans that specify what they are doing to close opportunity gaps for young children, with a focus on improving professional practice in three domains:

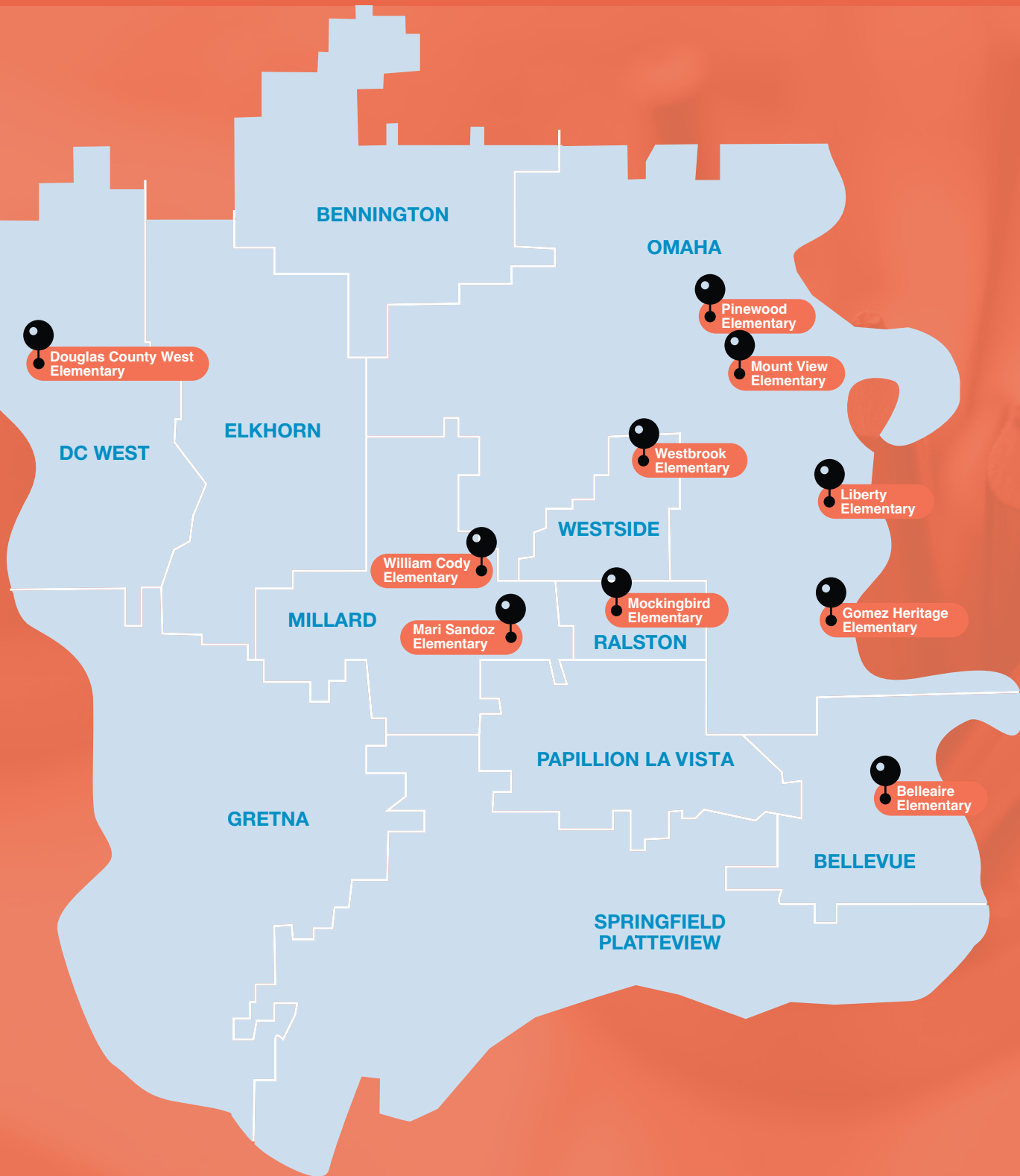
- ▶ Leadership effectiveness
- ▶ Instructional excellence
- ▶ Family and community partnership engagement

Additional support was provided to 10 schools across six districts to implement comprehensive School as Hub programming for children and their families.

