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

2025-2026 Program Year

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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 880 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 1305.2 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 broad 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, 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." Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and later learning in 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. 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 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 Education Advisory that consists of administrators, supervisors, center staff, consultants, education specialists, parents, board members, policy council members and school district partners. The Education Advisory meets at our central office at a minimum of three times a year. The Education Advisory is very much involved in the school readiness approach.

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 meet with parents to establish their goals for their child. The child 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, Creative Curriculum, GOLDFinch assessments, 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 in 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. Creative Curriculum 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 through the Teaching Strategies Family app. The Family App also contains an activity library that parents can enhance learning at home. Information is shared with staff, families, policy groups, and community partners throughout the year.

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

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 Education Advisory Committee. The Education Advisory Committee has a broad representation that includes education staff, parents, local elementary school representatives, community representatives, mentor coaches, Assistant Head Start Director 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 increase their listening, sharing, and turn taking skills with their peers and adults.
2. Children will display their creativity through art, music, and movement.
3. Children will utilize dramatic roles to portray stories.
4. Children will make discoveries and initiate learning on their own.
5. Children will develop a sense of wonder, a willingness to participate, persistence in their efforts, and the ability to connect past learning to new situations.

Social and Emotional Development Goals:
1. Children will recognize their feelings and manage them appropriately.
2. Children will follow classroom rules, directions, and routines.
3. Children will be able to adjust to new situations.
4. Children will exhibit appropriate emotional behaviors.
5. Children will demonstrate self-awareness, direction, and independence.
6. Children will establish and demonstrate a positive relationship with peers and adults.

Language and Literacy Goals:
1. Children will have knowledge of the alphabet.
2. Children will explore the world of reading.
3. Children will acquire new words to enhance their conversational vocabulary.
4. Children will understand following directions.
5. Children will inquire as well as respond to questions.
6. Children will have an understanding of story composition (beginning, middle, end, cover, publisher, author, etc.).
7. Children will write letters and words.
8. DLL children will have opportunities to comprehend English as a spoken language, as well as their home language.
9. DLL children will have opportunities to express themselves in their home language as well as in English.

Cognition Goals:
1. Children will demonstrate the use of math in everyday routines to count, compare, identify, add/subtract, sort, pattern, and measure.

2. Children will demonstrate the ability to recognize, understand, 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, 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 develop knowledge while talking about and using technology.

Perceptual, Motor, and Physical Development Goals:
1. Children will become self-sufficient in their personal needs.
2. Children will develop early health habits to support physical wellbeing, use of their bodies, muscle control, and appropriate nutrition, exercise, hygiene, and safety practices.
3. Children will demonstrate large motor control, balance, and coordination.
4. Children will demonstrate fine motor dexterity and control with hand-eye coordination.

School Readiness and On-Going Assessment

L.B.J.& C. Head Start has selected Teaching Strategies GOLDFinch as its ongoing assessment system to track the progress and development of children ages 3 to 5. GOLDFinch is fully aligned with and designed to support the systematic implementation of the Head Start Early Learning Outcomes Framework (ELOF). GOLDFinch is a research-based, observation-driven, online educational management system used by agency staff to support a collaborative, data-driven, and goal-directed approach to promoting positive child outcomes.

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

One of the fundamental goals of Teaching Strategies is to assist programs in meeting the school readiness needs of children. GOLDFinch provides a comprehensive, ongoing assessment system that integrates seamlessly with The Creative Curriculum and aligns with widely accepted early learning standards.

What is Teaching Strategies GOLDFinch?

Teaching Strategies GOLDFinch is an authentic, ongoing, observation-based assessment tool that supports educators in documenting children's growth across multiple developmental areas. It aligns with the ELOF, Tennessee Early Learning Developmental Standards, and Common Core Kindergarten Standards, providing a shared set of school readiness goals for preschool-age children transitioning into kindergarten.

How are the school readiness goals determined?

The school readiness goals used within GOLDFinch are derived from the Head Start Early Learning Outcomes Framework, state early learning standards, and Common Core Kindergarten Standards.

These goals are embedded in The Creative Curriculum's objectives for development and learning, ensuring a consistent, evidence-based approach to preparing children for school success.

