

Human Resource Council Dist. XII

Butte Head Start

School Readiness Plan

2015-2016

Helping Children and Families

Grow

Every Day in Every Way

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children.

All agencies are required to establish school readiness goals which are defined as "the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals" .

Butte Head Start School Readiness Plan

Butte Head Start Program currently provides early childhood education services to 206 children and their families in Silver Bow County, Butte, MT. Classrooms are an inclusion model in cooperation with the local LEA providing broad based education services for children and families. Butte Head Start is committed in recruiting children and families most in need of Head Start services including a minimum of 10% of children with disabilities, although that enrollment exceeds 15% in our community.

Butte Head Start Program has two centers, the Main Center at 1000 S. Arizona, with the offices and seven classrooms; and the Lincoln building with 4 classrooms.

OFFICE OF HEAD START FEDERAL REQUIREMENTS

In 2007 the Office of Head Start released the revised Head Start Child Development and Early Learning Framework. It reflects changes in the field of early childhood, new research findings, and legislature that expands our understanding of school readiness. Agencies are required to measure progress toward school readiness goals, which are the expectations for children's progress and status across the domains in the Framework.

In order to help prepare children to be successful when they enter school, Head Start programs implement core strategies including:

- An integrated curriculum that addresses the essential domains of school readiness in the Head Start Child Development and Early Learning Framework
- Data collection that is analyzed and reviewed regularly to track the progress of children and improve the quality of service delivery across components
- Early learning coaching available to staff across programs and settings
- An Individual Child Wellness Plan that promotes healthy development for every child
- A parent partnership process that promotes an understanding of their child's progress, provides support, and encourages learning, health and family engagement.
- Ongoing communication with local schools to exchange information about children and programs and to align services for early learning, health, and family engagement.
- A learning community among staff to promote innovation, continuous improvement, and integrated services across education, family services and health.

Each agency needs to utilize the five domains, represented by the inner wheel of the Framework as the basis for the agency preschool school readiness goals. Agencies will indicate how curriculum and child assessment(s) address or align with the established goals, and how parents are involved in this process.

Head Start programs are expected to:

1. Adopt and align established OHS goals from the revised Framework.
2. Create and implement a plan of action for achieving the goals
3. Assess child progress on an ongoing basis and aggregate and analyze data three times a year.
4. Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement.

BUTTE HEAD START SCHOOL READINESS GOALS

Butte Head Start School Readiness Goals were developed by key staff during the 2012-13 school year. The School Readiness Team includes parents, LEA, and Head Start Early Childhood Education staff and community partners. The team met three times during the year and the smaller specialized Data Analysis Team met at the end of the year to examine for patterns of growth in order to develop a plan for program improvement.

The program goal is as follows: All children will progress across all areas addressed in the School Readiness Goals as identified in the Teaching Strategies Gold (TSG) objectives within the five domains of the Head Start Child Development and Early Learning Framework, with at least 85% at or above the widely held expectations. Children identified as meeting special education qualifications will work on meeting the objectives outlined in their IEP, as well as our Head Start School Readiness Goals.

ALIGNMENTS

The goals were created to align with the Head Start Child Development and Learning Framework using the inner wheel and to align with specific TSG objectives within the domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being, motor development, and social and emotional development.

In the fall of 2012 Butte Head Start Program implemented the online version of Creative Curriculum's (TSG) for every classroom with each classroom having a laptop computer to enter each child's data and utilize Creative Curriculum and TSG teaching materials. The School Readiness Goals are cross walked with specific TSG objectives.