Each participating district implemented activities aligned with its district-level action plan and monitored progress to determine how its efforts are impacting schools, families, and children.



# Key Accomplishments in 2023–24: School as Hub Districts



# Bellevue Public Schools

School as Hub Site:  
**Belleaire Elementary School**

## **Activities**

- ▶ **Leadership effectiveness**  
In Bellevue Public Schools, the district's early childhood administrator, all 15 elementary principals, and all three elementary lead teachers at Belleaire Elementary attended monthly collaboration meetings focused on enhancing their knowledge of early learning leadership skills.<sup>1</sup>
- ▶ **Instructional excellence**  
Preschool teachers and paraprofessionals participated in districtwide professional learning focused on increasing their use of evidence-based practices to foster pre-academic literacy and math development skills. Kindergarten teachers learned about supporting social skill development in guided play.
- ▶ **Family and community partnership engagement**  
District and school staff increased outreach efforts, with a focus on expanding awareness of family socialization opportunities and school events, as well as creating opportunities for families to develop meaningful connections with school staff and community partners.

## **Reach and Impact**

- ▶ **Family Engagement**  
District staff report a significant increase in the emphasis placed on engaging with families before children enroll in school, with 125 families participating in Kindergarten outreach activities.
- ▶ **Direct Connections**  
Thirty-one community partnerships were developed between Bellevue Public Schools and local organizations that support children and families, and 865 direct connections were made between families and school support/community services.
- ▶ **Increased Skills**  
Belleaire teachers increased their understanding of the social skills program from 28% to 100%, which directly supports the school goal of decreasing office referrals by 10%.



# Douglas County West Community Schools

School as Hub Site:  
**Douglas County West Elementary School**

## Activities

- ▶ **Leadership effectiveness**  
The executive leadership team at DC West Community Schools participated in professional development to deepen their understanding of the School as Hub approach, with a focus on making the Superintendents' Early Childhood Plan “the way we do business” at DC West Elementary School.
- ▶ **Instructional excellence**  
Teachers and staff engaged in professional development focused on enhancing mathematical instructional practices and using Responsive Classrooms Morning Meetings<sup>2</sup> to support students' social, emotional, and behavioral learning.
- ▶ **Family and community partnership engagement**  
DC West also implemented several new activities to strengthen family and community partnerships, including a monthly event series called the Falcon Family Café, playgroups for infants and mothers, an early literacy program, and summer programming with community partners in Valley and Waterloo.

## Reach and Impact

- ▶ **Student Impact**  
Responsive Classroom Morning Meetings were implemented in each preschool through fifth grade classroom at DC West Elementary School in 2023–24, impacting 542 students.
- ▶ **Family Engagement**  
Thirty families participated in the Falcon Family Café, where they learned about educational topics of interest that were identified through a family survey.
- ▶ **Summer Programming Attendance**  
Nearly 480 participants attended summer programming in Valley and Waterloo, including families, children, and local early care and education providers.



## SCHOOL AS HUB STORIES

# Connecting School and Families: How DC West Elementary Embraces the School as Hub Model



Dee Acklie, center, family facilitator and home visitor at Douglas County West Elementary, leads two mothers and their kids through an activity at the Valley Public Library.

Kelsi McIntyre moved to Valley, Nebraska, from Louisiana on a Monday for her partner’s new job. By Friday morning, her daughter Ellie, 3, was playing bingo with other kids at the Valley Public Library.

Family facilitator and home visitor Dee Acklie filled McIntyre in on the early childhood services offered at nearby Douglas County West Elementary School.

“We’ll connect you with the preschool staff,” Acklie assured her.

Earlier that morning, a handful of parents gathered for muffins and coffee at the school’s Falcon Family Café as Title 1 reading specialist Rosita Krauel reviewed the reading curriculum.



Rosita Krauel meets with parents at the Falcon Family Cafe.

This is what stronger family-school-community connections can look like under the School as Hub model.

The model has reinforced to DC West teachers and families that learning begins long before a child enters Kindergarten.

Principal Jeffrey Kerns remembers inviting families to tour one of the school’s three preschool classrooms. Acklie and Buffett Institute staff explained the room setup and play-based learning.



