



YVEDDI Head Start School Readiness Goals and Plan of Action

YVEDDI Head Start School Readiness Goals

Domain	Goals	Actions	Indicators	Person Responsible	Time Frame
<p>Approaches to Play and Learning</p>	<p>Curiosity, information-seeking and eagerness: Children will be able to form ideas, reflect on past events, pose theories about the future and act on knowledge of the real world.</p> <p>Children will be able to express interest in the world, ask questions to find answers, and experiment with materials.</p> <p>Children will be able to think independently.</p> <p>Play and Imagination: Children will engage in increasingly complex play. Children will demonstrate creativity, imagination, and inventiveness.</p> <p>Risk-taking, problem solving and flexibility: Children will recognize problems and try to solve them in a variety of ways, and be willing to try new things in collaboration with others.</p> <p>Attention, effort, and persistence: Children will be able to sustain</p>	<p>Completion of Teaching Strategies Gold Assessment three times per year and ongoing assessment through Individual Objectives</p>	<p>Teaching Strategies Gold Assessment Reports</p> <p>Lesson Plans</p> <p>Anecdotal Notes</p> <p>Individual Objectives</p>	<p>Teaching Staff</p> <p>Education Management Staff</p>	<p>Teaching Strategies Gold Assessments completed in September January May</p> <p>Lesson Plans, Anecdotal Notes and Individual Objectives completed monthly</p>

	<p>attention, pursue difficult tasks, cope successfully with trying situations, and take responsibility for their own learning.</p>				
<p>Emotional and Social Development</p>	<p>Developing a sense of self: Children will reveal a sense of self identity and self awareness. Children will have the ability to support and secure relationships that foster their own self-confidence and self-esteem.</p> <p>Developing a sense of self with others Children will form relationships and interact positively with familiar adults, as well as other children. Children will demonstrate the social and behavioral skills needed to successfully participate in groups.</p> <p>Learning about feelings Children will identify, manage, and express their feelings and responses to the needs of others.</p>	<p>Completion of Teaching Strategies Gold Assessment three times per year and ongoing assessment through Individual Objectives</p>	<p>Teaching Strategies Gold Reports</p> <p>Lesson Plans</p> <p>Anecdotal Notes</p> <p>Individual Objectives</p>	<p>Teaching Staff</p> <p>Education Management Staff</p>	<p>Teaching Strategies Gold Assessments completed in September January May</p> <p>Lesson Plans, Anecdotal Notes and Individual Objectives completed monthly</p>
<p>Health and Physical Development</p>	<p>Physical health and growth: Children will have appropriate dietary habits and nutrition awareness, healthy exercise habits, and attention to other wellness issues.</p>	<p>Completion of Teaching Strategies Gold Assessment three times</p>	<p>Teaching Strategies Gold Reports</p> <p>Lesson Plans</p>	<p>Teaching Staff</p> <p>Education Management Staff</p>	<p>Teaching Strategies Gold Assessments completed in September January</p>

	<p>Motor Development: Children will have appropriate fine motor skills such as scribbling, writing, drawing, and other activities requiring hand-eye coordination and will have appropriate gross motor skills such as walking, running, jumping, dancing, and other skills related to strength and stamina.</p> <p>Self-care: Children will independently complete self-care tasks and develop awareness of their needs and the ability to communicate their needs.</p> <p>Safety Awareness : Children will have the ability to identify potential risks and use safe practices to protect themselves and others.</p>	per year and ongoing assessment through Individual Objectives	<p>Anecdotal Notes</p> <p>Individual Objectives</p>		<p>May</p> <p>Lesson Plans, Anecdotal Notes and Individual Objectives completed monthly</p>
Language Development and Communication	<p>Learning to Communicate: Children will understand communication from others They will participate in conversations with others, asking and answering questions. Children will speak audibly and express thoughts, feelings, and ideas. Children will use most grammatical constructions of their home language responding to and using a growing</p>	Completion of Teaching Strategies Gold Assessment three times per year and ongoing assessment through Individual	<p>Teaching Strategies Gold Reports</p> <p>Lesson Plans</p> <p>Anecdotal Notes</p>	Teaching Staff Education Management Staff	<p>Teaching Strategies Gold Assessments completed in September January May</p> <p>Lesson Plans, Anecdotal Notes and Individual</p>

