

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

2021-2022 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 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 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 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 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. 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 Parent Center 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.

Data for Galileo Parent Corner Participation: 2020/2021

- 1317 – Number of log-ins/indicating multiple log-ins by Head Start Parents to their child's information

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 skills.
2. Children will display their creativity through art.
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 own 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 engage in English reading.
9. DLL children will have opportunities to express themselves 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 while drawing on knowledge or experience to seek solutions to a problem.

3. Children will demonstrate the ability to observe and collect information while using 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 demonstrate increased competency in 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 skills.
4. Children will demonstrate fine motor skills.

School Readiness and On-Going Assessment

L.B.J.& C. Head Start selected Galileo G3 assessment 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*. 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 Literacy*, *Approaches to Learning*, *Social and Emotional Development*, and *Physical Development and Health*. Following are statements showing 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*.

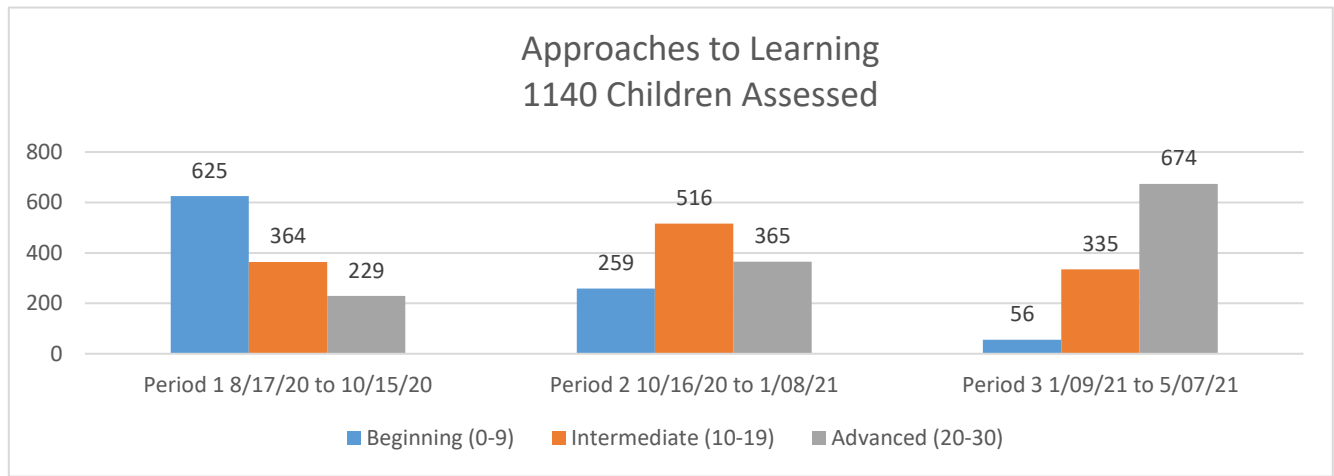
Galileo G3 Assessment, Galileo Curriculum, and the Galileo Parent Corner are used to promote school readiness by:

- 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 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 while assessing 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 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 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*, *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 Galileo Pre-K Parent Center activity library, which houses numerous activities that parents can use with their children at home.

Aggregating, Analyzing and Sharing School Readiness Data

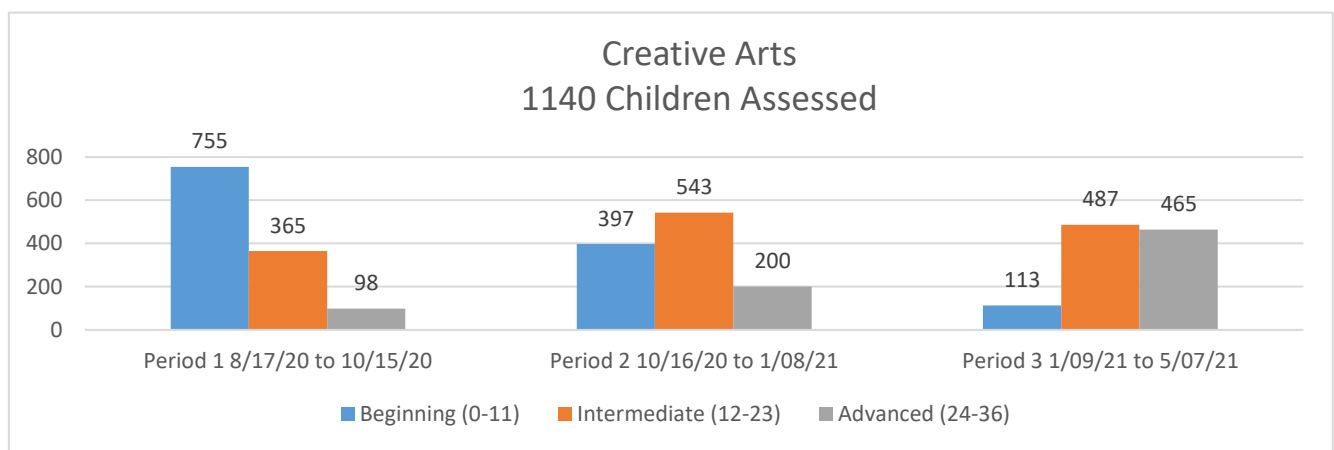
Staff will aggregate and analyze school readiness data during three assessment periods. Here is the third period aggregation and analysis of Pre-School Children's Assessment Data 2020-2021 Program Year.

