L.B.J.& C. Head Start School Readiness Plan

2016-2017 Program Year
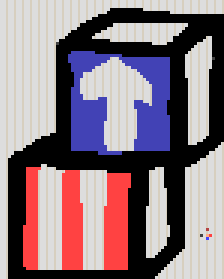
Table of Contents

Introduction

Today we know that the first five years of life are critical to a child's lifelong development. Young children's earliest experiences and environments set the stage for future development and success in school and life. Early experiences influence brain development, establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior and emotional health. L.B.J. & C. Head Start continues to offer comprehensive, high quality Head Start services for families and their children 3 to 5 years old. Our highly qualified staff is equipped to foster partnerships with parents, school district staff, community partners, decision-makers and others to ensure that appropriate goals are established to improve school readiness for children participating in Head Start

Program Description

Head Start, a comprehensive child development program, was established in the Upper Cumberland Region of Middle Tennessee in 1965. Since that time our service has continued to grow and currently L.B.J.& C Head Start Program continues assisting over 1,307 children and families in the Tennessee counties (12) of Clay, Cumberland, Dekalb, Fentress, Jackson, Macon, Overton, Pickett, Putnam, Smith, Warren, and White. Our service area covers 4,549.90 square miles. This area is classified rural consisting of small towns and population pockets throughout.

The mission of our Head Start Program is to partner with the family and community to help children and families prepare for school. The Promotion of School Readiness is the primary focus for all children enrolled in the Program. The program provides comprehensive services including nutrition, disabilities services, education, family literacy, medical and dental health, parent involvement, social services, volunteer services, child development and mental health services to children and families. The program also ensures that children who are dual language learners have the opportunity to interact and demonstrate their ability, skills and knowledge in their home language.

What is School Readiness?
School Readiness Act of 2007

The Improving Head Start School Readiness Act of 2007 requires programs to address and strengthen school readiness for all children they serve. The School Readiness Act and Head Start Program Performance Standard 1307.2 define school readiness goals as follows: School readiness goals mean the expectations of children's status and progress across domains of *language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development* that will improve their readiness for kindergarten. In very board terms, the Office of Head Start's definition of school readiness is that *"children are ready for school, families are ready to support their children's learning and schools are ready for children."*

School readiness describes the status and ongoing progress a child makes within the domains of physical wellbeing and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge. By monitoring each child's progress across multiple domains, teachers, parents, schools, and caregivers can provide needed support to ensure each child's success in school.

Head Start Approach to School Readiness
Overview

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. Historically, Head Start often has led the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, social and emotional development, all of which are essential to children getting ready for school. 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" and that "appropriately reflect the ages of children, birth to five, participating in the program" (45 CFR Chapter XIII Head Start Regulation Part 1307.2 and 1307.3 (b)(1)(i), as amended). Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

For parents and families, school readiness means they are engaged in the long-term, lifelong success of their child. Head Start recognizes that parents are their children's primary teachers and advocates. Programs are required to consult with parents in establishing school readiness goals (45 CFR 1307.3 (b) (1) (iii), as amended). As Head Start programs and schools work together to promote school readiness and to engage families as their children make the transition to kindergarten, schools will be ready for children.

L.B.J.& C. Head Start's Approach to School Readiness

L.B.J. & C. Head Start is committed to ensuring that children who leave our program are prepared when they enter the kindergarten program in the public schools by implementing *The Head Start Early Learning Outcomes Framework (ages Birth to 5) Domains*:

- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Cognition
- Perceptual, Motor, and Physical Development

With the implementation of these domains, L.B.J.& C. Head Start will ensure that children (including those with disabilities) and families served are fully equipped with necessary skills to successfully transition to kindergarten

The Program has developed an Early Childhood Education Advisory/School Readiness Leadership Team. This Team consists of administrators, supervisors, center staff, consultants, education specialists, parents, board members, policy council members and school district partners. The Leadership Team meets at our central office at a minimum of three times a year. The Team is very much involved in the school readiness approach

- Hold meetings in accordance with the scheduled meeting dates
- Review and share school readiness data with team members based on the Galileo Online Reports
- Make recommendations for staff trainings as documented in the 18 Month School Readiness Action Plan

The program also believes School Readiness goals are expected to be established in consultation with the parents and families. At the beginning of the program year, staff provides the parents with the Parent Rating forms and developmental checklists as one of the many means of giving input on the readiness goals they would like their children to learn as referenced in the developmental domains. The Galileo Individual Development Profile is shared with the parent and other family members as required during home visits, parent/staff conferences, after each assessment period to show the goals learned in each domain/scale. Program staff members are encouraged to engage in partnerships with families to further support their children's learning. Staff is available in the centers to support families by building strong relationships and responding to their interests and needs through formal partnerships.