Alignment to the ELOF

GOLDFinch is fully aligned with the ELOF. It organizes objectives into the following domains:

- Social–Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics
- Science & Technology
- Social Studies
- The Arts
- English Language Acquisition (as applicable)

These objectives are embedded within the Creative Curriculum daily plans and routines, ensuring that assessment and instruction are intentionally connected.

School Readiness and Assessment Practices

The Creative Curriculum and Teaching Strategies GOLDFinch are used to promote school readiness by:

- Providing assessment information that is reliable, valid, developmentally appropriate, linguistically and culturally responsive, and aligned with the ELOF.
- Assessing children's progress on an ongoing basis and aggregating/analyzing data three times a year (fall, winter, spring) to make instructional adjustments that positively impact school readiness for currently enrolled children.
- Aggregating and analyzing child assessment data at the agency, center, classroom, and individual levels to monitor progress using developmental progressions and widely held expectations.
- Using ongoing assessment information to individualize learning experiences for each child across all domains of development and learning.
- Reviewing patterns of progress for groups of children to inform program improvement efforts, which may include adjusting professional development, strengthening family engagement, or enhancing curriculum supports.
- Implementing a fully integrated system that links assessment, curriculum, lesson planning, and progress documentation to the ELOF, Core Kindergarten Standards, and Tennessee Early Learning Developmental Standards.
- Promoting parent and family engagement by providing parents with regular updates on their child's progress and sharing learning activities that can be done at home.
- Providing opportunities for families to extend learning beyond the classroom through family engagement activities connected to Creative Curriculum and GOLD objectives.

Aggregating, Analyzing and Sharing School Readiness Data

Staff will aggregate and analyze school readiness data during three assessment periods.
Here is the first aggregation and analysis of Pre-School Children's Assessment Data 2024-2025
Program Year.

Approaches to Learning – 860 children assessed in Period 1

812 children assessed in Period 2

759 children assessed in Period 3

Goals in scale 30

Achievement level	Period 1	Period 2	Period 3
	08/12/24 to 10/28/24	10/29/24 to 1/27/25	1/28/25 to 4/30/25
Beginning (0-9)	400 (46.46%)	149 (18.35%)	10 (1.32%)
Intermediate (10-19)	257 (29.85%)	356 (43.84%)	220 (28.99%)
Advanced (20-30)	204 (23.69%)	307 (37.81%)	529 (69.70%)

➢ The first assessment period data indicates that the majority of children (46.46%) could accomplish 0-9 items on the assessment scale.

➢ The second assessment period data indicates that the majority of children (43.84%) could accomplish 10-19 items on the assessment scale.

➢ The third assessment period data indicates that the majority of children (69.70%) could accomplish 20-30 items on the assessment scale.

Creative Arts – 860 children assessed in Period 1

812 children assessed in Period 2

759 children assessed in Period 3

Goals in scale 36

Achievement level	Period 1	Period 2	Period 3
	08/12/24 to 10/28/24	10/29/24 to 1/27/25	1/2/25 to 4/30/25
Beginning (0-11)	532 (61.86%)	275 (33.87%)	67 (8.83%)
Intermediate (12-23)	244 (28.37%)	398 (49.01%)	333 (43.87%)
Advanced (24-36)	84 (9.77%)	139 (17.12%)	359 (47.30%)

➢ The first assessment period data indicates that the majority of children (61.86%) could accomplish 0-11 items on the assessment scale.

- The second assessment period data indicates that the majority of children (49.01%) could accomplish 12-23 items on the assessment scale.

- The third assessment period data indicates that the majority of the children (47.30%) could accomplish 24-36 items on the assessment scale.

Early Math – 860 children assessed in Period 1
   812 children assessed in Period 2
   759 children assessed in Period 3

Goals in scale 47

Achievement level	Period 1	Period 2	Period 3
	08/12/24 to 10/28/24	10/29/24 to 1/27/25	1/28/25 to 4/30/25
Beginning (0-15)	679 (78.95%)	481 (59.24%)	218 (28.72%)
Intermediate (16-30)	157 (18.26%)	285 (35.10%)	324 (42.69%)
Advanced (31-47)	24 (2.79%)	46 (5.67%)	217 (28.59%)

- The first assessment period data indicates that the majority of children (78.95%) could accomplish 0-15 items on the assessment scale.

- The second assessment period data indicates that the majority of children (59.24%) could accomplish 0-15 items on the assessment scale.

