

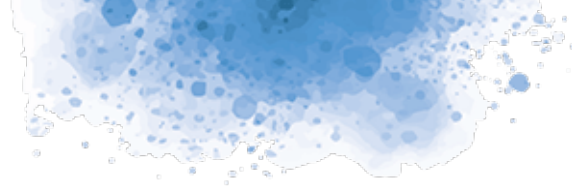
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Joyful Learning. Kinder World.



**FROG STREET
STORIES**

Victoria Independent School District



SUCCESS STORY

The Background

Victoria Independent School District (VISD) offers premier early education with the VISD Head Start and Threes programs located at the Early Childhood Center at F.W. Cross School. Pre-Kindergarten is offered at all elementary schools in the district, providing a planned, purposeful, and playful environment for students and families in the Victoria Independent School District. The Pre-K program promotes a safe, nurturing atmosphere that builds a strong school-ready foundation to support enthusiastic learners.

The Challenge

The Victoria Independent School District Early Childhood Department faced many challenges in the 2021-22 school year. Lack of staff, poor attendance among both of staff and children, shortages of materials, personal stress for both the teachers and the families, and children's developmental delays all contributed to a year of need for innovation and resilience. Convincing both staff and children to return to the classroom required fostering a positive mindset so students could learn under optimal conditions. District support was at an all-time high, but teachers needed the materials and the guided instructional supports for smooth implementation.

“THE GREATEST IMPACT FOR OUR PROGRAM HAPPENED ON CAMPUSES THAT EMBRACED PARENTS COMING INTO THE CLASSROOMS WORKING WITH THEIR STUDENTS. THE PICNICS, TEA PARTIES, ALPHABET WALKS, COOKING CLASSES, ETC. CREATED A WELCOMING AND INCLUSIVE ENVIRONMENT FOR THE FAMILIES. PARENT INVOLVEMENT INCREASED OVER THE YEAR. WHEN THE PARENTS WERE INVOLVED, THE TEACHERS FELT EMPOWERED AND SUPPORTED. WIN, WIN FOR LEARNING!”

-- Carol Dippel, Early Childhood Coordinator

The Solution

Pre-K Huddles twice a semester kept the VISD Early Childhood team communicating and developing professionally, while at the same time creating a support group. Data dives in the Professional Learning Community using Circle Progress Monitoring helped small groups be more intentional in meeting the needs of the young learners. Based on the data, the educators made changes in the middle of the year. Everyone started to really use those transition times to spiral review using a district-created ring. No time was wasted because they were in “the window of opportunity” for teaching valuable information.

The VISD team began the year with fun and inspiring staff development (music, lily pads, frog materials on the tables, costumes, etc.) through an intentional three-day training given by Frog Street that added to the support teachers needed and encouraged their enthusiasm. The training provided a positive climate that gave a sense of “You can do this, and you will love it!” This provided the encouragement for change that the staff needed to come back from the pandemic and begin anew.



CLIENT PROFILE

VICTORIA INDEPENDENT SCHOOL DISTRICT

LOCATION
102 Profit Drive
Victoria, TX 77905



Because of the extra monies that were provided through government grants, teachers had the ability to purchase everything needed, even the extra read-aloud list of books for the classrooms. The staff felt valued and supported, which helped them feel secure and enabled them to take ownership of their curriculum implementation. In the spring, the administration hosted an extravaganza that included performances by Don Monopoli and Fanny herself. The entire early childhood community was invited to celebrate.

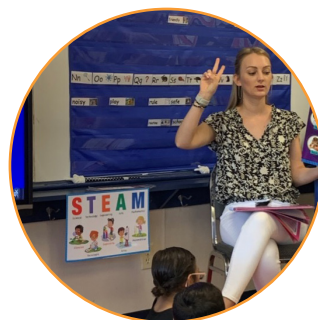
In addition, a core team was established over the summer to identify ways to create a smooth transition from the old to the new curriculum. This core team consisted of early childhood coordinators, teachers, instructional coaches, and special education facilitators. Many resources were available for parents. A summer book mailing reinforced the need to read at home and featured information about additional learning experiences in the community.



The Impact

In order to build resilience in the parents and staff, growth needed to be the focus. VISD created a new way to look at their data. “One hop at a time” was their thinking, leading to a program where the goal state was that everyone was hopping forward. The end-of-the-year data showed growth in all areas of the Circle Progress Monitoring system from the beginning to the end of year, as shown below.

Wave	District			Growth in points from 1 to 3
	1	2	3	
Rap Letter Naming	31	55	62	31
Vocabulary	57	69	69	12
Syllabication	10	37	51	41
Onset Rhyme	15	33	36	21
Alliteration	7	17	23	16
Rhyming	10	29	38	28
Overall PA Measure	67	73	81	14
Listening	25	42	54	29
Words in a Sentence	14	35	43	29
Rote Count	13	33	41	28
Naming Shapes	43	63	68	25
Number Discrimination	48	67	76	28
Number Naming	30	53	59	29
Counting Sets	31	57	67	36
Operations	12	24	34	22
Overall Math	80	77	81	1
Letter Sounds	0	68	75	68



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