The program will collect data on children, parents, family, and the community. This will be obtained from various sources, such as child and family records, ChildPlus, Galileo, and information from the parent and the community, etc. The aggregated data will be analyzed to measure child and family progress. This will determine the outcome of services towards achieving school readiness.

Information learned from the analysis of aggregated data will assist the program in informing stakeholders of family and child outcomes, as well as, making adjustments and/or changes in policies, plans, or procedures to strengthen school readiness in our program. Program data aggregated and analyzed three times a year to assist in continuous program improvement and enhance school readiness will be reported to the Advisory Committees, Policy Council, and Board of Directors to help assist them in decision-making for the Program.

Sharing assessment information
Staff use a variety of formats for sharing information and children's progress with families including written documents, open house, conferences and home visits, computer generated reports and parent meetings. Galileo Pre-K Parent Center offers a unique way for teaching teams to communicate with parents regarding their child's development and to share upcoming activities and lesson plans designed to promote learning. The Times for Learning activity library available through the center offers numerous learning activities a parent can use with his or her child at home. Information is shared with staff, families, policy groups, and community partners throughout the year.

Data for Galileo Parent Corner Participation:
- 1,419 – Head Start Parents logged into their child's information
- 2,916 – Number of log-ins/indicating multiple log-ins by Head Start Parents to their child's information

L.B.J. & C. Head Start developed the following school readiness goals and goal examples to ensure school readiness for the children we serve; to assist them in developing the skills, knowledge and attitudes necessary for success in school; and for later learning in life. These goals were developed using The Head Start Early Learning Outcomes Framework, Tennessee Early Learning Standards, and local school districts expectations, and input from the Policy Council, Board of Directors, and Early Childhood Education Advisory/School Readiness Leadership Team. The School Readiness Leadership Team has a broad representation that includes Education staff, parents, local elementary school representatives, community representatives, mentor coaches, and Head Start Director. Our mission is to partner with the family and community to help children and families prepare for school.

Approaches to Learning Goals:

1. Children will demonstrate the use of creative and imaginative expression, such as music, art, creative movement, and drama.
2. Children will demonstrate an interest and engagement in group experiences.

Social and Emotional Development Goals:

1. Children will demonstrate positive relationships and interactions with adults and peers.
2. Children will recognize and regulate emotions, attentions, impulses, and behavior.

Language and Literacy Goals:

1. Children will demonstrate the ability to use language to express their wants and needs, engage in conversations, and follow directions.
2. Children will demonstrate an interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
3. Children will demonstrate knowledge of print and develop awareness that print conveys meaning.
4. Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.

Cognition Goals:
1. Children will demonstrate the use of math in everyday routines to count, compare, relate, pattern, and problem solve.
2. Children will demonstrate the ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
3. Children will demonstrate the ability to observe and collect information and use it to ask questions, predict, and explain, and draw conclusions.

4. Children will demonstrate the understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.
5. Children will demonstrate increased competency in Technology.

Perceptual, Motor, and Physical Development Goals:

1. Children will understand and practice healthy and safe habits.
2. Children will demonstrate age appropriate control of large muscles for movement, navigation, and balance.
3. Children will demonstrate age appropriate control of small muscles for such purposes as using utensils, self-care, building, and exploring.

Strategies for Implementing School Readiness Goals

L.B.J. & C. Head Start uses Galileo G3 Assessment, Galileo Curriculum, Kindergarten Readiness Checklist, and Portfolio Assessment to implement our school readiness goals. Galileo G3 Assessment and Curriculum is aligned with The Head Start Early Learning Outcomes Framework (ages Birth to 5), the Tennessee Early Learning Framework, Core Kindergarten Standards and local school requirements.