Kelsey Nabity, Linsey Bellinger, and Jeffrey Kerns

“We invited parents to get down on the kids’ level and play and then they explained the purpose of this,” Kerns said. “That moment there, I thought that was a great example of how we’re going in the right direction—the parents are asking questions and they’re modeling those skills and strategies at home.”



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# 📍 Millard Public Schools

School as Hub Sites:

**William Cody Elementary School, Mari Sandoz Elementary School**

## 📈 Activities

### ▶ Leadership effectiveness

District leaders and elementary school principals in Millard Public Schools participated in the Authentic Family Engagement Certification Program offered through AASA, the School Superintendents Association (formerly the American Association of School Administrators). Together, they developed a districtwide framework to support family engagement.

### ▶ Instructional excellence

Preschool teachers and staff participated in professional learning community teams, which focused on supporting social skill development. Topics included maximizing use of the Second Step® curriculum<sup>3</sup> in multiple settings and implementing effective tiered strategies aligned with the Millard Public Schools Multi-Tiered Systems of Support.<sup>4</sup>

### ▶ Family and community partnership engagement

Leaders at Cody Elementary and Sandoz Elementary aligned school-level plans with the district's new family engagement framework, prioritizing respectful, interactive, and reciprocal family-school partnerships and meaningful engagement over traditional family involvement activities. The district continued to offer socializations and drop-in and play events for families with young children to support the development of parenting skills and children's well-being.

## 🌱 Reach and Impact

### ▶ Family Engagement

Millard Public Schools developed a family engagement framework to enhance work with families districtwide.

### ▶ Expanded Home Visiting

The district sustained and expanded its home visiting program to seven elementary schools (including the district's two School as Hub sites). All seven home visitors have a full caseload, and all 17 of the 3-year-old children who participated in home visitation during the 2022–23 school year enrolled in preschool during the 2023–24 school year.

### ▶ Socialization Opportunities

In the 2023–24 school year, the district hosted 95 socialization opportunities with 706 participants and 12 drop-in and play opportunities with 96 participants.



## SCHOOL AS HUB STORIES

# Connecting at Birth: Millard Schools are Working Toward Deeper Engagement with Families



Millard Public Schools has found that home visits and at-school socialization groups for small children and their parents help build connections with families.

Family engagement still hasn't returned to pre-pandemic levels, Millard Public Schools educators said. That's why one of Millard's current efforts is solidifying family engagement, a critical component of the School as Hub model under the Superintendents' Early Childhood Plan.

Principals like Jason Farwell and Katie Holt are trying to tease out the differences between family involvement and deeper family engagement.

That could look like teaching parents how to help with math problems or reminding them to practice reading at home. Last fall, Cody Elementary sent a new survey home asking parents to tell school staff more about their children.



Katherine McNulty brought three sons to Cody.

Before parent-teacher conferences this spring, families will be asked what they want to discuss beyond grades and standardized test scores.

“When you see parents being engaged in their child’s learning, then I think you’re

going to see kids more engaged in it, too,” Farwell said.

Millard started with two home visitors at Cody and Sandoz Elementary Schools about eight years ago. During these visits, school-based staff help parents build strong bonds with their young children, understand different stages of child development, and connect them with needed resources, from diapers to early intervention services.



Sonia Chiengue plays with her son.

The benefits were so clear that the district has since expanded its home visiting program to all its seven Title 1 elementary schools, which serve a larger population of students from lower-income families.



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# Omaha Public Schools

School as Hub Sites:

**Gomez Heritage Elementary School, Liberty Elementary School, Mount View Elementary School, Pinewood Elementary School**

## Activities

### ▶ Leadership effectiveness

Principals at the four School as Hub sites in the Omaha Public Schools (OPS) continued to focus on ensuring smooth transitions for students, including those entering Kindergarten. Activities included a collaboration meeting where teachers worked across grade levels to facilitate transitions for their students.

### ▶ Instructional excellence

Professional learning was facilitated for teachers, paraprofessionals, and family engagement staff districtwide. Teachers engaged in the Joyful Teacher initiative, including professional development focused on supporting the districtwide goal of increasing the percentage of students in Kindergarten through Grade 3 who are reading on grade level. Other professional learning topics included tools and strategies to improve interactions and learning in preschool classrooms and to enhance family engagement.