- The third assessment period data indicates that the majority of children (42.69%) could accomplish 16-30 items on the assessment scale.

English Language Acquisition – 101 children assessed in Period 1
   73 children assessed in Period 2
   71 children assessed in Period 3

Goals in scale 30

Achievement level	Period 1	Period 2	Period 3
	08/12/24 to 10/28/24	10/29/24 to 1/27/25	1/28/25 to 4/30/25
Beginning (0-9)	63 (62.38%)	19 (26.03%)	3 (4.23%)
Intermediate (10-19)	29 (28.71%)	37 (50.68%)	26 (36.62%)
Advanced (20-30)	9 (8.91%)	17 (23.29%)	42 (59.15%)

- The first assessment period data indicates that the majority of children (62.38%) could accomplish 0-9 items on the assessment scale.

- The second assessment period data indicates that the majority of children (50.68%) could accomplish 10-19 items on the assessment scale.

- The third assessment period data indicates that the majority of children (59.15%) could accomplish 20-30 items on the assessment scale.

Language – 860 children assessed in Period 1
        812 children assessed in Period 2
        759 children assessed in Period 3

Goals in scale 33

Achievement level	Period 1 08/12/24 to 10/28/24	Period 2 10/29/24 to 1/27/25	Period 3 1/28/25 to 4/30/25
Beginning (0-10)	468 (54.42%)	206 (25.37%)	75 (9.88%)
Intermediate (11-21)	234 (27.21%)	371 (45.69%)	202 (26.61%)
Advanced (22-33)	158 (18.37%)	235 (28.94%)	482 (63.50%)

- The first assessment period data indicates that the majority of children (54.42%) could accomplish 0-10 items on the assessment scale.

- The second assessment period data indicates that the majority of children (45.69%) could accomplish 11-21 items on the assessment scale.

- The third assessment period data indicates that the majority of children (63.50%) could accomplish 22-33 items on the assessment scale.

Literacy – 860 children assessed in Period 1
        812 children assessed in Period 2
        759 children assessed in Period 3

Goals in scale 50

Achievement level	Period 1 08/12/24 to 10/28/24	Period 2 10/29/24 to 1/27/25	Period 3 1/28/25 to 4/30/25
Beginning (0-16)	615 (71.51%)	412 (50.74%)	193 (25.43%)
Intermediate (17-32)	215 (25.00%)	317 (39.04%)	332 (43.74%)
Advanced (33-50)	30 (3.49%)	83 (10.22%)	234 (30.83%)

- The first assessment period data indicates that the majority of children (71.51%) could accomplish 0-16 items on the assessment scale.

- ➢ The second assessment period data indicates that the majority of children (50.74%) could accomplish 0-16 items on the assessment scale.

- ➢ The third assessment period data indicates that the majority of children (43.74%) could accomplish 17-32 items on the assessment scale.

Logic and Reasoning – 860 children assessed in Period 1
812 children assessed in Period 2
759 children assessed in Period 3

Goals in scale 36

Achievement level	Period 1	Period 2	Period 3
	08/12/24 to 10/28/24	10/29/24 to 1/27/25	1/28/25 to 4/30/25
Beginning (0-11)	558 (64.88%)	323 (39.78%)	99 (13.04%)
Intermediate (12-23)	233 (27.09%)	345 (42.49%)	334 (44.01%)
Advanced (24-36)	69 (8.02%)	144 (17.73%)	326 (42.95%)

- ➢ The first assessment period data indicates that the majority of children (64.88%) could accomplish 0-11 items on the assessment scale.

- ➢ The second assessment period data indicates that the majority of children (42.49%) could accomplish 12-23 items on the assessment scale.

- ➢ The third assessment period data indicates that the majority of children (44.01%) could accomplish 12-23 items on the assessment scale.

Nature and Science – 860 children assessed in Period 1
812 children assessed in Period 2
759 children assessed in Period 3

Goals in scale 56

Achievement level	Period 1	Period 2	Period 3
	08/12/24 to 10/28/24	10/29/24 to 1/27/25	1/28/25 to 4/30/25
Beginning (0-18)	689 (80.12%)	519 (63.92%)	263 (34.65%)
Intermediate (19-36)	152 (17.67%)	248 (30.54%)	320 (42.16%)
Advanced (37-56)	19 (2.21%)	45 (5.54%)	176 (23.19%)

- ➢ The first assessment period data indicates that the majority of children (80.12%) could accomplish 0-18 items on the assessment scale.