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

School Readiness and On-Going Assessment

L.B.J.& C. Head Start selected Galileo Online as its ongoing assessment system to track the progress and development for children 3 to 5 years old. Galileo Online is fully aligned with and designed to support systematic implementation of The Head Start Early Learning Outcomes Framework (ages Birth to 5). Galileo is a researched-based online educational management system currently used by agency staff to support a collaborative, data driven and goal-directed approach to promoting positive child outcomes for children 3 to 5 years old.

Research shows that the social, physical, and cognitive environments that a child is exposed to in the first years of life have a lasting impact on how a child develops. The capabilities that children acquire during their formative preschool years have a profound effect on their successful transition to school, as well as on maintaining success while attending school.

One of the fundamental goals of Assessment Technology Incorporated (ATI) is to assist programs in meeting the school readiness needs of children. To help programs target these valued educational goals, ATI has created the Galileo *School Readiness Scales*.

What are the Galileo School Readiness Scales?
The Galileo *School Readiness Scales* are a set of reporting tools that consist of capabilities from the essential areas of learning and development reflected in the Galileo G3 assessment scales. The capabilities on these scales reflect valued school readiness goals the program uses to report the progress that children are making in getting ready for successful entry into kindergarten.

How were the goals on the Galileo School Readiness Scales selected?
In choosing which capabilities to include on the Galileo *School Readiness Scale* for 3- through 5-year-olds, ATI analyzed the specific goals in The Head Start Early Learning Outcomes Framework (ages Birth to 5), various state early learning standards, and Common Core Kindergarten Standards. Those capabilities that were common among the Framework, and standards were identified as the agreed-upon essential performance objectives for preschool-age children transitioning into kindergarten.

Are the Galileo School Readiness Scales aligned to The Head Start Early Learning Outcomes Framework (ages Birth to 5 and if so, what domains are included in the Galileo School Readiness Scales?

Yes. The Galileo *School Readiness Scales* are made up of capabilities that are automatically linked to the skills articulated in the Galileo G3 assessment scales. The Galileo G3 assessment scales align to the domains and domain elements outlined in The Head Start Early Learning Outcomes Framework (ages Birth to 5). The Galileo *School Readiness Scales* are organized into five knowledge areas: *Cognition and General Knowledge*, *Language and Literac*y, *Approaches to Learning*, *Social and Emotional Development*, and *Physical Development and Health*. Following is a table that shows how the school readiness knowledge areas align with the Galileo G3 assessment scales and the essential domains outlined in The Head Start Early Learning Outcomes Framework (ages Birth to 5).

Galileo G3 Assessment, Galileo Curriculum, and the Galileo Parent Corner are used to promote school readiness by:

- Providing assessment information that is "reliable and valid; developmentally, linguistically, and culturally appropriate for the populations served; and aligned with the Framework."

- Assessing children's progress on an ongoing basis and aggregating and analyzing data three times a year in order to make changes that can make meaningful school readiness differences for currently enrolled children.

- Aggregating and analyzing child assessment data three times a year to demonstrate agency, center, class, and individual child progress using norms and criterion references.

- Using ongoing assessment information to individualize each child's continuing development and learning, and in accessing each child's progress on an ongoing basis across the thirteen domains of learning.

- Examining the data for patterns of progress for groups of children in order to revise, or develop and implement plans for program improvement. Program improvements may include professional development adjustments, including specificity, intensity, frequency, and type of training; improving communication and engagement with families; intensifying curriculum supports or implementation; or other similarly responsive efforts based on the analysis of program data.

- Examining various patterns of progress and outcomes (achieved goals) for groups of children served by the program in order to revise, or develop and implement plans for program improvement.

- Implementing a fully integrated assessment, curriculum, and reporting system that links assessment, planning, individualization and the documentation of progress to *The Head Start Early Learning Outcomes Framework (ages Birth to 5), Core Kindergarten Standards and Tennessee Early Learning Developmental Standards.*

- Promoting parent family engagement by providing parents access to up-to-date information about their child's learning and classroom experiences.

- Providing opportunities to increase parent family engagement with their child by using the Times for Learning Library. This library houses numerous activities that parents can use with their children at home.