Goals in scale 30 Achievement level



- Period 1 data indicates that the majority of children (625 children = 51.31%) could accomplish 0-9 items in the Beginning Level on the assessment scale.
- Period 2 data indicates that the majority of children (516 children = 45.26%) could accomplish 10-19 items in the Intermediate Level on the assessment scale.
- Period 3 data indicates that the majority of children (674 children = 63.29%) could accomplish 20-30 items in the Advanced Level on the assessment scale.

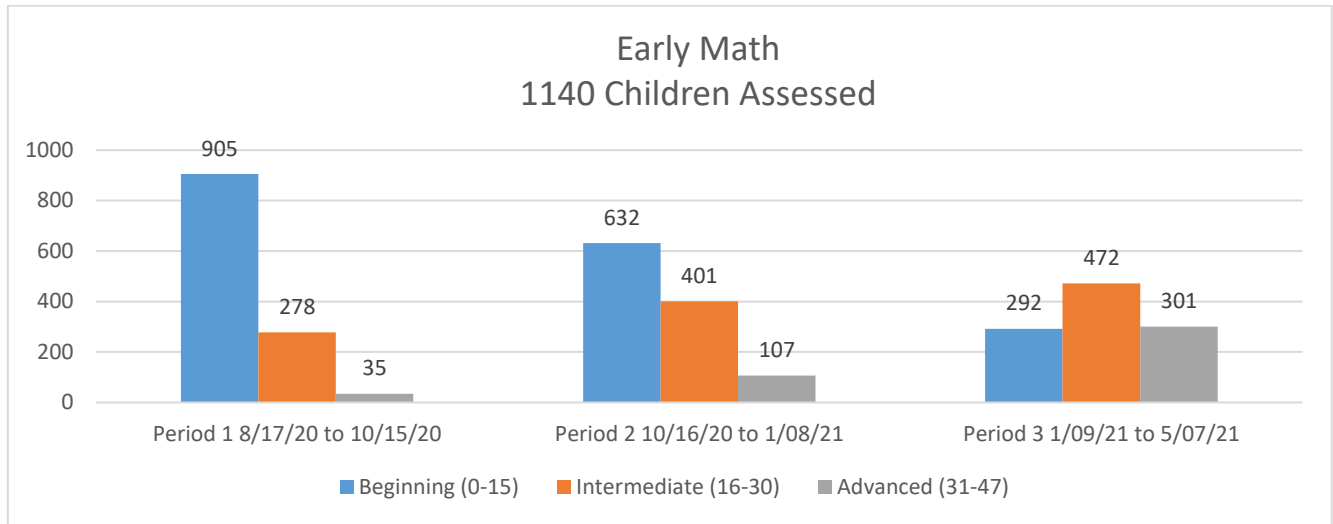
Goals in scale 36 Achievement level



- Period 1 data indicates that the majority of children (755 children = 61.99%) could accomplish 0-11 items in the Beginning Level on the assessment scale.
- Period 2 data indicates that the majority of children (453 children = 47.63%) could accomplish 12-23 items in the Intermediate Level on the assessment scale.

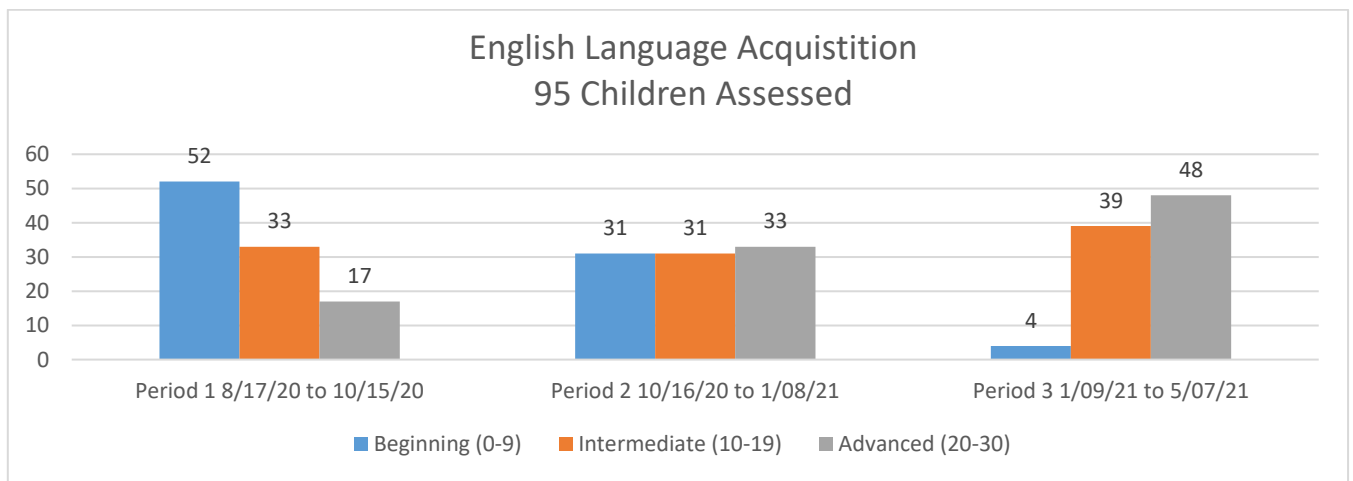
- Period 3 data indicates that the majority of children (487 children = 45.73%) could accomplish 12-23 items in the Intermediate Level on the assessment scale. The Advanced Level on the assessment scale has also increased to 43.66%, accounting for 465 children.