	<p>vocabulary. Children will be able to describe familiar people, places, things, and events.</p> <p>Foundations for reading: Children will have developing knowledge and skills in oral language, vocabulary words used in understanding the world, concepts of print, the alphabetic principle, and phonology.</p> <p>Foundations for writing: Children will have a progression of skills towards to ability to write.</p>	Objectives	Individual Objectives		Objectives completed monthly
Cognitive Development	<p>Construction of knowledge: Thinking and reasoning Children will use their senses to construct knowledge about the world around them. They will recall information and use it for new situations. They will demonstrate the ability to think about their own thinking, reasoning, taking perspectives and decision making.</p> <p>Creative Expression Children will have the ability to demonstrate creative self-expression, originality, risk-taking, divergent thinking, and appreciation of cultural diversity.</p> <p>Social Connections: Children will have an early</p>	Completion of Teaching Strategies Gold Assessment three times per year and ongoing assessment through Individual Objectives	<p>Teaching Strategies Gold Reports</p> <p>Lesson Plans</p> <p>Anecdotal Notes</p> <p>Individual Objectives</p>	<p>Teaching Staff</p> <p>Education Management Staff</p>	<p>Teaching Strategies Gold Assessments completed in September</p> <p>January</p> <p>May</p> <p>Lesson Plans, Anecdotal Notes and Individual Objectives completed monthly</p>

	<p>knowledge of social connections where there is the ability to recognize another’s perspective and respond appropriately. Children will explore concepts connected to their daily experiences in their community.</p>				
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<p>Dual Language Learners</p>	<p>Children will learn a second language at the same time he or she is learning their first/ home language. Children will go through similar stages, such as babbling nonsense sounds, saying first words, putting words together into phrases, and eventually speaking in full sentences.</p>	<p>Completion of Teaching Strategies Assessment three times per year and ongoing assessment through Individual Objectives</p>	<p>Teaching Strategies Gold Reports Lesson Plans Anecdotal Notes Individual Objectives</p>	<p>Teaching Staff Education Management Staff</p>	<p>Teaching Strategies Gold Assessments completed in September January May Lesson Plans, Anecdotal Notes and Individual Objectives completed monthly</p>
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YVEDDI Head Start School Readiness Plan of Action Overview

In order to ensure school readiness for each Head Start child, YVEDDI Head Start will adhere to the following plan:

<p>1. The Team will be made up of Head Start Education Management Staff, staff from the Health and Family and Community Partnerships components, Teaching Staff, representatives from the LEA, and parents.</p> <ul style="list-style-type: none"> • The Team will meet on a monthly basis for at least one hour to review the school readiness plans, goals, and any related issues. • One member of the Team will take minutes of each meeting, including maintaining a sign-in sheet and agenda • A copy of the minutes will be forwarded to the Head Start Director each month for record-keeping purposes.
<p>2. We have met with local elementary schools and are using the NC Foundations as the basis for our school readiness goals.</p>
<p>3. Our administrator (Director) is very supportive of our school readiness plans and is always available for school readiness planning. When the administrator cannot attend the meetings, she receives agendas and related information so that she may be kept up-to-date on the program's progress towards school readiness.</p>
<p>4. Our team meets for at least one hour monthly.</p>
<p>5. The mission and purpose of our team has been clearly defined. Our team has a written mission statement that was determined by the committee members. <i>YVEDDI Head Start will establish and carry out program goals for school readiness in accordance with the Head Start Child Outcomes Framework. The goals will be shared throughout all components of the program, with Head Start parents, and our LEAs in order to ensure school readiness success for all Head Start children and their families.</i></p>
<p>6. Our school readiness plan addresses all critical elements: members, school readiness goals, high quality teaching and learning, staff development plans, family engagement, evaluating outcomes, and supporting transitions.</p>
<p>7. Our staff is trained on the importance of school readiness in order to close the achievement gap for our children.</p>
<p>8. Staff input and feedback is obtained through ongoing observations, classroom visits, monitoring, and various communications. Teachers share school readiness information with the Education, Family Services, and Health management staff.</p>
<p>9. Our School Readiness Plan is shared with LEAs, the communities in our service areas, and the YVEDDI Board.</p>
<p>10. Families will develop and update School Readiness goals with teachers and Family Advocates 3 times throughout the program year.</p>

