

# Boyd County Head Start School Readiness Plan



## ***About our Program***

**BOYD COUNTY PUBLIC SCHOOLS' PRESCHOOL PROGRAM IS A *BLENDED FUNDING* PROGRAM. What does that mean?** It means that it is **partially federally-funded** by the Administration for Children and Families, Department of Health and Human Services Office of Head Start and IDEA-B Preschool and **partially state-funded** by Kentucky Department of Education Preschool program. Our program is funded for 160 Head Start and 60 Kentucky Preschool children.

We have three center locations, operating 11 classrooms. Children attend Monday through Thursday each week that school is in session for **at least 128 days**. Boyd County Public Schools' Preschool Programs operate within the Montessori curriculum approach. We are listed in Montessori Community Directories. The goal of the Montessori Method of teaching is to provide for the fullest possible development of the whole child, ultimately preparing him/her for life's many rich experiences.

## OUR MISSION...

***"Boyd County Preschool Programs are committed to the cognitive, emotional, physical, and social development of our children and their families. Through developmentally appropriate practices and partnerships with the families, we plan to instill a love of learning that will last a lifetime."***

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## ***School Readiness Program Goals***

### Physical Development and Health

**Kentucky School Readiness Goal: Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing, and exploring.**

#### **Program Goals:**

*By the end of the 2014-2015 school year, the program will:*

- **Ensure an annual increase of 2.5% performance, until 100% performance status is achieved, of children demonstrating control of usage of fingers and hands (TSG 7a).**

#### **Strategies:**

- Teachers will use PLC meetings to share classroom/family activities and strategies for meeting this goal (KY Framework for Teaching Domain 3) .
- Classroom staff will provide activities that promote fine motor skills, such as manipulating Play-Doh, using scissors, drawing, puzzles, etc. for a substantial portion of the day (CLASS-Instructional Learning Formats and ECER-S).
- Classroom staff will incorporate Montessori instructional practices and opportunities to promote increased independence in ADL's (Activities of Daily Living), and will utilize a performance checklist for data collection measures (CLASS – Instructional Learning Formats).

### Social and Emotional Development

**Kentucky School Readiness Goal: Children will develop and demonstrate positive interactions and relationships with adults and peers.**

#### **Program Goals:**

*By the end of the 2014-2015 school year, the program will:*

- **Ensure an annual increase of 3% performance, until 100% performance status is achieved, of children meeting or exceeding the objective for forming relationships with adults (TSG 2a).**

### **Strategies:**

- Teachers will use PLC meetings to share classroom/family activities and strategies for meeting this goal (KY Framework for Teaching Domains 1 and 4).
  - Classroom staff will intentionally add social conversation, student comfort, and language modeling strategies to improve child-adult interactions (CLASS – Positive Climate).
  - Program staff members will initiate social conversations, by intentionally asking open-ended questions/making statements such as “Tell me about...,” “Share your story about...,” etc. (CLASS – Positive Climate)
  - Program staff members will make deliberate efforts to form relationships, using social conversation throughout the day, including greeting time, during meals, and indoor/outdoor play time (CLASS – Positive Climate).
  - Teachers prepare and implement a social/emotional focus each week, utilizing resources such as Second Steps Curriculum, within their lesson plans, Preschool Weekly Overview, and Parents as Teachers documents (KY Framework for Teaching Domains 1 and 4).
- **Ensure an annual increase of 2% performance, until 100% performance status is achieved, of children meeting or exceeding the objective for solving social problems (TSG 3b).**

### **Strategies:**

- Teachers will use PLC meetings to share classroom/family activities and strategies for meeting this goal, including but not limited to, discussing strategies for implementing Second Step concepts in the classroom throughout the day and week (KY Framework for Teaching Domains 1 and 4).
- Classroom staff will embed Second Step program lessons, as evidenced on lesson plans, reinforcing the weekly skill focus by including the lesson objectives in parent-friendly language in the weekly Parents as Teachers document (KY Framework for Teaching Domains 1 and 4).
- A team of four staff member, representative certified and classified personnel, will attend KISSED training and share information/strategies during staff trainings, PLCs,

etc. to increase awareness of intervention strategies for diverse learners (CLASS – Positive Climate/Teacher Sensitivity/Behavior Management).