### ▶ Family and community partnership engagement

OPS established a new community facilitator position to support child care providers who care for children who are unable to enroll in the district's preschool classrooms due to a lack of space resulting from post-pandemic staffing shortages. The district also provided districtwide professional development focused on increasing family engagement.

## Reach and Impact

### ▶ Surpassed District and National Averages

This year, the average CLASS® scores across OPS surpassed the national average in all categories, and the average scores for students at the four School as Hub sites surpassed both district and national averages.

### ▶ Direct Services

Ten child care providers received over 93 visits from the OPS community facilitators, and OPS engaged with 18 community partners who collectively provided direct services to more than 1,000 School as Hub students and families.

### ▶ Home Visiting Enrollment Increase

Enrollment in home visiting increased over 20% in 2023–24 over the previous school year.





# Ralston Public Schools

School as Hub Site:  
**Mockingbird Elementary School**

## **Activities**

- ▶ **Leadership effectiveness**  
Leaders in Ralston Public Schools participated in consulting focused on identifying instructional strategies and professional learning opportunities to support teachers and staff in implementing a new literacy curriculum, the Core Knowledge Language Arts<sup>5</sup> curriculum.
- ▶ **Instructional excellence**  
Preschool and English Learner teachers at Mockingbird Elementary learned about instructional strategies for implementing the new literacy curriculum and how to use FastBridge<sup>6</sup> data to monitor students' progress and support student learning. The district's special education coordinator also engaged in consulting related to analyzing and using FastBridge data.
- ▶ **Family and community partnership engagement**  
In monthly coaching sessions, the home visitor/family facilitator at Mockingbird Elementary received support in implementing the Growing Great Kids curriculum<sup>7</sup> and the Creative Curriculum for Preschool.<sup>8</sup> Coaching sessions also addressed strategies for increasing families' awareness of the new literacy curriculum.

## **Reach and Impact**

- ▶ **Literacy Improvement**  
The Core Knowledge Language Arts curriculum was implemented districtwide, and FastBridge intervention data was collected and analyzed three times during the year. Results showed improvement in reading literacy in K–3 for all students, including the Special Education and English Learner subgroups.
- ▶ **Home Visiting Impact**  
Fifteen families consistently participated in home visiting, and 15 families participated in socializations where they received free books for their children, with 100% of participating families reporting reading to their child with the free book.
- ▶ **Increased Attendance**  
Average daily attendance at Mockingbird Elementary has increased 3% since 2021.



## SCHOOL AS HUB STORIES

# Ralston's Youngest Learners Can Play, Get Exposure to School at Meet-ups



Eunises Casillas, a home visitor at Ralston's Mockingbird Elementary School, with 3-year-olds Theodore, left, and Yamen. Mockingbird offers weekly drop-in play sessions and a monthly socialization group for young children and their families.

Two-year-old Theodore Ruckman and his grandmother have been getting some much-needed socialization time with a group of fellow toddlers and their families organized by Mockingbird Elementary in Ralston Public Schools.



Theodore with Malachi Behrens, an administrator at Mockingbird.

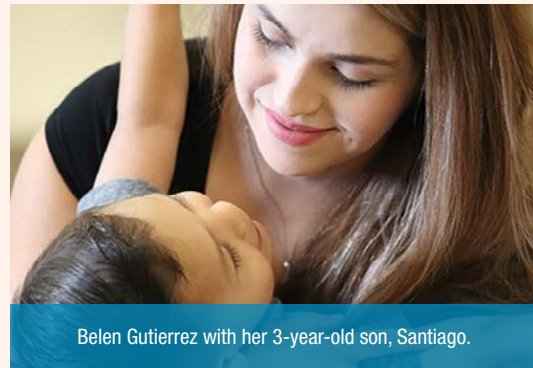
“He’s talking more,” said grandmother Kate Ruckman. “This helps him with his language.”

As part of the Superintendents’ Early Childhood Plan’s School as Hub approach, families at Mockingbird can attend weekly drop-in play sessions, which allow them to connect with other local parents, or they can join the more structured, monthly socialization group that incorporates an early childhood curriculum.