Aggregating, Analyzing and Sharing
School Readiness Data

Staff will aggregate and analyze school readiness data during three assessment periods. Here is the final outcomes aggregation and analysis of Pre-School Children's Assessment Data 2015-2016 Program Year.

Approaches to Learning- 1182 children assessed

Goals in scale 30
Achievement level

	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-9)	643= (54.40%)	227= (19.20%)	60= (5.08%)
Intermediate (10-19)	306= (25.89%)	525= (44.42%)	357= (30.20%)
Advanced (20-30)	233= (19.71%)	430= (36.38%)	765= (64.72%)

 ➢ In the first assessment period, the majority of children could accomplish 0-9 items on the assessment scale.

 ➢ Assessment period two indicates growth in children's abilities in this domain.

 ➢ Outcomes analyze for three periods of assessment in this area indicates 45.01% growth in children's abilities in this domain

Creative Arts- 1182 children assessed

Goals in scale 36
Achievement level

	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-11)	757 = (64.04%)	428= (36.21%)	129= (10.91%)
Intermediate (12-23)	337= (28.51%)	520= (43.99%)	538= (45.52%)
Advanced (20-30)	88 = (7.45%)	234= (19.80%)	515= (43.57%)

 ➢ In the first assessment period , the majority of children (could accomplish 0-11 items on the assessment scale

 ➢ Assessment period two indicates growth in children's abilities in this domain.

 ➢ Outcomes analyze for three periods of assessment in this area indicates 36.12% growth in children's abilities in this domain

Early Math- 1182 children assessed

Goals in scale 47
Achievement level

	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-15)	891 = (75.38%)	615 = (52.03%)	300 = (25.38%)
Intermediate (16-30)	275 = (23.27%)	459 = (38.83%)	537 = (45.43%)

Advanced (31-47)   16 = (1.35%)   108 = (9.14%)   345 = (29.19%)

- ➤ In the first assessment period, the majority of children could accomplish 0-15 items on the assessment scale
- ➤ Assessment period two indicates growth in children's abilities in this domain.
- ➤ Outcomes analyze for three periods of assessment in this area indicates 27.84% growth in children's abilities in this domain

English Language Acquisition- 134 children assessed

Goals in scale 30
Achievement level

	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-9)	80 = (59.70%)	20 = (14.93%)	4 = (2.99%)
Intermediate (10-19)	31 = (23.13%)	51 = (38.06%)	27 = (20.15%)
Advanced (20-30)	23 = (17.16%)	63 = (47.01%)	103 = (76.87%)

- ➤ In the first assessment period, the majority of children could accomplish 0-9 items on the assessment scale
- ➤ Assessment period two indicates growth in children's abilities in this domain.
- ➤ Outcomes analyze for three periods of assessment in this area indicates 59.71% growth in children's abilities in this domain

Language- 1182 children assessed

Goals in scale 33
Achievement level

	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-10)	696 = (58.88%)	318 = (26.90%)	78 = (6.60%)
Intermediate (11-21)	282 = (23.86%)	486 = (41.12%)	441 = (37.31%)
Advanced (22-33)	204 = (17.26%)	378 = (31.98%)	663 = (56.09%)

- ➤ In the first assessment period, the majority of children could accomplish 0-10 items on the assessment scale
- ➤ Assessment period two indicates growth in children's abilities in this domain.
- ➤ Outcomes analyze for three periods of assessment in this area indicates 38.83% growth in children's abilities in this domain

Literacy- 1182 children assessed

Goals in scale 50
Achievement level

	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-16)	837 = (70.81%)	567 = (47.97%)	265 = (22.42%)
Intermediate (17-32)	298 = (25.21%)	457 = (38.66%)	505 = (42.72%)
Advanced (33-50)	47 = (3.98%)	158 = (13.37%)	412 = (34.86%)

➢ In the first assessment period, the majority of children could accomplish 0-16 items on the assessment scale

➢ Assessment period two indicates growth in children's abilities in this domain.