- Classroom staff will intentionally provide opportunities for students to brainstorm/create a plan for solving social problems during the course of the day. For example, classroom staff may ask questions/make statements, such as, “How could we do that,” “I wonder how,” “Let’s make a plan,” etc. (CLASS – Concept Development).
- Classroom staff will use role-play, games, and books to help children practice conflict-resolution strategies. Students will be encouraged to think through the sequence of events that lead to certain potential conflicts and should be guided through the problem-solving process to find possible solutions (CLASS-Concept Development).

## Approaches to Learning

**Kentucky School Readiness Goal: Children will demonstrate flexibility, inventiveness, curiosity, motivation, persistence, and engagement in learning.**

### Program Goals:

*By the end of the 2014-2015 school year, program will:*

- **Ensure an annual increase of 1% performance, until 100% performance status is achieved, of children meeting or exceeding the objective for solving problems (TSG 11c).**

### Strategies:

- Teachers will use PLC meetings to share classroom/family activities and strategies for meeting this goal (KY Framework for Teaching Domains 1 and 4).
- Classroom staff will provide intentional opportunities for students to learn the process of brainstorming, planning, and producing to problem-solve. For example, classroom staff may ask questions/make statements, such as, “How could we do that,” “I wonder how,” “Let’s make a plan,” etc. (CLASS-Concept Development).
- Classroom staff will ask how and why questions to lead children in development of increased reasoning and analysis skills (CLASS – Concept Development).
- Classroom staff will deliberately model self-and parallel talk to describe problem-solving strategies that help children stay engaged and persist through challenging tasks (CLASS-Language Modeling).

- Classroom staff will provide specific feedback to provide scaffolding during difficult tasks, as well as positive praise as they are exploring ideas (CLASS-Quality of Feedback).
- **Ensure an annual increase of 2% performance, until 100% performance status is achieved, of children meeting or exceeding the objective for recognizing and recalling (TSG 12a).**

**Strategies:**

- Teachers will use PLC meetings to share classroom/family activities and strategies for meeting this goal (KY Framework for Teaching Domains 1 and 4).
- Classroom staff will model deliberate strategies to help children evaluate what they have learned and/or summarize their learning, such as referring back to the learning objectives, having students recall and/or act out a sequence of events from a story, using a chart/ graphic organizer, having students evaluate experiences throughout the day (CLASS – Concept Development).
- Classroom staff expand on children’s fragmented recollections by asking varied questions, adding information to children’s statements, and commenting about events (CLASS – Quality of Feedback).
- Classroom staff will model deliberate strategies to help children recognize and recall information by connecting new learning to concepts that they have already learned and their real lives (CLASS – Concept Development/Instructional Learning Formats).
- Classroom staff will give children “wait time,” to enable children to have time to think and make connections before an answer is expected (CLASS – Instructional Learning Formats).

## Language and Literacy Development

**Kentucky School Readiness Goal: Children will be able to demonstrate knowledge of print and develop awareness that print conveys meaning.**

**Program Goals:**

*By the end of the 2014-2015 school year, the program will:*

- **Ensure an annual increase of 1% performance, until 100% performance status is achieved, of children meeting or exceeding the objective for noticing and discriminating rhyme (TSG 15a).**

**Strategies:**

- Teachers will use PLC meetings to share classroom/family activities and strategies for meeting this goal (KY Framework for Teaching Domains 1 and 4).
- Teachers will use repeated readings of the same book, poem, nursery rhyme, etc. to focus on rhyming words.
- Teachers will involve students in the chanting of rhymes and patterns.
- Teachers will focus on a rhyming text each week and send home an example in the Preschool Weekly Overview and the Parents as Teachers documents.
- Teachers prepare and implement a Language/Literacy focus each week, utilizing resources such as Boyd County Head Start Curriculum Map, within their lesson plans, Preschool Weekly Overview, and Parents as Teachers documents (KY Framework for Teaching Domains 1 and 4).