- ➢ The second assessment period data indicates that the majority of children (63.92%) could accomplish 0-18 items on the assessment scale.

➢ The third assessment period data indicates that the majority of children (42.16%) could accomplish 19-36 items on the assessment scale.

Physical Development and Health – 860 children assessed in Period 1
812 children assessed in Period 2
759 children assessed in Period 3

Goals in scale 74

Achievement level	Period 1	Period 2	Period 3
	08/12/24 to 10/28/24	10/29/24 to 1/27/25	1/28/25 to 4/30/25
Beginning (0-24)	395 (45.93%)	185 (22.78%)	73 (9.62%)
Intermediate (25-48)	313 (36.40%)	380 (46.80%)	204 (26.88%)
Advanced (49-74)	152 (17.67%)	247 (30.42%)	482 (63.50%)

➢ The first assessment period data indicates that the majority of children (45.93%) could accomplish 0-24 items on the assessment scale.

➢ The second assessment period data indicates that the majority of children (46.80%) could accomplish 25-48 items on the assessment scale.

➢ The third assessment period data indicates that the majority of the children (63.50%) could accomplish 49-74 items on the assessment scale.

Social and Emotional Development – 860 children assessed in Period 1
812 children assessed in Period 2
759 children assessed in Period 3

Goals in scale 47

Achievement level	Period 1	Period 2	Period 3
	08/12/24 to 10/28/24	10/29/24 to 1/27/25	1/28/25 to 4/30/25
Beginning (0-15)	479 (55.70%)	288 (35.47%)	80 (10.54%)
Intermediate (16-30)	238 (27.67%)	316 (38.92%)	241 (31.75%)
Advanced (31-47)	143 (16.63%)	208 (25.62%)	438 (57.71%)

➢ The first assessment period data indicates that the majority of children (55.70%) could accomplish 0-15 items on the assessment scale.

➢ The second assessment period data indicates that the majority of children (38.92%) could accomplish 16-30 items on the assessment scale.

➢ The third assessment period data indicates that the majority of children (57.71%) could accomplish 31-47 items on the assessment scale.

Social Studies – 860 children assessed in Period 1
           812 children assessed in Period 2
           759 children assessed in Period 3

Goals in scale 45

Achievement level	Period 1	Period 2	Period 3
	08/12/24 to 10/28/24	10/29/24 to 1/27/25	1/28/25 to 4/30/25
Beginning (0-14)	549 (63.84%)	358 (44.09%)	149 (19.63%)
Intermediate (15-29)	259 (30.12%)	353 (43.47%)	341 (44.93%)
Advanced (30-45)	52 (6.05%)	101 (12.44%)	269 (35.44%)

➢ The first assessment period data indicates that the majority of children (63.84%) could accomplish 0-14 items on the assessment scale.

➢ The second assessment period data indicates that the majority of children (44.09%) could accomplish 0-14 items on the assessment scale.

➢ The third assessment period data indicates that the majority of the children (44.93%) could accomplish 15-29 items on the assessment scale.

Technology – 860 children assessed in Period 1
           812 children assessed in Period 2
           759 children assessed in Period 3

Goals in scale 33

Achievement level	Period 1	Period 2	Period 3
	08/12/24 to 10/28/24	10/29/24 to 1/27/25	1/28/2025 to 4/30/25
Beginning (0-10)	655 (76.07%)	445 (54.80%)	252 (33.20%)
Intermediate (11-21)	181 (21.02%)	328 (40.39%)	380 (50.07%)
Advanced (22-33)	25 (2.90%)	39 (4.80%)	127 (16.73%)

➢ The first assessment period data indicates that the majority of children (76.07%) could accomplish 0-10 items on the assessment scale.
➢ The second assessment period data indicates that the majority of children (54.80%) could accomplish 0-10 items on the assessment scale.

➢ The third assessment period data indicates that the majority of children (50.07%) could accomplish 11-21 items on the assessment scale.