Goals in scale 47 Achievement level



- Period 1 data indicates that the majority of children (905 children = 74.30%) could accomplish 0-15 items in the Beginning Level on the assessment scale.
- Period 2 data indicates that the majority of children (632 children = 55.44%) could accomplish 0-15 items in the Beginning Level on the assessment scale. There has been an 18.86% decrease in this category and an increase of 12.36% in the Intermediate Level.
- Period 3 data indicates that the majority of children (472 children = 44.32%) could accomplish 16-30 items in the Intermediate Level on the assessment scale.

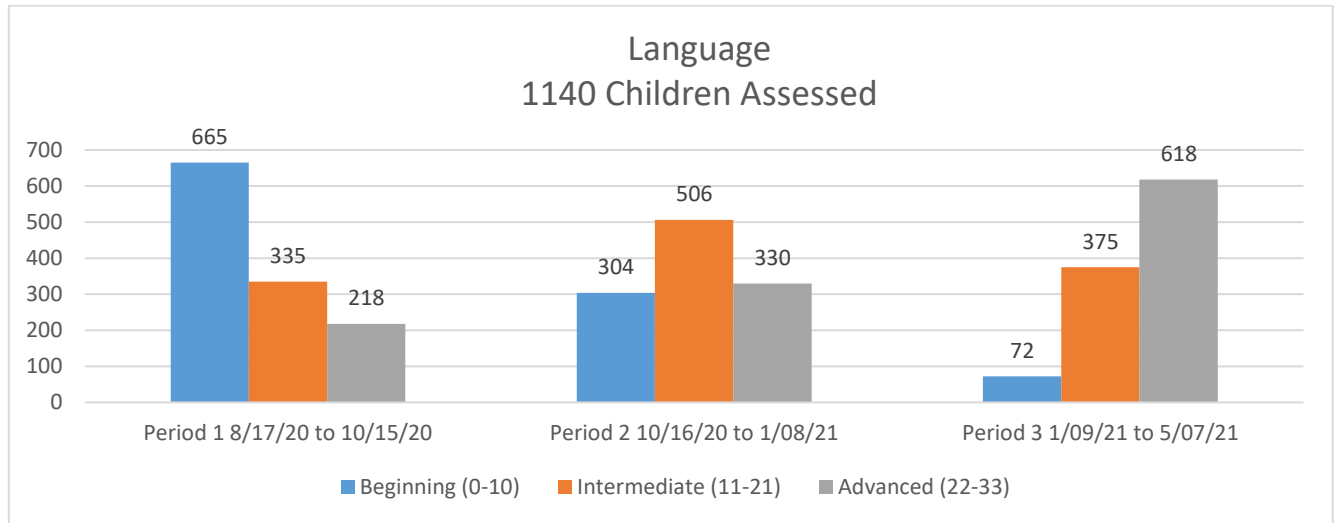
Goals in scale 30 Achievement Level



- Period 1 data indicates that the majority of children (52 children = 50.98%) could accomplish 0-9 items in the Beginning Level on the assessment scale.

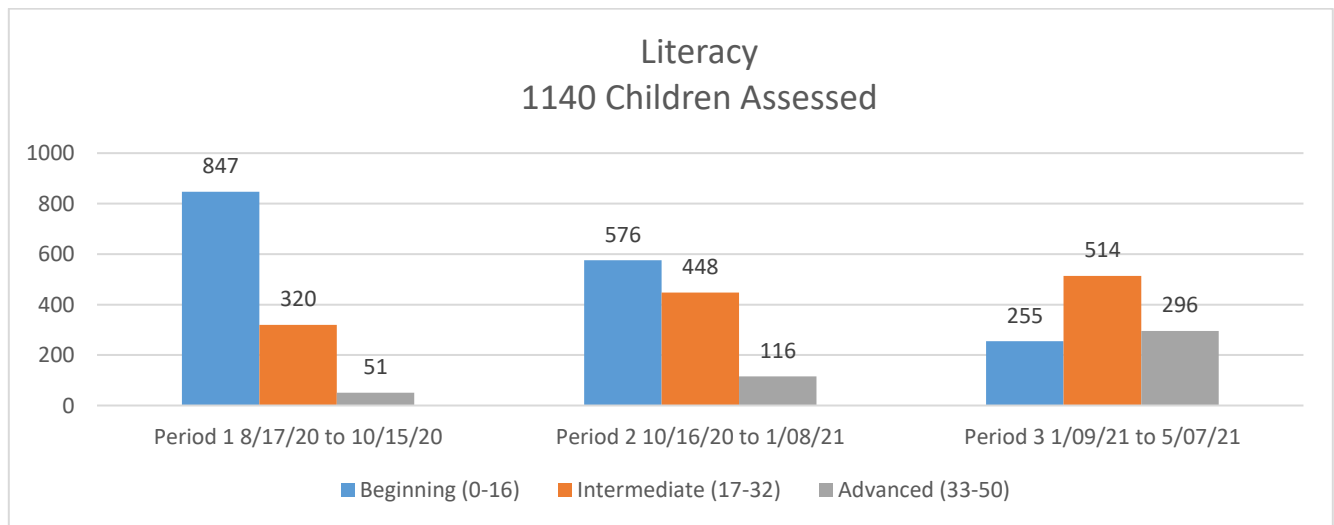
- Period 2 data indicates that the majority of children (33 children = 34.74%) could accomplish 20-30 items in the Advanced Level on the assessment scale.
- Period 3 data indicates that the majority of children (48 children = 52.75%) could accomplish 20-30 items in the Advanced Level on the assessment scale.