**Kentucky School Readiness Goal: Children will engage in conversations, follow directions, and comprehend language.**

**Program Goals:**

*By the end of the 2014-2015 school year, the program will:*

- **Ensure an annual increase of 1% performance, until 100% performance status is achieved, of children meeting or exceeding the objective for engaging in conversation (TSG 10a).**

**Strategies:**

- Teachers will use PLC meetings to share classroom/family activities and strategies for meeting this goal.
- Classroom staff will use repetition and extension, in order to model strategies for children how to attend to a conversation and stay on topic (CLASS – Language Modeling).
- Classroom staff will find opportunities to promote frequent conversations with at least three back-and-forth exchanges (CLASS- Language Modeling).

- Classroom staff will model asking open-ended questions/making statements during conversation, such as “Tell me about...,” “How do you know...,” “What do you think...,” etc. (CLASS – Language Modeling).

## Cognition and General Knowledge

**Kentucky School Readiness Goal: Children will use math in everyday routines to count, compare, relate, pattern and problem solve.**

### Program Goals:

*By the end of the 2014-2015 school year, the program will:*

- **Ensure an annual increase of 1% performance, until 100% performance status is achieved, of children meeting or exceeding the objectives for counting, quantifying, and connecting numerals with their quantities (TSG 20a, 20b and 20c).**

### Strategies:

- Teachers will use PLC meetings to share classroom/family activities and strategies for meeting this goal (KY Framework for Teaching Domains 1 and 4).
  - Teachers will utilize iPad Apps/Computer Software for teaching the above math concepts.
  - Teachers will utilize High Five Mathematize math activities in the classroom.
  - Teachers prepare and implement a Mathematics focus each week, utilizing resources such as Boyd County Head Start Curriculum Map, within their lesson plans, Preschool Weekly Overview, and Parents as Teachers documents (KY Framework for Teaching Domains 1 and 4).
- **Ensure an annual increase of 1% performance, until 100% performance status is achieved, of children meeting or exceeding the objectives for understanding spatial relationships (TSG 21a).**

### Strategies:

- Teachers will use PLC meetings to share classroom/family activities and strategies for meeting this goal.
- Family Learning Games will be planned and provided to parents to promote the importance of math in the home.
- Teachers will utilize iPads Apps/Computer Software for teaching the above math concepts.

- Teachers will utilize High Five Mathematize math activities in the classroom.

## Family Engagement/ERSEA

**Kentucky School Readiness Goal: Children will show improvement in Physical Development, Social and Emotional Development, Approaches to Learning, Language and Literacy Development, and Cognition and General Knowledge.**

### **Program Goal:**

*By the end of the 2014-2015 school year, program will:*

- **Increase parent awareness of the importance of on-time attendance. (This will affect all TSG data and all school readiness domains). (All TSG).**

### **Strategies:**

- A formal letter will be send home to families, explaining the importance of attendance and our program's procedure for habitual absences/tardies.
- Daily attendance is recorded into ChildPlus by secretaries and attendance/tardies are reported to family advocates for potential follow-up.
- After three absences/tardies, Family Advocates will make verbal and/or face-to-face contact with parents.
- Teachers will address tardies and daily attendance at parent committee meetings, home visits, parents' conferences, and on progress reports.
- Attendance reminders will be places in the program's newsletter each month and in Preschool Weekly Overview for each classroom.

## Health, Safety and Nutrition

**Kentucky School Readiness Goal: Children and Families will practice healthy and safe habits.**

### **Program Goal:**

*During the 2014-2015 school year, program will:*

- **Encourage parents to decrease screen time for their child at home.**
- **Encourage parents to increase physical activity and healthy eating at home.**

### **Strategies:**

- The *Get Moving, Today* activity calendar will be sent home each month in the program's newsletter.



- The program will partner with the Health Department to promote the A.P.P.L.E. program.
- Trainings will be provided through Kids' Boosters to address the above goals.
- The program will send home each child's BMI (twice annually), as a reference for parents, giving them the opportunity for further assistance from our program.
- Teachers note a Physical Development focus each week on their lesson plans (as outlined in the Boyd County Head Start Curriculum Map). Parents as Teachers documents are sent home on a weekly basis to reflect a gross motor activity to meet the defined weekly learning objective.
- The program will have a staff member trained to lead Cooking Matters at the Store tours with parents in our program.
- End of year celebration events, such as *Fall/Spring into Fitness*, will be focused on getting parents/children involved in their child's physical fitness and healthy eating routines.