➢ Outcomes analyze for three periods of assessment in this area indicates 30.88% growth in children's abilities in this domain

Logic and Reasoning- 1182 children assessed

Goals in scale 36
Achievement level

	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-11)	800 = (67.68%)	461 = (39.00%)	181 = (15.31%)
Intermediate (12-23)	300 = (25.38%)	476 = (40.27%)	515 = (43.57%)
Advanced (24-36)	82 = (6.94%)	245 = (20.73%)	486 = (41.12%)

➢ In the first assessment period, the majority of children could accomplish 0-11 items on the assessment scale

➢ Assessment period two indicates growth in children's abilities in this domain

➢ Outcomes analyze for three periods of assessment in this area indicates 34.18% growth in children's abilities in this domain

Nature and Science- 1182 children assessed

Goals in scale 56
Achievement level

	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-18)	919 = (77.75%)	708 = (59.90%)	380 = (32.15%)
Intermediate (19-36)	250 = (21.15%)	405 = (34.26%)	533 = (45.09%)
Advanced (37-56)	13 = (1.10%)	69 = (5.84%)	269 = (22.76%)

➢ In the first assessment period, the majority of children could accomplish 0-18 on the assessment scale

➢ Assessment period two indicates growth in children's abilities in this domain.

➢ Outcomes analyze for three periods of assessment in this area indicates 21.66% growth in children's abilities in this domain

Physical Development and Health- 1182 children assessed

Goals in scale 74
Achievement level

	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-24)	607 = (51.35%)	262 = (22.17%)	89 = (7.53%)
Intermediate (25-48)	350 = (29.61%)	521 = (44.08%)	378 = (31.98%)
Advanced (49-74)	225 = (19.04%)	399 = (33.76%)	715 = (60.49%)

- ➤ In the first assessment period the majority of children could accomplish 0-24 items on the assessment scale
- ➤ Assessment period two indicates growth in children's abilities in this domain.
- ➤ Outcomes analyze for three periods of assessment in this area indicates 41.45% growth in children's abilities in this domain

Social and Emotional Development- 1182 children assessed

Goals in scale 47
Achievement level

	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-15)	742 = (62.77%)	408 = (34.52%)	134 = (11.34%)
Intermediate (16-30)	314 = (26.57%)	489 = (41.37%)	448 = (37.90%)
Advanced (31-47)	126 = (10.66%)	285 = (24.11%)	600 = (50.76%)

- ➤ In the first assessment period, the majority of children could accomplish 0-15 items on the assessment scale
- ➤ Assessment period two indicates growth in children's abilities in this domain.
- ➤ Outcomes analyze for three periods of assessment in this area indicates 40.01% growth in children's abilities in this domain

Social Studies- 1182 children assessed

Goals in scale 45
Achievement level

	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-14)	847 = (71.66%)	562 = (47.55%)	277 = (23.43%)
Intermediate (15-29)	308= (26.06%)	481 = (40.69%)	523 = (44.25%)
Advanced (30-45)	27 = (2.28%)	139 = (11.76%)	382 = (32.32%)

- ➤ In the first assessment period, the majority of children could accomplish 0-14 items on the assessment scale
- ➤ Assessment period two indicates growth in children's abilities in this domain.
- ➤ Outcomes analyze for three periods of assessment in this area indicates 30.04% growth in children's abilities in this domain

Technology – 1182 children assessed

Goals in scale 33
Achievement level

	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-10)	906 = (76.65%)	674 = (57.02%)	358 = (30.29%)
Intermediate (11-21)	273 = (23.10%)	464 = (39.26%)	626 = (52.96%)
Advanced (22-33)	3 = (0.25%)	44 = (3.72%)	198 = (16.75%)

➢ In the first assessment period, the majority of children could accomplish 0-10 items on the assessment scale

➢ Assessment period two indicates growth in children's abilities in this domain.

➢ Outcomes analyze for three periods of assessment in this area indicates 16.50% growth in children's abilities in this domain

School Readiness Goals – 1136 children assessed

Goals in scale 88

Achievement level	Period 1 08-1-15 to 10-05-15	Period 2 10-06-15 to 12-29-15	Period 3 12-30-16 to 5-2-16
Beginning (0-28)	751 = (66.11%)	429 = (37.76%)	129 = (11.36%)
Intermediate (29-58)	322 = (28.35%)	517 = (45.51%)	546 = (48.06%)
Advanced (59-88)	63 = (5.55%)	190 = (16.73%)	461 = (40.58%)

➢ In the first assessment period the majority of children could accomplish 0-28 items on the assessment scale

➢ Assessment period two indicates growth in children's abilities in this domain.