Goals in scale 33 Achievement Level



- Period 1 data indicates that the majority of children (665 children = 54.60%) could accomplish 0-10 items in the Beginning Level on the assessment scale.
- Period 2 data indicates that the majority of children (506 children = 44.39%) could accomplish 11-21 items in the Intermediate Level on the assessment scale.
- Period 3 data indicates that the majority of children (618 children = 58.03%) could accomplish 22-33 items in the Advanced Level on the assessment scale.

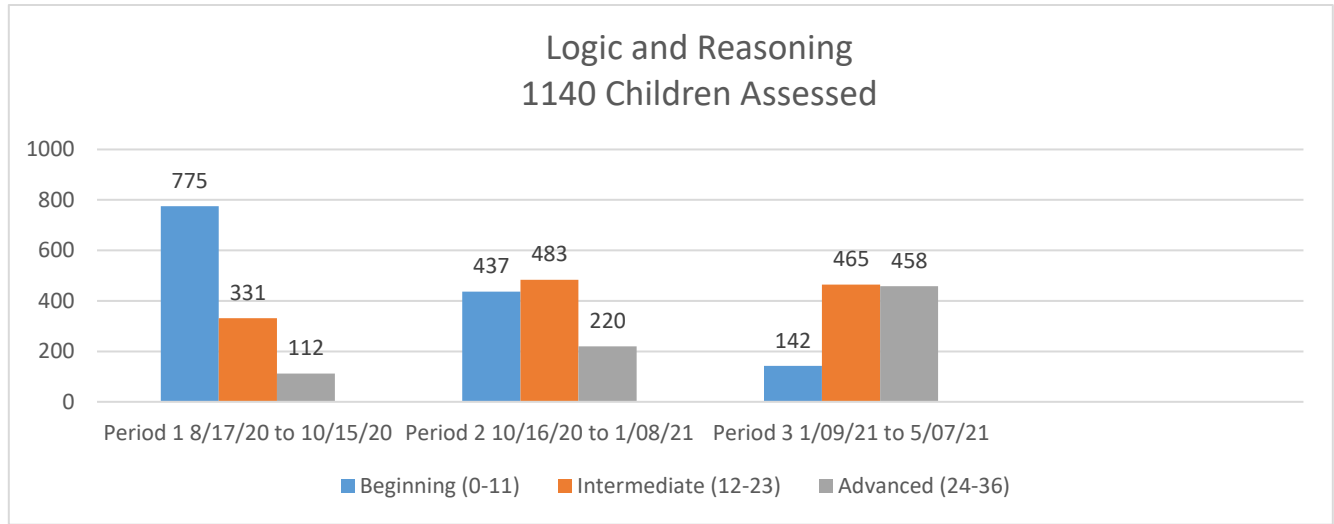
Goals in scale 50 Achievement Level



- Period 1 data indicates that the majority of children (847 children = 69.54%) could accomplish 0-16 items in the Beginning Level on the assessment scale.

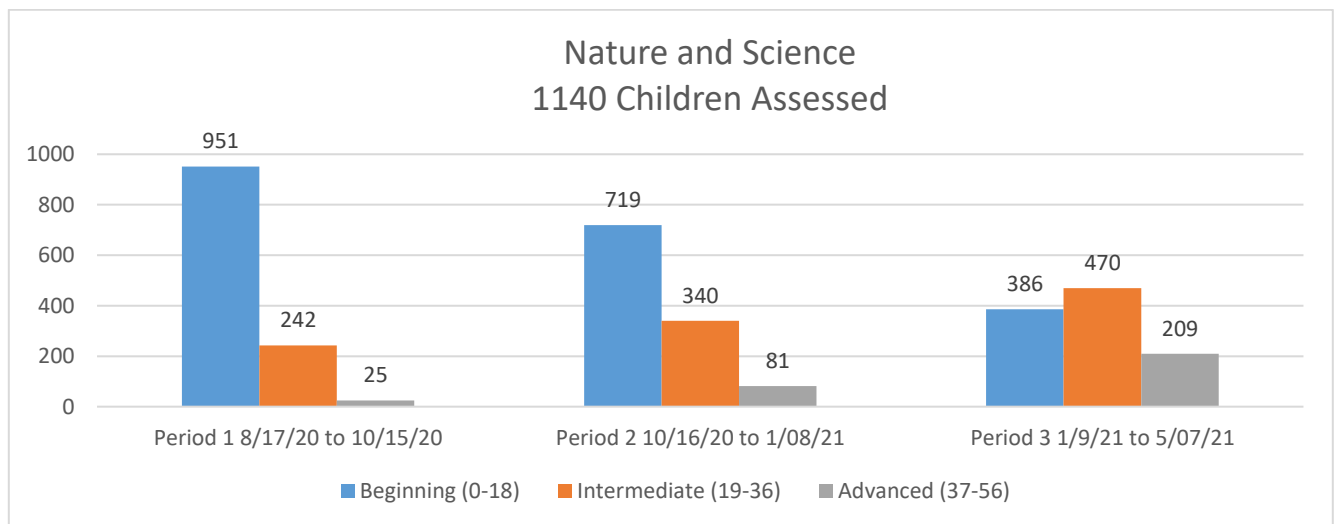
- Period 2 data indicates that the majority of children (576 children = 50.53%) could accomplish 0-16 items in the Beginning Level on the assessment scale. There has been a 19.01% decrease in this category and an increase of 13.03% in the Intermediate Level.
- Period 3 data indicates that the majority of children (514 children – 48.26%) could accomplish 17-32 items in the Intermediate Level on the assessment scale.