Alignments of The Creative Curriculum for Preschool objectives, Head Start Child Development and Early Learning Framework, Montana Early Learning Guidelines 2004 (in process of being updated), Montana Common Core Standard

The Creative Curriculum for Preschool - Teaching Strategies Gold	Head Start Child Development and Early Learning Framework	Montana Early Learning Guidelines	Montana Common Core Standards for Kindergarten
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Butte Head Start 2015-2016 School Readiness Goals

Domain	School Readiness Goal	Teaching Strategies Gold Objective
Social & Emotional Development	Children will manage feelings, are able to look at a situation differently or delay gratification	1a
	Children will follow limits and expectations; manage classroom rules, routines and transitions	1b
	Children will take care of own needs appropriately, demonstrates confidence in meeting own needs	1c
Approaches to Learning (Initiative & Curiosity, Persistence & Attentiveness, Cooperation)	Children will show curiosity and motivation, eagerness to learn about a variety of topics and ideas	11d
	Children will show flexibility and inventiveness in thinking, change plans if a better idea is presented	11e
	Children will attend and engage, sustains interest in working on a task	11a
	Children will persist and plans and pursues a variety of appropriately challenging tasks	11b
	Children will establish and sustain positive relationships -interact with peers	2c
	Children participate cooperatively and constructively in group situations, suggest solutions to social problems	3b
Language and Literacy	Children will follow directions two or more steps	8b
	Children will identify as many as 20 letters of the alphabet, especially those in own name	16a
	Children will use letter-sound knowledge	16b
	Children will write first name	19
Cognitive and General Knowledge (& Mathematics)	Children will attend and engage, sustains work on age-appropriate interesting tasks	11a
	Children will solve problems, without having to try every possibility	11c
	Children will recognize and recall, tells about experiences in order, providing details and evaluates	12a

Domain	School Readiness Goal	Teaching Strategies Gold Objective
	Children will count verbally up to 25 and counts up to 10 objects accurately by one to one correspondence	20a
	Children will use number concepts and operations to connect numerals with their quantities counted	20c
	Children will explore and describe spatial relationships and shapes, proximity	21
Physical Well Being & Motor Development	Children will manipulate balls or similar objects with flexible body movements	6
	Children will use fingers and whole-arm movements to manipulate and explore objects	7a
	Children will use writing and drawing tools, uses three point finger grip and efficient hand placement	7b
	Children will have up to date physical and dental plans in place	PIR 100%
Parent Engagement	Parents will develop a goal involving School Readiness	100%
Parent Engagement	Parents will complete "School Readiness Home Activities" as their child's first teacher	50%
Children identified as meeting special education qualifications will work on meeting objectives outlined in their IEP, as well as, the Head Start School Readiness Goals.		

School Readiness Plan Timeline 2015-2016

September:

- School Readiness Goals detailed training for Education staff
- Teaching Strategies Gold TSG School Readiness Training to Education Staff
- Training for Teaching Strategies Gold TSG online for new employees
- Education Staff training for TSG Inter-rater Reliability on-line
- Parent / Education and Involvement for School Readiness
- Recruit School Readiness Team vacancies as needed
- Plan In-Kind "School Readiness-Home Activities" monthly for Parent Engagement

October:

- School Readiness Plan with data and outcomes from 2015-2016 Analysis Meeting reviewed with School Readiness Team and review School Readiness Goals and Plans for 2014-2015 school year.
- School District provides collaborative School Readiness Training to Education Staff
- Education Staff visits Kindergarten classes on a Friday as part of professional development training
- All Staff School Readiness Training

November:

- TSG Child Assessment Portfolio Completed – 1st checkpoint;
- Classroom School Readiness Goals developed;
- Individual School Readiness and TSG Goals Developed;
- CLASS Observation #1 and Follow-up Conference;
- CLASS Graphs by classroom and program wide;
- Individual Child Growth and Progress Charts
Individual School Readiness Goals developed with parents at 1st Parent Conference
- School Readiness Goals prepared as Graphs program wide
- School Readiness Data Analyzed

December:

- School Readiness Team Meeting reviewing Data Analysis
- School Readiness Skills Data Report Analyzed by Classroom
- Staff training regarding baseline assessments;
- Parent Engagement Event
- All Staff School Readiness Training

January:

- Training provided by the School District for Education staff
- Education Staff visits Kindergarten classes on a Friday as part of professional development training;
- TSG Child Assessment Portfolio Completed –2nd^t checkpoint
- Classroom School Readiness Goals developed
- Individual School Readiness Goals Developed
- School Readiness Data Analyzed
- Transition Planning meeting with School District

February:

- Individual Child Growth and Progress Charts shared and Individual School Readiness Goals updated with parents at 2nd Home Visit;
- School Readiness Data Analysis Team Meeting
- Parent Engagement Activity

March:

- School Readiness Team Meeting reviewing Data Analysis
- All Staff School Readiness training
- Progress on assessments shared with Policy Council and HRC Board;
- CLASS Observation #2 and Follow-up Conference;
- CLASS Graphs by classroom and program wide

School Readiness Plan Timeline 2015-2016

April:

- TSG Child Assessment Portfolio Completed –3rd checkpoint
- Classroom School Readiness Goals developed
- TSG and School Readiness goals and graphs for Transition Conferences
- Individual Child Growth and Progress Charts shared and Individual School Readiness Goals updated with parents at Transition Conference
- School Readiness Data Analysis Team Meeting
- Summer Transition packets completed

May:

- Plan and prepare for TSG Child Outcome Meeting and prepare reports for Staff to review
- School Readiness Team Meeting with Data Analysis shared, assessments and growth shared
- All Staff School Readiness Training
- Information presented to Policy Council and HRC Board
- Kindergarten Transition Agreement Meeting as requested by Curriculum Director

BUTTE HEAD START SCHOOL READINESS PLAN 2015-2016

This School Readiness Plan and Goals were developed to align with the Head Start Head Start Child Development and Early Learning Framework (Framework). Our policy is that the School Readiness Goals have the expectation for children to progress across the five domains identified in the inner wheel of the Framework within the school year. All Butte Head Start staff will support our Program School Readiness Goals.

Information will be compiled and graphed in presentation manner for the School Readiness Team meeting, Transition Meetings with the School District, Policy Council, and the Board in the fall.

IMPROVING QUALITY OF TEACHERS' INTERACTIONS

The Classroom Assessment Scoring System (CLASS) is a system based on developmental theory and research which improves teacher and child interactions and leads to greater learning to promote school readiness skills. Classrooms Observations will be completed twice a year with observation follow-up meetings. Goals will be outlined and discussed for immediate implementation to improve children's school readiness skills. Staff will receive both formal and informal trainings, utilizing CLASS video library training materials and a cycle of mentoring, assessing and re-evaluating of staff skill development by in-house CLASS reliable observers and thru trainings by the T/TA trainers.

IMPLEMENTATION OF EVIDENCE-BASED TEACHING PRACTICE PRACTICES

Child observations will be ongoing throughout each of three assessment periods and entered into the TSG online assessment. Utilizing the assessment results, classroom teachers will individualize and share with parents.

More immediate training will be where the data identified as the major weakness, the Math Curriculum. Training will be provided to the Education Staff in the fall with follow-up observations and conferences with classroom staff to see that the math concepts for the School Readiness Goals are effectively being presented to children in learning environments.

Teaching Strategies Gold Assessments will be completed for children within individual classrooms, using Fall data from Sept. through Nov., Winter data from Nov. through Jan., and Spring data from Feb. through Apr., for use and available to the individual classroom teacher and individualizing for staff needs. This data will be useful for teachers to look at following each assessment period to identify weaknesses and then adjust the focus of their curriculum and lesson plans to focus on School Readiness Goals. Program wide comparisons would identify the specific areas needing more attention, focus, and training, within the year to make immediate adjustments, and improve overall School Readiness Goals and Plan.

Everyone will to be using the same process presenting information for assessment data. All staff will assess in the same objective manner by completing the training for Inter-rater Reliability Module within Teaching Strategies Gold. This New employees will also be trained on the Professional Development Basic Module within Strategies Gold. Both trainings will begin in September.

How children are naming letters for letters and fluency is important and we will align with methods used by the School District. The School District Reading Coaches will provide in the early Fall for our teaching staff to be consistent for teaching letters and sounds.

INCREASE PARENT AND FAMILY ENGAGEMENT TO SUPPORT SCHOOL READINESS

Parents will be involved in their child's education by providing educational activities at home around the "School Readiness Home Activities" as their child's first teacher by using School Readiness Home Activities forms signed and returned to classrooms.

Parents will participate in the program through involvement on Policy Council, Parent/Child Activity Days, Parent Meetings, Conferences and Educational Home Visits which covers School Readiness Goal setting, and followed up meetings.