➢ Outcomes analyze for three periods of assessment in this area indicates 35.03% growth in children's abilities in this domain

Interpretation of data:

1182 children were assessed three separate times throughout the program year. Analysis of the data will be utilized to support services and program improvements. Analysis of the data from the three assessments indicates the following:

1. Program Data indicates that children made progress/gains in each domain on an average of ***35.17% for the Program Year***
2. Program Data indicates that the Domains of Technology, Nature & Science and Early Math demonstrated the lowest percentages of progress/gains for the Program Year
3. ***Program Data indicates that children are learning and school readiness skills are being taught***

Professional Staff Development to Promote School Readiness

Staff members will receive ongoing training on school readiness during Pre-Service Training in August and throughout the school year. The training agendas document an array of training topics that promote positive child outcomes for Head Start staff, such as:

- Opportunities for teachers and staff to enhance understanding of school readiness and early childhood education
- Familiarize teachers and staff with curriculum, effective teaching styles, and school readiness expectations
- Provide trainings to parents and staff concerning the importance of the following areas in school readiness, education, mental health, disability, nutrition, transition, and health

Unit Specialists and Managers conduct ongoing monitoring. They provide school readiness opportunities for immediate feedback and technical assistance to center- based staff. The staff will:

- Monitor children's progress in the attainment of established positive child outcomes through Galileo Online
- Ensure that best practices are identified while monitoring
- Review Galileo data with administrators, classroom staff and others as appropriate
- Monitor the specific classroom items on the ongoing monitoring tool that are referenced as elements of the Classroom Assessment Scoring System (CLASS) observation instrument that promote teacher-child interactions

During the monitoring process, managers and specialists monitor specific classroom items and support teachers through developmentally appropriate dialogue, demonstrative teaching techniques, and mentoring/coaching strategies as needed

Quality Teacher-Child Interactions

To ensure and improve high quality teacher-child interactions, program staff utilizes the Classroom Assessment Scoring System (CLASS) Observation tool to support children's emotional and intellectual growth on a daily basis. CLASS Observations are conducted at least three each school year, once in the fall, once in winter and once in the spring. Utilizing base-line scores, individual teachers and the program will choose areas of focus for mentoring and professional development. During data analysis, CLASS strategies are also utilized in identifying ways that we can meet specific program goals outlines in our School Readiness Plan.

Program CLASS Results for the 2015-2016 Program Year
The overall scores for the year:

Emotional Support (ES) = 6.21 high range

Classroom Organization (CO) = 5.65 – medium to high range

Instructional Support (IS) = 5.27 – medium to high range

These scores indicate growth in each domain. The Program is well above the Re-Competition Level and the lowest 10% National Level. However in the domain of Classroom Organization, the Program does not meet the National Average. This is an area of concern and will be supported by intentional strategies for improvement.

Importance of Family Engagement

Families play an essential part in ensuring that children are ready for and successful in school. L.B.J.& C. Head Start strives to form, maintain, and nurture Family Engagement throughout the learning process. While Family Engagement is constantly evolving and adapting to the needs and interests of children and families being served, strategies should always be systematic, integrated and sustained. Systematic Family Engagement should be precisely and intentionally designed as core components of school readiness. Integrated Family Engagement is embedded throughout program systems, structures, and processes designed to ensure school readiness. Sustainable Family Engagement involves not only operating with adequate resources, but also forming and optimizing community partnerships and resources. Our ultimate goal is to ensure that Family Engagement in meaningful, lasting and effective. By utilizing the Head Start Parent, Family, and Community Engagement Framework, the program implements the following strategies:

Professional Development
- Staff training and workshops that educate and encourage Family Engagement within the classroom and home
- Parent training and workshops that educate and encourage parents on the importance of being active participants in their child's education
- Parent training and workshops that inform parents of their rights and train them to be advocates for their children
- Assisting parents in career and educational advancement through effective Parent Engagement
- Parent trainings, staff trainings and workshops addressing the importance of collecting accurate and meaningful data to guide decisions and support improvement
- Staff training to build skills in cultural and linguistic diversity
- Staff trainings and workshops to build capacity for staff promotions