Goals in scale 36 Achievement Level



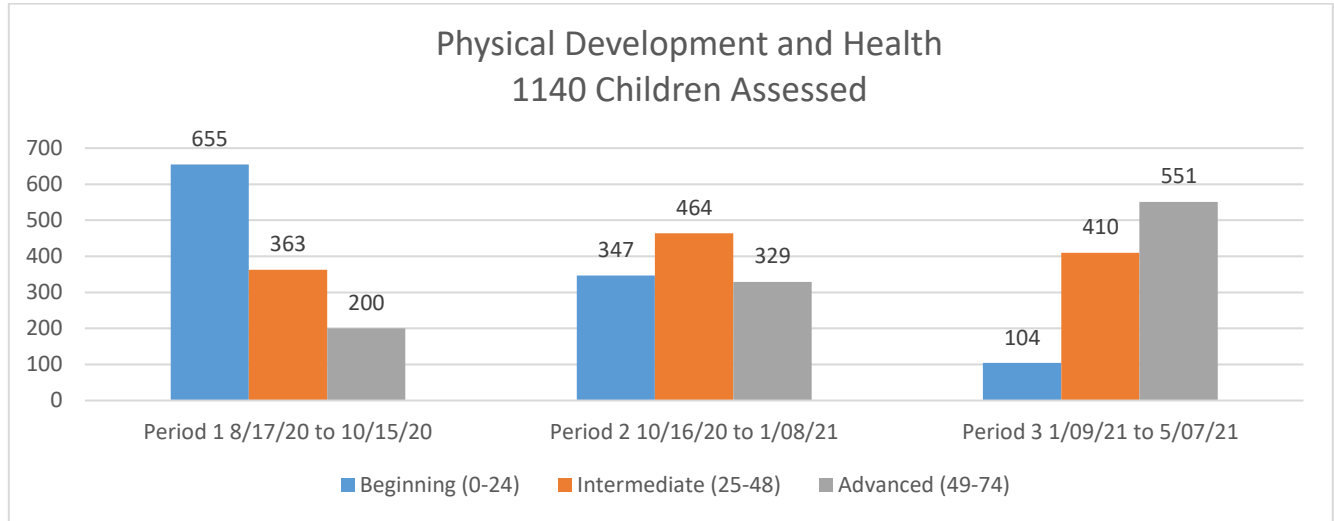
- Period 1 data indicates that the majority of children (775 children = 63.63%) could accomplish 0-11 items on the assessment scale.
- Period 2 data indicates that the majority of children (483 children = 42.37%) could accomplish 12-23 items in the Intermediate Level on the assessment scale.
- Period 3 data indicates that the majority of children (465 children = 43.66%) could accomplish 12-23 items in the Intermediate Level on the assessment scale. There has been an increase in the Advanced Level where (458 children = 43.00%) of the children could accomplish 24-36 items on the assessment scale.

Goals in scale 36 Achievement Level



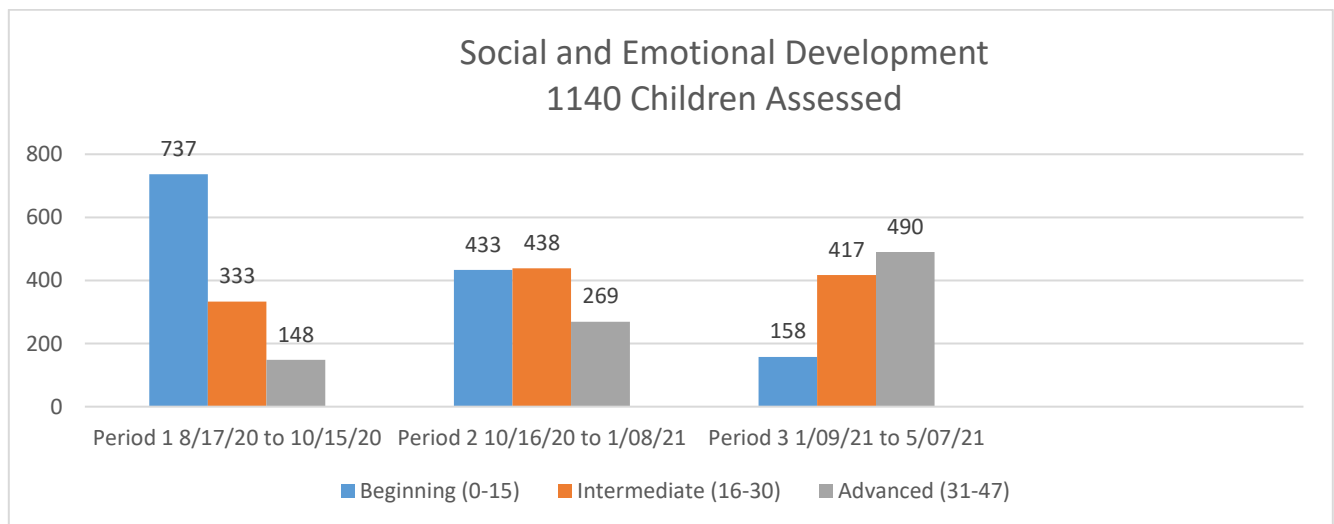
- Period 1 data indicates that the majority of children (951 children = 78.08%) could accomplish 0-18 items in the Beginning Level on the assessment scale.
- Period 2 data indicates that the majority of children (719 children = 63.07%) could accomplish 0-18 items in the Beginning Level on the assessment scale. There has been a 15.01% decrease in this category and a 9.56% increase in the Intermediate Level.
- Period 3 data indicates that the majority of children (470 children = 44.13%) could accomplish 19-36 items in the Intermediate Level on the assessment scale.