Led by home visitor Eunises Casillas, the monthly group emphasizes literacy, language, and plenty of free play.

At Mockingbird, about half of the students are Latino. In the 2020–21 school year, three-quarters of students qualified for free or reduced lunch and 25% were English Language Learners.

Melissa Stolley, Ralston’s director of student services, said Ralston is looking to expand the socialization and drop-in groups to another elementary school.



Belen Gutierrez with her 3-year-old son, Santiago.

“It’s really helped grow parent involvement at the building and get kids excited for school,” allowing Ralston to connect with families years before their children enter preschool or Kindergarten, Stolley said.



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# Westside Community Schools

School as Hub Site:  
**Westbrook Elementary School**

## Activities

- ▶ **Leadership effectiveness**  
 Westside Community Schools set a goal of increasing the percentage of students who demonstrate proficiency on the FastBridge early reading screener. To support this goal, district and school administrators, teachers, and family facilitators collaborated to review student data, ensuring ongoing monitoring of the effectiveness of literacy training.
- ▶ **Instructional excellence**  
 At Westbrook Elementary, the Kindergarten through third-grade teachers and the family facilitator participated in professional learning focused on instructional strategies to support children’s development of literacy skills. In addition, preschool staff at Underwood Hills Early Learning Center engaged in professional learning about the Pyramid Model,<sup>9</sup> a framework of evidence-based practices for promoting healthy social and emotional development in young children.
- ▶ **Family and community partnership engagement**  
 The family facilitator at Westbrook Elementary integrated literacy training and the Growing Great Kids curriculum into various family engagement events, fostering literacy development within families. Westbrook Elementary also focused on developing a welcoming climate for families.

## Reach and Impact

- ▶ **Family and Staff Engagement**  
 At Westbrook Elementary, 79 families attended at least one family engagement event, and staff involvement increased 35% over the previous year.
- ▶ **Increased Preschool Professional Development**  
 Engagement in professional learning and coaching opportunities increased among preschool teachers, reflecting a commitment to ongoing professional development.
- ▶ **Reading Improvement**  
 FastBridge results showed marked improvement in Kindergartners’ early reading scores from fall 2023 to winter 2024.





## Key Accomplishments in 2023–24:

# Customized Assistance Districts

## Bennington Public Schools

### Activities

#### ▶ Leadership effectiveness

District leaders in Bennington Public Schools participated in consultation services focused on streamlining districtwide early childhood processes and procedures.

#### ▶ Family and community partnership engagement

The districtwide action plan also included a focus on increasing engagement with community-based child care and preschool providers.

### Reach and Impact

- ▶ District leaders, in collaboration with staff from the Buffett Institute and Educational Service Unit 3, reviewed early childhood staff handbooks from other districts and developed an outline for a Bennington handbook, which will be disseminated in fall 2024.
- ▶ The Bennington team outlined the handbook to align with Rule 11, which provides regulations for Kindergarten programs established by school boards or ESUs, and Rule 51, which sets regulations and standards for special education programs.
- ▶ The district connected with five local area preschool programs and invited them to participate on a preschool advisory team, which held its first meeting in April 2024.

## Elkhorn Public Schools

### Activities

#### ▶ Leadership effectiveness

In Elkhorn Public Schools, leaders explored the district's preschool social-emotional learning curriculum to determine if it meets the instructional needs of the teachers and is aligned with Nebraska Department of Education Early Learning Guidelines<sup>10</sup> and Teaching Strategies GOLD<sup>11</sup> social and emotional objectives.

#### ▶ Instructional excellence

Elkhorn's early childhood staff participated in professional development provided by the Buffett Institute.

### Reach and Impact

- ▶ A crosswalk document was created that identifies where the district's current curriculum aligns with Teaching Strategies GOLD social and emotional competencies, where there are gaps, and where additional curriculum guidance is needed to support teachers in helping children develop social-emotional skills.
- ▶ Findings were shared with the assistant superintendent, the director of special education, and the director of instruction and learning.
- ▶ Sixty-five staff members participated in professional development with Institute staff. Topics included guided play in preschool and the Brain Architecture Game.<sup>12</sup>

## Papillion La Vista Community Schools

### Activities

#### ▶ Leadership effectiveness

Papillion La Vista Community Schools reviewed its early childhood programming with a focus on making data-informed decisions to improve early childhood services in district and community settings.