Community Collaboration
- Connect families with community support systems and resources
- Facilitate and participate in community meetings and initiatives that strengthen the Agency's ability to identify and meet the needs of the community
- Engaging community partnerships that support the needs of expecting and existing families
- Engage and facilitate effective partnerships with LEAs such as local school districts and day care centers

Families are engaged as equal partners in the children's learning development through:
- Child orientation process
- Parent-Teacher conferences (conducted two times a year)
- Partnership plans/agreements (ongoing; based on the needs of the family)
- Home visits (conducted twice per year by education staff)

- Monthly parent meetings
- Various Advisory Committee Meetings (conducted three times a year)
- Volunteer opportunities
- Transition meetings to inform and facilitate the transition process

Next Steps/ Using the Outcomes data

School Readiness goals have been revised for the upcoming Program Year based upon input from the Early Childhood Education Advisory/School Readiness Leadership Team, Local School System input, Tennessee State Early Learning Standards, and Common Core Kindergarten Standards and the Head Start Early Learning Framework. In reviewing the Outcomes data for the 2015-2016 Program Year, we will continue to utilize the Galileo Program to assess and track school readiness goals in our Program. This data will shared with all stakeholders. The end result is scale indicators that will serve as a reporting tool for focusing educator's attention on essential standards to benchmarking children's progress in attaining these essential capabilities and getting ready for school. The goal indicators are reviewed by the Early Childhood Education Advisory/School Readiness Leadership Team. They are shared with the Policy Council, Board of Directors and other stakeholders. We feel this strengthens our efforts in school readiness.

Operational and/or programming changes (i.e. services, timing of data aggregation and analysis, staff professional development, etc.)

As a result of our child outcomes data regarding school readiness goals this year and our CLASS monitoring, we will:

1. Using the results of the Galileo assessment outcomes to: note trends programmatically and plan accordingly via the T/TA plan and Self-Assessment; plan for large and small groups as well as individualize for children; and to purchase instructional materials for the classroom.
2. Provide professional development in School Readiness Goals to 100% of staff.
3. Continue to provide professional development in the Domains of Literacy, Early Math, Social Studies, Logic and Reasoning, Technology, and Nature and Science to 100% of education staff.
4. Provide professional development to all orientation teaching staff utilizing the Beginning Teacher Series.
5. Continue to utilize the 1st Home Visit Education Handbook to address areas where children are not making significant progress identified in the school readiness outcomes report.
6. Provide professional development as needed to education staff utilizing the Early Childhood Learning and Knowledge Center 15 minute In-Service Suites.
7. Provide professional development to 100% of education staff in the CLASS -Classroom Organization Domain, focusing on the Dimensions of Behavior Management and Productivity
8. Provide one-on-one professional development to education staff who fall below 4.0 any CLASS Dimension.
9. Enhance and support all areas of School Readiness but focus additional resources and support for the areas of Technology, Nature and Science, and Early Math.
10. Explore a variety of resources to enhance curriculum efforts in Social Studies, including using the following resource books; "Learn Every Day About Social Studies," and "Me, My Family, and Friends."

CONCLUSION

To be successful, School readiness must be a comprehensive effort to prepare children for the school and future successes. Head Start and the community and families we serve must work together in order to successfully create an environment that nurtures children in all areas of their development. The L.B. J. & C. Head Start Program strives to create a nurturing and developmental age appropriate learning environment, to challenge children to explore and problem solve in a clean, safe, well equipped classroom. Instruction will focus on language development and higher order thinking skills which will be essential for school success. Families, center staff and community partners must work together to provide age appropriate environments and developmental experiences that promote growth and learning to ensure that children enter kindergarten eager and excited to learn.

L.B.J. & C. Head Start is committed to promoting school readiness requirements. We believe it is the responsibility of schools to meet the needs of children as they enter school and to provide whatever services are needed to help each child reach his or her fullest potential. Therefore, the program will ensure that children are ready for a successful school experience in all areas of physical, cognitive, social, and emotional competence as well as positive attitudes toward learning.