Goals in scale 74 Achievement Level



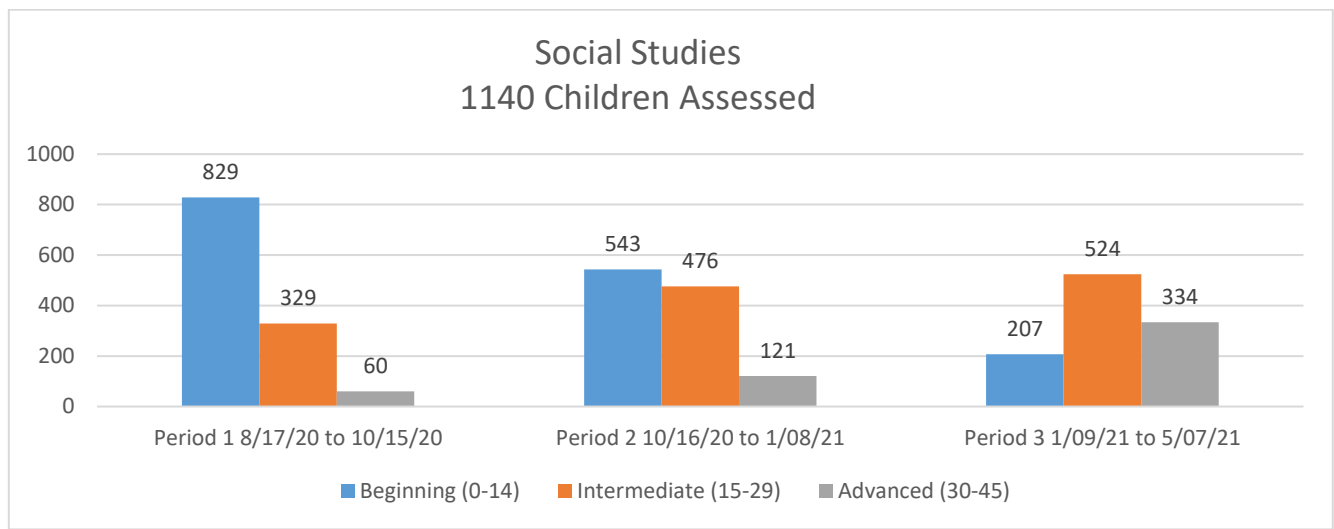
- Period 1 data indicates that the majority of children (655 children = 53.78%) could accomplish 0-24 items in the Beginning Level on the assessment scale.
- Period 2 data indicates that the majority of children (464 children = 40.70%) could accomplish 25-48 items in the Intermediate Level on the assessment scale.
- Period 3 data indicates that the majority of children (551 children – 51.74%) could accomplish 49-74 items in the Advanced Level on the assessment scale.

Goals in scale 47 Achievement Goal



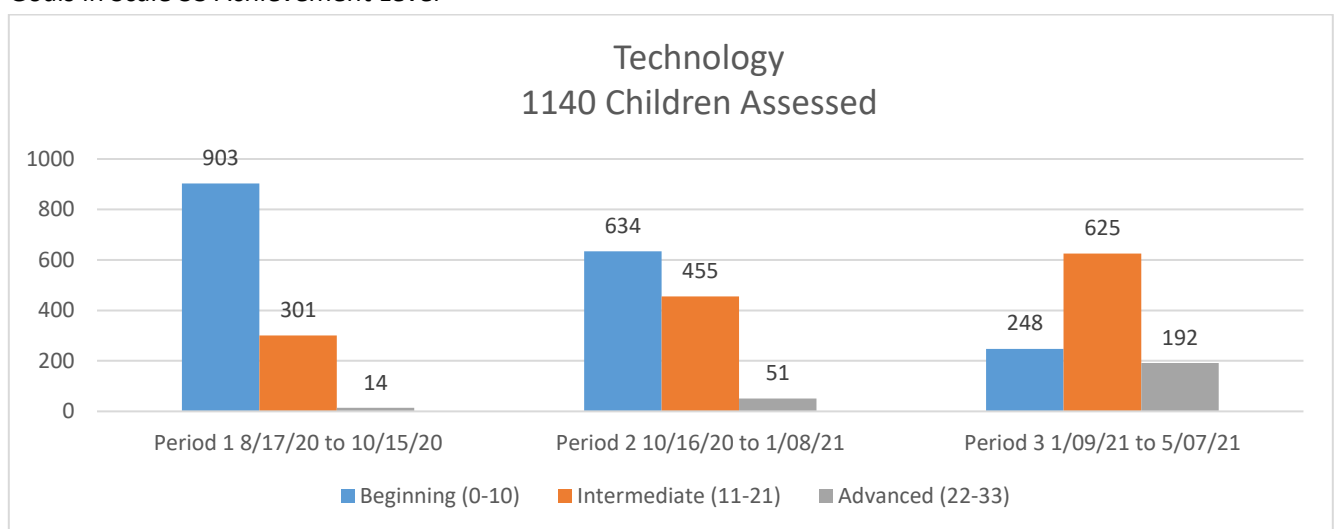
- Period 1 data indicates that the majority of children (737 children = 60.51%) could accomplish 0-15 items in the Beginning Level on the assessment scale.
- Period 2 data indicates that the majority of children (438 children = 38.42%) could accomplish 16-30 items in the Intermediate Level on the assessment scale.
- Period 3 data indicates that the majority of children (490 children = 46.04%) could accomplish 31-47 items in the Advanced Level on the assessment scale.