ASSESSMENT SYSTEMS AND DATA ANALYSIS TEAM

Our School Readiness goals aligned with the TSG objectives provide the necessary access to the data that is needed to determine progress being made toward these goals by individual child and program wide. The objectives will be tracked three times (checkpoints) during the year, fall in November, winter in February, and spring in April. Data by child will be shared with their family and also used within each classroom to adjust teaching strategies and individualization, improving child school readiness skills and therefore outcomes for the year.

A Data Analysis Team will consist of a parent, Head Start Early Child Advocates, School District staff and county Superintendent, all familiar with data processing. They will meet after each check point period to review the data in order to look for patterns of progress for groups of children in order to develop and implement a plan for program improvement by classroom and program wide and will adjust teaching strategies immediately.

Program wide data will also be collected at each checkpoint and aggregated into graphs and after the Data Analysis Team has reviewed, they will present to our School Readiness team to analyzed and then shared across the program, with parents, policy council, and the HRC Board of Directors.

More immediate focus needs to be where the data identify the major weaknesses. At first, attention has been called to the Math Curriculum. Enhancements are needed and are going to be implemented in the fall.

TRANSITION MEETING

The Transition Meeting comprised Head Start Early Childhood Advocates, Butte School District Curriculum District Director, Butte School District Special Education Teachers, many Kindergarten teachers and school secretaries. Butte School District Curriculum District Director stated "Kindergarten is not what it used to be. It's more like what first grade used to be."

Butte Head Start will facilitate effective School Readiness transitions with the School District, comprising the following steps:

- Develop a transition plan each year with a transition team with District and Head Start personnel and Head Start Parents

- Coordinate with the School District to provide Kindergarten Registration at Head Start to assist parents with introduction to School Readiness
- Develop Transition Unit for classrooms to use in the spring to help children prepare for a change of schools and expectations
- Develop and implement a School Readiness plan to help parents learn about Kindergarten expectations
- Head Start Teachers will be provided opportunity to visit Kindergarten classrooms as part of School Readiness professional development
- Determine academic history of Head Start students, K-3, as on-going source of continuous curriculum
- Develop and implement a joint School Readiness transition related training for Head Start staff and District staff.

Butte Head Start

School Readiness Goals 2015-2016

Winter Data Compared to Fall Data

86 Children Assessed

Preschool 3 year olds

Legend

Social & Emotional Development

- SE1 = Manage Feelings
- SE2 = Follows limits and expectations
- SE3 = Takes care of own needs appropriately

Approaches to Learning

- AL1 = Shows curiosity and motivation
- AL2 = Shows flexibility and inventiveness in thinking
- AL3 = Attends and engages
- AL4 = Persists
- AL5 = Interacts with peers
- AL6 = Solves social problems

Language & Literacy

- LL1 = Follows 2 step directions
- LL2 = Identifies and names letters
- LL3 = Uses letter-sound knowledge
- LL4 = Can write first name

Cognitive and General Knowledge (Mathematics)

- CG1 = Attends and engages
- CG2 = Solves problems
- CG3 = Recognizes and recalls
- CG4 = Counts to 10-20
- CG5 = Connects numerals with their quantities
- CG6 = Understands spatial relationships

Physical Well Being & Motor Development

- PW1 = Manipulates balls or similar objects
- PW2 = Uses fingers and hands
- PW3 = Uses writing and drawing tools

Butte Head Start

School Readiness Goals 2015-2016

Winter Data Compared to Fall Data

119 Children Assessed

Preschool 4 year olds

Legend

Social & Emotional Development

- SE1 = Manage Feelings
- SE2 = Follows limits and expectations
- SE3 = Takes care of own needs appropriately

Approaches to Learning

- AL1 = Shows curiosity and motivation
- AL2 = Shows flexibility and inventiveness in thinking
- AL3 = Attends and engages
- AL4 = Persists
- AL5 = Interacts with peers
- AL6 = Solves social problems

Language & Literacy

- LL1 = Follows 2 step directions
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- PW1 = Manipulates balls or similar objects
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