11. The school readiness plans are shared regularly with parents and other community representatives through the YVEDDI Head Start newsletter and also the YVEDDI Head Start website.
12. School Readiness goals are monitored and updated by the Family Advocates and the teaching staff. Information about the child's progress is shared with parents through Parent/Teacher Conferences, Home Visits, other times upon request of the parent, or when there is a concern.
13. Families are engaged in creating developmentally appropriate school readiness goals for the child by completing the School Readiness Goals Planning form. The form is updated after each of the three child assessments during the school year or as needed.
14. Our school readiness plan establishes goals in the five essential domains: Social and Emotional; Approaches to Learning; Cognition and General Knowledge, Language and Literacy; and Physical Health and Development.
15. Our goals are written to define the specific desired child outcomes at the end of the program year. All goals are measureable.
16. All goals are developmentally appropriate for our children.
17. All goals are aligned with NC's early learning standards (Foundations). They have been reviewed by a DPI Preschool Coordinator who serves on the school readiness team and were found to be appropriate.
18. Our goals are communicated to relevant community programs including LEAs. Goals are shared during LICC meetings and via the YVEDDI Head Start website.
19. All staff have received a written copy of our school readiness goal setting proceduresprocedure .
20. Staff can articulate our school readiness goals.
21. Our program uses the Creative Curriculum, 4 th Edition, which is evidence based, and is designed for programs serving children ages 3-5.
22. Teacher-child interaction is observed on a regular basis and is also evaluated using the CLASS instrument to ensure support of children's emotional and intellectual growth.
23. Each classroom provides a well-equipped and appropriate learning environment conducive to carrying out the school readiness and educational goals of each child.
24. Teachers meet the qualifications needed to carry out school readiness goals in each classroom. Most classrooms have teaching staff that hold at least a Bachelor's Degree in Birth-Kindergarten education. Appropriate training is also provided to staff on an ongoing basis through classroom observations, CLASS observations, and in-service training sessions.
25. Our program uses Teaching Strategies Gold to assess all children. Staff are proficient in administering the

assessment. Teaching Strategies Gold is found to be valid and reliable and is an approved assessment for NC Pre-K. Teaching Strategies Gold reports are shared with parents on a regular basis through Parent/Teacher conferences, Home Visits, or as needed. Teaching Strategies Gold evaluates children in the 11 Domains of Learning. Most of the skills on the Teaching Strategies Gold Assessment can be accessed through daily teacher observations in the classroom and on the playground.

- Teaching Strategies Gold Assessment is an ongoing assessment that starts immediately but Checkpoints are conducted 3 times throughout the program year.
- A mid-assessment will occur in January and a final assessment will occur in May.
- Teachers will enter the assessment data into the CAT (Computer Assessment Tool).
- Teachers will generate and print reports for parents. The Report to Parents will be reviewed during Parent/Teacher conferences and Home Visits, or at any time deemed necessary by the staff or parents.
- Teachers will also print a Development and Learning report to be used in the classroom to ensure individualization for each child. The Individual Objective goals are to be incorporated into the Daily Lesson Plan. The Individual Objective Report will be updated as children master new skills.

26. After the first child assessment, any child whose scores fall below one year of their chronological age will be referred for further assessment. The teaching staff will also make mental health referrals for children who may be exhibiting emotional or social issues.
27. Classroom observations will be conducted by Education Management staff to ensure that quality teaching and learning is developed and implemented. Training and technical assistance will be provided as needed.
28. Teachers receive appropriate training on administering the assessment tool. This is done annually at Pre-Service training and on an individual basis when new staff is hired.
29. Each new teaching staff will have a training plan that will include the school readiness plans, assessment administration, and curriculum.
30. Each teaching team is provided time specifically for planning activities and lesson plans for the children that support school readiness goals.
31. Teaching staff are trained on learning support processes. Most lead teachers hold a Bachelor's Degree in B-K Education. Most AT hold a minimum of an Associate's Degree in Early Childhood Education.
32. CLASS is administered in each classroom at least two times per year.
33. Individual results for each child are reviewed by teaching staff and education management staff. Aligned supports are provided to the teaching staff based on any scores that may fall below the program average score in a specific