### Reach and Impact

- ▶ The district, in collaboration with the Buffett Institute, successfully identified the key questions for the program review, laying a solid foundation for comprehensive analysis and improvement.
- ▶ The Buffett Institute's engagement on the committee was instrumental in advancing the process and maintaining focus on its purpose, enhancing the effectiveness of the team's efforts.
- ▶ The district received valuable support in compiling and organizing data, significantly reducing the time and effort required for this crucial step.



Accomplishments in 2023–24:

# Professional Development for All

## **Activities**

The Buffett Institute, with support from the Learning Community, offered a series of three Professional Development for All (PD for All) events on the theme of “Nurturing Positive Adult-Child Interactions When Behaviors Challenge Us.” Each event was structured as a town-hall-style gathering, where participants had the opportunity to submit questions to the speaker(s).

The design and content of the event series were informed by results of an annual survey of early childhood professionals in Douglas and Sarpy Counties, as well as results of the evaluation of the Superintendents’ Plan that is conducted annually by the Munroe-Meyer Institute at the University of Nebraska Medical Center. The three events in the 2023–24 PD for All series included:

### **An Evening with Tabatha Rosproy: Nurturing Positive Adult-Child Interactions When Behaviors Challenge Us**



The first event was Feb. 29 with Tabatha Rosproy, a career early childhood educator who in 2020 became the first early childhood educator to be honored as a National Teacher of the Year. She is known for helping create a unique preschool program housed in a retirement community and nursing home, where students interacted with community residents who served as volunteer “grandmas” and “grandpas.”



## Working Together to Support Young Children: An Evening With Community Members

The second event, on April 2, featured a community panel with Bianca Sherman, assistant principal at Nelson Mandela Elementary; Paige Muhammad, third grade teacher at Wakonda Elementary; Ana Yumul, owner of Bella’s Daycare; Stephanie Huckins, a therapist at Arbor Family Counseling; Alesia Braimah, a parent/author/entrepreneur; and Nicole Looper, executive director of the Nelson Mandela Early Childhood Development Center.

## An Evening With Carolina Cajica: Nurturing Positive Adult-Child Interactions When Behaviors Challenge Us



The third event, on May 7, was aimed at Spanish-speaking early childhood professionals and was conducted in Spanish, with English interpretation available. The evening featured early childhood trainer Carolina Cajica, a Las Vegas-based early childhood educator with more than 25 years in the field.



## Reach and Impact



Total attendance across the three PD for All events was 150 participants, not including Institute staff or speakers.



More than 100 certificates were distributed across the three events to licensed child care providers who were interested in receiving credit toward annual in-service training requirements.



Survey respondents widely agreed that the series helped them obtain new information and ideas that they could share with their colleagues and use in their work with children.<sup>13</sup>



## LOOKING AHEAD TO 2024–25

Building on the successes of the past year, and with support from partners at the Buffett Institute, district teams are engaged in a systematic process of reviewing and updating their action plans, or creating new action plans, for the 2024–25 school year. Each district is outlining specific next steps to further enhance leadership effectiveness, deepen instructional excellence, and strengthen family and community partnership engagement.



Moving forward, districts will continue to focus on sustaining and scaling successful birth through Grade 3 policies and programs, further enhancing quality, strengthening continuity, and advancing equity so all young children have the opportunity to learn, develop, and succeed. Key areas of focus for the next year will include:



**Expanding** academic and social-emotional-behavioral learning opportunities



**Increasing** family engagement through targeted initiatives



**Developing** comprehensive family engagement practices and protocols



**Ensuring** smooth transitions for students, especially those entering Kindergarten



**Continuing** professional development opportunities tailored to meet the needs of educators and families

## Appendix A. Summary of Services Available Through the Superintendents' Early Childhood Plan in 2023–24

### Summary of Services Available Through the Superintendents' Early Childhood Plan in 2023-24

Consultation and Support Services by Level of Support	No. of Districts Participating in 2023-24	New or Enhanced Service in 2023-24
<b>Customized Assistance—Services available to all 11 districts in the Learning Community</b>		
<b>District-Level Action Planning</b>		
Annual action plan facilitation	9*	
Action plan review and discussion	9*	
Recommended activities to reach action plan goals	9*	
<b>District-Level Project Management</b>		
Co-creation of long-range plans: activities, milestones, timelines, responsibilities	9*	
Quarterly progress checks	6*	
Summative progress reflection and report	6*	
<b>Using Data for Continuous Improvement in District Early Childhood Efforts</b>		
Data collection system design and support for district early childhood programs	2	
Data collection and analysis connected to action plan goals	1	
<b>Professional Development, Including Consultation and Coaching</b>		
Facilitated presentations and workshops for leaders, teachers, and staff	7*	
Ongoing consultation for district leaders	9*	
<b>School as Hub—Additional services available to the six districts with School as Hub schools</b>		
<b>School-Level Project Management Tied to District-Level Plans</b>		
Monthly district planning meetings	6	
Monthly school-based team meetings in School as Hub schools, expanded in 2022–23 to include district leaders	6	
<b>Using Data for Continuous Improvement in Family Engagement Efforts</b>		
Data collection system facilitation for family engagement staff	6	
<b>Professional Development, Including Consultation and Coaching, in School as Hub Schools</b>		
Monthly Community of Practice meetings for principals	6	
Monthly Community of Practice meetings and quarterly planning meetings for family engagement staff	6	
Monthly Community of Practice meetings for selected teachers participating in the Teacher Leadership Network	6	✓
Ongoing consultation for principals and other school leaders	6	
Ongoing consultation for selected teachers participating in the Teacher Leadership Network	6	✓
Coaching cycles for PreK–Grade 3 teachers, paraprofessionals, and family and community engagement staff	6	
<b>Family and Community Engagement Staffing and Services</b>		
Family and community engagement staffing (home visitors, family facilitators, and/or community facilitators) adapted to district and school needs	6	
Family engagement events (“two generation” events for children and families)	6	
<b>PD for All—PD services available to early educators and instructional leaders in the Omaha area</b>		
<b>Nurturing Positive Adult-Child Interactions When Behaviors Challenge Us Series</b>		
One five-minute video	--**	
Three in-person events	--**	

\*This number includes all six districts with School as Hub schools.

\*\*Participation in PD for All is not tracked by school district; these opportunities are available to birth–Grade 3 educators in all settings, including home-, community-, and school-based settings.



**Bellevue Public Schools****School as Hub (Belleaire budget \$137,909):**

- Birth to 5 programming: two staff positions; staff professional development (PD) and coaching; 77 family members served, plus 13 children enrolled in home visitation and other direct services
- School and district engagement: collaboration with two district leaders; consultation with one principal; one teacher leadership network member; monthly team meetings; full staff PD series; instructional coaching for three teachers

**Bennington Public Schools****Customized Assistance**

- Co-development of a district preschool handbook; consultation to build partnerships with community child care centers in support of on-site special education services

**Douglas County West Community Schools****School as Hub (DC West budget \$134,909):**

- Birth to 5 programming: one staff position; staff professional development (PD) and coaching; 1,640 family members served, plus 27 children enrolled in home visitation and other direct services
- School and district engagement: collaboration with two district leaders; consultation with one principal; two teacher leadership network members; monthly team meetings; full staff PD series; instructional coaching for 10 teachers

**Elkhorn Public Schools****Customized Assistance**

- Collaboration with district leader and teacher to review and align preschool social-emotional curriculum with the Nebraska Department of Education's mandated Teaching Strategies Gold assessment system; facilitation of district preschool PD

**Millard Public Schools****School as Hub (Cody, Sandoz budget \$269,817):**

- Birth to 5 programming: two staff positions; staff PD and coaching; 1,099 family members served, plus 49 children enrolled in home visitation and other direct services
- School and district engagement: collaboration with four district leaders; consultation with two principals; one teacher leadership network member; monthly team meetings

**Customized Assistance**

- Collaboration with district and school leaders in AASA Family Engagement cohort; consultation to design a district family engagement framework; data management and training for district home visitation program