Goals in scale 45 Achievement Level



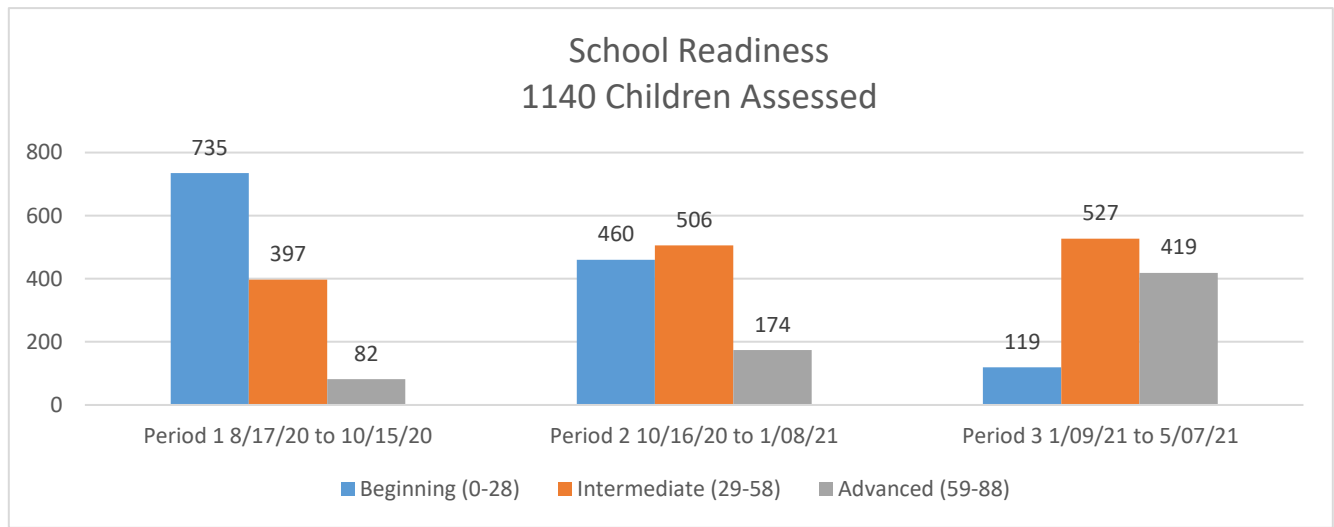
- Period 1 data indicates that the majority of children (829 children = 68.06%) could accomplish 0-14 items in the Beginning Level on the assessment scale.
- Period 2 data indicates that the majority of children (543 children = 47.63%) could accomplish 0-14 items in the Beginning Level on the assessment scale. There has been a decrease of 20.43% in this category and an increase of 14.74% in the Intermediate Level.
- Period 3 data indicates that the majority of children (524 children = 49.20%) could accomplish 15-29 items in the Intermediate Level on the assessment scale.

Goals in Scale 33 Achievement Level



- Period 1 data indicates that the majority of children (903 children = 74.14%) could accomplish 0-10 items in the Beginning Level on the assessment scale.
- Period 2 data indicates that the majority of children (634 children = 55.61 %) could accomplish 0-10 items in the Beginning Level on the assessment scale. There has been a decrease of 18.53% in this category and an increase of 15.20% in the Intermediate Level.
- Period 3 data indicates that the majority of children (625 children = 58.69%) could accomplish 11-21 items in the Intermediate Level on the assessment scale.

Goals in scale 88 Achievement Level



- Period 1 data indicates that the majority of children (735 children = 60.54%) could accomplish 0-28 items in the Beginning Level on the assessment scale.
- Period 2 data indicates that the majority of children (506 children = 44.39 %) could accomplish 29-58 items in the Intermediate Level on the assessment scale.
- Period 3 data indicates that the majority of children (527 children = 49.48%) could accomplish 29-58 items in the Intermediate Level on the assessment scale. The Advanced Level on the assessment scale has increased to 39.34%, accounting for 419 children.

Interpretation of data:

During the third assessment period, there were 1,065 children assessed in all three periods, the first, the second and the third. Children demonstrated growth in each domain as they have achieved outcome successes in the third period towards Kindergarten/School Readiness Skills. In five domains, the majority of the children were able to achieve goals in the Advanced Levels.