domain.
34. Aggregated data is used to provide individual training plans to teachers if the classroom score in a particular area falls below the program average in any domain.
35. Teaching staff receive an individualized training plan that addresses domains that may fall below the program average. Education management staff provides individual training, conferences, resources, and materials to assist in raising the classroom average in any domain that is found to have a score below the program average.
36. Supervisory staff is trained on appropriate supervision methods and techniques that offer continued support to subordinates.
37. Teacher-child interactions are tracked using the CLASS instrument. Teachers are given feedback in areas that display high scores and areas that need improvement. Individual training occurs on a regular basis and CLASS is used to identify specific professional development goals.
38. YVEDDI Head Start makes a conscientious effort to celebrate staff for accomplishments. We hold Christmas and end of the school year luncheons to celebrate staff and show appreciation. Recognition is also given to staff via Letters of Commendation and public recognition during training events. Personnel actions are also reported to the Policy Council.
39. Teaching Strategies assessment tool is an accepted, evidence based tool. Teaching Strategies Gold evidences good reliability and validity characteristics, and is an appropriate tool for use in assessing young children's developmental functioning in the 36-72 month old age range. It is in alignment with the NC Foundations.
40. The HOUSE information has been presented to teaching staff and is being implemented in the classrooms.
41. We review assessment implementation 3 times per year. Staff is encouraged to make suggestions for improvement.
42. Education Supervisors frequently monitor assessment reports to identify any areas that need follow-up with teachers.
43. The CAT (computer assessment tool) we use can generate reports with specific criteria such as gender, race, ethnicity, attendance, etc. Child Plus reports verify attendance for each child.
44. Our program tracks and compares linkages with child level data.
45. There is currently not an individual staff person to build, link, and assess the data system. Education management staff ensures that data is monitored; the Education Manager aggregates the data to generate outcomes report. Reports can be done for individual children, groups of children, classrooms, or the entire program.
46. Privacy and confidentiality policies are part of our Code of Ethics policy and are signed by each employee upon hiring. The School Readiness Team signs a confidentiality statement at the beginning of each meeting.
47. Reports of aggregated data are presented to the Policy Council and governing board at least two times per year. This

information is shared with families and the community via the YVEDDI Head Start Annual Report Card.
48. The School Readiness Committee will develop a process for measuring the implementation of the School Readiness Plan.
49. Education Management staff ensure that data is collected and entered on the CAT. The Education SOP gives detailed instructions of completion of -the Teaching Strategies Gold assessment.
50. Child outcome reports are used to guide individual training plans for teaching staff.
51. The School Readiness committee will explore various options to establish an MOU with local elementary schools to receive information regarding kindergarten readiness assessments. We currently use the following for transitioning information we have gathered about each child to public schools: In preparing a successful transition to the public school system, Head Start prepares a Readiness Folder for each child which is given to the LEA receiving school. The folder will include the child's physical home address, the final TS Gold assessment report, and writing and self-portrait samples, physical, IEP, diet orders, restrictions, and any know allergies and health issues and concerns.
52. Assessment data for each classroom is used to guide individual training for teaching staff. Information is also used in creating training goals on the Annual Training Plan.
53. Staff participates on Transition Teams <u>that follow LICC meetings</u> in some of the counties in our service area.
54. We ensure that families receive information regarding school activities such as transition information, expectations of the elementary school, helping families use data to describe their children's accomplishments, strengths, and challenges, obtain appropriate releases from family, and inform families of upcoming kindergarten registration events. We are working on plans to inform parents about parent-teacher associations and connecting our families to other families in the elementary school.
55. Our program engages in fostering child-school connections such as reading books to children about going to kindergarten, providing information about school Parent-Teacher Organizations via the YVEDDI Head Start Newsletter. Information is also distributed to parents during monthly parent meetings and is made available on the Parent Boards in each of the classrooms.
56. Our program fosters the Head Start/school connection by providing written reports of each child's development to kindergarten teachers and providing information about each child's strengths and challenges.