**Omaha Public Schools****School as Hub (Liberty, Gomez, Mount View, Pinewood budget \$538,839):**

- Birth to 5 programming: eight staff positions (three unfilled); staff PD and coaching; 896 family members served, plus 57 children enrolled in home visitation and other direct services
- School and district engagement: collaboration with two district leaders; consultation with four principals; four teacher leadership network members; monthly team meetings; full staff PD; instructional coaching with PD for 10 teachers; book study facilitation

**Customized Assistance**

- Collaboration with district leaders to develop and guide reciprocal partnerships with community child care centers, including home care providers; data management and training for district family engagement programming

**Papillion La Vista Community Schools****Customized Assistance**

- Collaboration on a committee with district leaders, school leaders, and staff to review current early childhood programs and make recommendations

**Ralston Public Schools****School as Hub (Mockingbird budget \$134,909):**

- Birth to 5 programming: one staff position; staff PD and coaching; 402 family members served, plus 21 children enrolled in home visitation and other direct services
- School and district engagement: collaboration with two district leaders; consultation with one principal; three teacher leadership network members; monthly team meetings; instructional coaching for four teachers

**Westside Community Schools****School as Hub (Westbrook budget \$124,600):**

- Birth to 5 programming: one staff position; staff PD and coaching; 34 family members served, plus two children enrolled in home visitation and other direct services
- School and district engagement: collaboration with one district leader; consultation with one principal; two teacher leadership network members; monthly team meetings

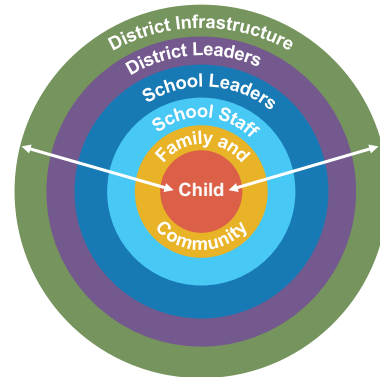
**Customized Assistance**

- Facilitation of Pyramid Module training series for district preschool teachers

Updated January 2024

## Appendix B. Superintendents' Early Childhood Plan 2023–24 School Year: Participation Numbers

### Superintendents' Early Childhood Plan 2023–24 School Year Participation Numbers



#### DISTRICT INFRASTRUCTURE

School districts within Douglas and Sarpy Counties

**11**

#### DISTRICT LEADERS

Superintendents	Superintendents' Plan workgroup members	Additional district leaders actively involved in Superintendents' Plan action plans	District leaders involved in customized assistance leadership plans
<b>11</b>	<b>11</b>	<b>10</b>	<b>8</b>

#### SCHOOL LEADERS

School as Hub principals participating in Community of Practice	Additional School as Hub assistant principals, coaches, instructional facilitators, etc., actively involved in the Superintendents' Plan	School as Hub full district principals/school leaders engaging in professional development
<b>9</b>	<b>3</b>	<b>28</b>

#### SCHOOL STAFF

Home visitors, family facilitators, and community facilitators engaging in 1:1 coaching	Educators engaging in 1:1 coaching	Teacher Leadership Network workgroup members	Experiential Essential Child Experiences Toolkit Workgroup members	School as Hub PreK-Grade 3 classroom teachers	Educators engaging in district or school professional development
<b>17</b>	<b>47</b>	<b>15</b>	<b>4</b>	<b>133</b>	<b>500</b>

#### FAMILY AND COMMUNITY

Community partners connecting families with resources or services	Families enrolled in home visitation or family facilitation	Family members in engagement and support opportunities
<b>40</b>	<b>120</b>	<b>4,806</b>

#### CHILD

Children enrolled in home visitation or family facilitation	Child participants in Drop In and Play events	Children in classrooms with educators participating in coaching	Child participants in socializations	Children enrolled in School as Hub PreK-Grade 3 classrooms	Child participants in family engagement and support opportunities
<b>162</b>	<b>157</b>	<b>414</b>	<b>1,124</b>	<b>2,885</b>	<b>8,347</b>

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The suggested citation for this report is: *Buffett Early Childhood Institute (2024). Superintendents' Early Childhood Plan Annual Report: 2023-24 Academic Year.*

Activities reported in this publication were supported by the Learning Community Coordinating Council and the Buffett Early Childhood Institute. The content does not necessarily represent the official views of the sponsoring organizations.

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