School Readiness- 860 children assessed in Period 1
812 children assessed in Period 2
759 children assessed in Period 3

Goals in Scale 88

Achievement level	Period 1	Period 2	Period 3
	08/12/24 to 10/28/24	10/29/24 to 1/27/25	1/28/25 to 4/30/25
Beginning (0-28)	511 (59.42%)	298 (36.70%)	88 (11.59%)
Intermediate (29-58)	283 (32.91%)	387 (47.66%)	321 (42.29%)
Advanced (59-88)	66 (7.67%)	127 (15.64%)	350 (46.11%)

➢ The first assessment period data indicates that the majority of children (59.42%) could accomplish 0-28 items on the assessment scale.

➢ The second assessment period data indicates that the majority of children (47.66%) could accomplish 29-58 items on the assessment scale.

➢ The third assessment period data indicates that the majority of children (46.11%) could accomplish 59-88 items on the assessment scale.

Interpretation of data:

During the first period, baselines were set and the majority of children were in the beginning levels of learning in each domain. There were 860 children assessed in this period.

During the second assessment period, children demonstrated some growth in each domain. 812 students were assessed during both Period 1 and Period 2.

During the third assessment period, children demonstrated some growth in each domain. 759 students were assessed in all three periods.

This data will be used to continue efforts towards growth in each domain and encouraging Kindergarten/School Readiness for all children served.

2024-2025 CLASS Average Score Chart
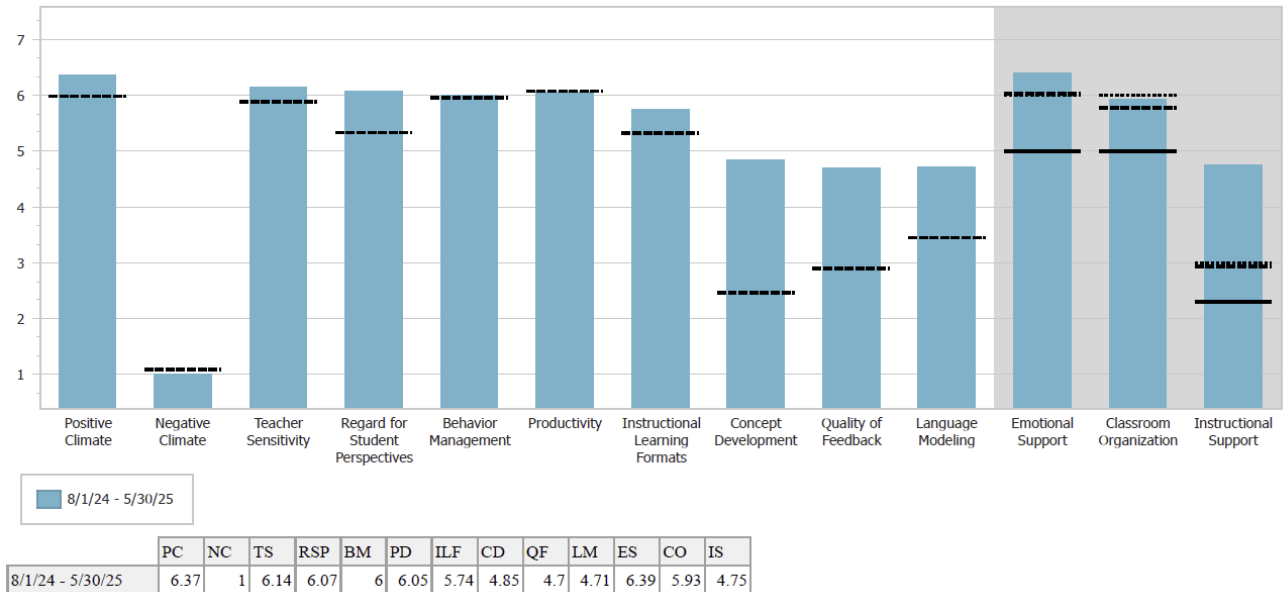
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CLASS

LBJ&C Head Start
5630 - Pre-K CLASS® Average Score Charts
Observations occurring: 8/1/2024 - 5/30/2025

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LBJ&C Head Start

Quality Thresholds ········
2020 National Average ▬ ▬ ▬
Re-competition Level ▬▬▬▬

Legend: 8/1/24 - 5/30/25

	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
8/1/24 - 5/30/25	6.37	1	6.14	6.07	6	6.05	5.74	4.85	4.7	4.71	6.39	5.93	4.75

Classroom Assessment Scoring System (CLASS) is an observation instrument developed to assess classroom quality in preschool classrooms. The CLASS dimensions are based solely on interactions between teachers and students in classrooms; this system does not evaluate the presence of materials, the physical environment or safety, or the adoption of a specific curriculum. CLASS focuses on interactions between teachers and students and what teachers do with the materials they have.