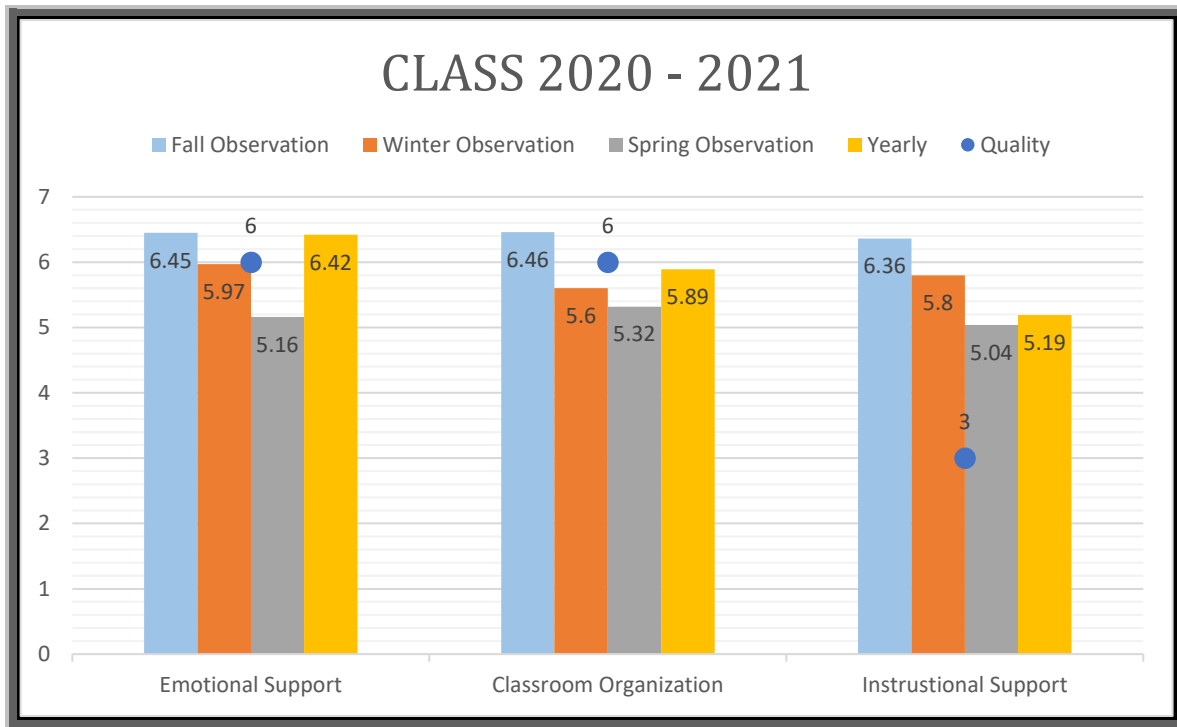
During the third assessment period, there were 275 **Virtual Children** assessed in all three periods, the first, the second and the third. Children demonstrated growth in each domain as they have achieved outcome successes in the third period towards Kindergarten/School Readiness Skills. In all domains, except Nature and Science, the majority of the children have achieved goals in the Intermediate and Advanced Levels.

During the second assessment period, there were 1,140 children assessed in both periods, the first and second periods. Children demonstrated growth in each domain as they have achieved outcome success in this period towards Kindergarten/School Readiness skills.

During the first period, baselines were set and the majority of children were in the Beginning Levels of learning in each domain. There were 1,218 children assessed in this period.

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

Program CLASS Results for the 2020-2021 Program Year



Source: L.B.J.&C. Head Start CLASS Observation Data, May 2020 – April 2021

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 and the lowest 10% National Level. However, in the domain of Classroom Organization, the Program is just meeting 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 is 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 is based upon input from the Education Advisory, Local School System, Tennessee State Early Learning Standards, Common Core Kindergarten Standards, and the *Head Start Early Learning Framework*. In reviewing the Outcomes Data for the 2020-2021 Program Year, we will continue to utilize the Galileo Program to assess and track school readiness goals in our Program. This data will be 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 Education Advisory Committee. 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. Use 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 staff.
3. Continue Practice Based Coaching with fidelity.
4. Continue to provide professional development in the Domains of Literacy, Early Math, Social Studies, Logic and Reasoning, Technology, and Nature and Science to education staff.
5. Teachers will continue to explain to parents the areas where their child(ren) is not making significant progress, which is identified in the school readiness outcomes report during Home Visits and Parent Teacher Conferences.
6. Practice Base Coaches provide professional development as needed to education staff utilizing the Early Childhood Learning and Knowledge Center 15 minute In-Service Suites while they role model for teaching staff in areas that need to be strengthened.
7. Provide professional development and intensive mentoring to education staff in CLASS - Classroom Organization Domain with the focus area being in the Dimensions of Behavior Management and Productivity.
8. Teachers who scored below the CLASS Quality Threshold of 6.0 in Emotional Support (ES), 6.0 in Classroom Organization (CO), and a 3.0 in Instructional Support Domains will receive intensive Practice Based Coaching.
9. The CLASS implementation schedule was revised to enhance the quality of the observations and to provide more thorough training for the teachers who receive action plans due to scoring below quality threshold.
10. Enhance and support all areas of School Readiness.
11. Emphasis on the social emotional well-being of our families and children will be addressed through our Second Step Curriculum and eDeca.
12. Children who need additional social emotional guidance will receive support from the Behavioral Specialist and/or Assistants.

CONCLUSION

To be successful, School Readiness must be a comprehensive effort to prepare children for school and future successes. Therefore, instruction will focus on language development and higher-order thinking skills in a clean, safe, well-equipped classroom, that promotes growth and learning to ensure that children enter kindergarten eager and excited to learn. Head Start, families, and the communities that we serve partner together to successfully create a learning environment that is nurturing and developmentally age appropriate to challenge children to explore and problem solve.

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.