We are looking at the Domains of:

The CLASS organizes teacher-student interactions into three broad domains:

✓ **Emotional Support**: Social and emotional functioning in the classroom is an indicator of school readiness. CLASS evaluates the dimensions of positive climate, negative climate, teacher sensitivity, and regard for student perspectives.
✓ **Classroom Organization**: Classrooms provide the most opportunities for learning when students are well behaved, active and engaged. CLASS considers behavior management, productivity, and instructional learning formats.
✓ **Instructional Support**: Are teachers making the most of opportunities to effectively support cognitive and language development through the curriculum? CLASS focuses on the roles of concept development, quality of feedback, and language modeling.

These are the scores in each domain. The Program is well above the Re-Competition Level. However, in the domain of Classroom Organization, the Program is just below the National Average. This is an area needing improvement 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 daycare 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 for the upcoming program year are based upon input from the Education Advisory Committee, local school systems, Tennessee Early Learning Developmental Standards, Common Core Kindergarten Standards, and the Head Start Early Learning Outcomes Framework (ELOF). In reviewing the Outcomes Data for the 2024–2025 program year, we will utilize Creative Curriculum and Teaching Strategies GOLDFinch to assess, document, and track school readiness goals in our program. This data will be shared with all stakeholders.

The end result is a set of indicators that serve as a reporting tool, focusing educators' attention on essential standards and benchmarks for children's progress toward attaining school readiness goals. These goal indicators are reviewed by the Education Advisory Committee and shared with the Policy Council, Board of Directors, and other stakeholders. We believe this strengthens our collective efforts in school readiness.

Operational and/or Programming Changes

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

1. Use GOLDFinch outcomes data to identify trends program-wide, inform the T/TA plan and Self-Assessment Plan, guide group and individualized instruction, and determine needed instructional materials for classrooms.
2. Provide professional development on School Readiness Goals to staff.
3. Continue Practice-Based Coaching with fidelity.
4. Provide ongoing professional development in the domains of Literacy, Mathematics, Science & Technology, Social Studies, Cognitive Development, and Social–Emotional Learning to education staff, ensuring alignment with Creative Curriculum objectives.
5. Ensure teachers communicate with parents about areas where their child(ren) is not making significant progress, as identified in the school readiness outcomes report, during Home Visits and Parent–Teacher Conferences.
6. Have Practice-Based Coaches provide targeted professional development using the ECLKC 15-Minute In-Service Suites, while modeling instructional strategies for teaching staff in identified growth areas.
7. Provide professional development and intensive mentoring to education staff in the CLASS Classroom Organization Domain, focusing on Behavior Management and Productivity.
8. Provide intensive Practice-Based Coaching for teachers who score below the CLASS Quality Threshold of 6.0 in Emotional Support (ES), 6.0 in Classroom Organization (CO), or 3.0 in Instructional Support (IS).
9. Maintain a revised CLASS implementation schedule to enhance observation quality and provide more thorough training for teachers with action plans.
10. Continue to enhance and support all areas of School Readiness, ensuring integration with curriculum and assessment.
11. Prioritize the social–emotional well-being of children and families through the Second Step Curriculum and eDECA.
12. Provide additional social–emotional support for children as needed through the Behavioral Specialist and/or Assistants.

CONCLUSION

To be successful, School Readiness must be a comprehensive effort that prepares children for school and lifelong success. Instruction will focus on language development, higher-order thinking skills, and hands-on exploration in a clean, safe, and well-equipped classroom environment that promotes growth and learning. This ensures that children enter kindergarten eager and excited to learn.

Head Start, families, and the communities we serve will continue to partner to create a nurturing, developmentally appropriate learning environment that challenges children to explore, problem-solve, and develop a love of learning.

L.B.J. & C. Head Start remains committed to meeting School Readiness requirements. We believe it is the responsibility of schools to meet the needs of children as they enter school and to provide the necessary supports 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—physical, cognitive, social, and emotional competence—as well as foster positive attitudes toward learning.