

BOYD COUNTY PRESCHOOL PROGRAMS
Program Year 2014-2015
BOARD APPROVED PRIORITIES FOR IMPROVEMENT
Result of the annual Self-Assessment of PY 2013-2014

BOARD CHAIR SIGNATURE & DATE: Approved by Robert E. Greene 3/25/2014

Evidence of Completion entered 3/9/2015

PERFORMANCE AREA	PRIORITY FOR IMPROVEMENT 2014-2015	RESPONSIBILITY	Evidence of Completion
Program Governance	<ol style="list-style-type: none"> 1. Provide parents with a clear explanation of the purpose of Parent Committees. 2. Create a document that outlines discussion topics for each Parent Committee meeting that occurs during the school year. 3. Provide more training during initial Policy Council training on what Parent Committee meetings are and what the classroom representative's role is as a liaison between the classroom and Policy Council. 4. Work with parents and staff to have Parent Committee meetings at a time that is best for parents' schedules and ensure that parents are aware of the meetings ahead of time. 5. Provide Policy Council members with Parent Committee agendas/minutes, as part of their FYI packet. 	<p>Director Policy Council ECS-ED Teachers</p> <p>Director Policy Council ECS-ED Teachers</p> <p>Director Policy Council ECS-ED Teachers</p> <p>Director Policy Council ECS-ED Teachers</p> <p>Director Policy Council ECS-ED Teachers</p>	<ol style="list-style-type: none"> 1. Continue for 2015-2016 <ul style="list-style-type: none"> • All parents received a letter about Parent Committees. • Parent Committee information was placed in the program newsletter. 2. Continue for 2015-2016 <ul style="list-style-type: none"> • Teachers create an agenda for discussions within the Parent Committee. 3. Implementing and Improving <ul style="list-style-type: none"> • Monthly interest topics are shared with Policy Council Members to ensure understanding of their role and the role of Parent Committees. 4. Implementing <ul style="list-style-type: none"> • Teachers work with parents to create meeting times that are mutually agreeable. 5. Partially Implemented <ul style="list-style-type: none"> • Limited participation does not provide for much dialogue in the form of minutes. Policy Council has begun receiving this information as a portion of their correspondence

			during monthly meetings.
Planning	<p>1. Plan ways to reach out to the birth to three children in our community.</p> <p>2. Utilize state and district data from the Kentucky kindergarten screener to plan how to better prepare exiting preschoolers for kindergarten.</p>	<p>Director ECS-ED FA Manager ECS-D & MH ECS- PI</p> <p>Director ECS-ED FA Manager ECS-D & MH ECS- PI Teachers</p>	<p>1. Continue for 2015-2016</p> <ul style="list-style-type: none"> Family information booklets from the Governor's Office of Early Childhood are provided during home visits to 3-4 year olds and birth-3 year olds. <p>2. Implementing</p> <ul style="list-style-type: none"> Plans have been created for School Readiness Day in conjunction with First Books Celebration. This activity aligns closely with PARK Academies that were slated to begin in January, but due to inclement weather and lack of participation have not yet been able to be fully implemented.
Communication, Record-keeping and Reporting, and Ongoing Monitoring	<p>1. Obtain training to learn about the tabs that our program is currently not utilizing in ChildPlus, including the School Readiness and CLASS tabs.</p> <p>2. Create a form for teachers to use when they make home visits or have parent-teacher conferences, which will ensure and document that all teachers are discussing each student's learning styles, medication dispensing documentation, student behavior, student progress, etc.</p> <p>3. If funds become available, seek to purchase an additional scanner for ECLC-South for record-keeping purposes and for use of</p>	<p>Director ECS-ED Administrative Secretary</p> <p>Director ECS-ED FA Manager ECS- PI & HSN ECS- D & MH Teachers</p> <p>Director</p>	<p>1. Continue for 2015-2016</p> <ul style="list-style-type: none"> Select members of the management team will be attending a data institute that will address the advanced usage of ChildPlus, TSG, etc. and how to use that data to make informed decisions. Team will return to the program and train staff within the program. <p>2. Implementing</p> <ul style="list-style-type: none"> Teachers are documenting information during meetings which occur throughout the school year. <p>3. Continue for 2015-2016</p>

	documentation within ChildPlus.		<ul style="list-style-type: none"> • Allocations have not allowed for this expenditure to occur as of this time.
Human Resources	<p>1. Require 18 hours of annual training for instructional assistants and implement the created tracking form that documents the number of hours completed.</p> <p>2. Continue to review Professional Growth Plans annually. Track Professional Growth Plans/Career Development Plans throughout the year, by reviewing progress during Fall CLASS conferences and during spring evaluations.</p> <p>3. Schedule monthly instructional assistant trainings and add those to the program calendar at the beginning of the school year.</p> <p>4. Implement the use of NCQTL training suites as part of the professional development tools for whole-staff and individual training opportunities.</p> <p>5. Continue implementing and improving the Boyd County Head Start Mentoring Plan, utilizing CLASS data, ECERS data, teacher videoing, cross-classroom visitations, etc. to continue to encourage teacher growth and effectiveness.</p> <p>6. Work with the school district to ensure that all employees serving Head Start children have a cleared background check before beginning work in</p>	<p>Director ECS-ED</p> <p>Director ECS-ED</p> <p>Director ECS-ED ECS-MH and Disabilities</p> <p>Director ECS-ED ECS-MH and Disabilities</p> <p>Director ECS-ED</p> <p>Director</p>	<p>1. Implementing</p> <ul style="list-style-type: none"> • Instructional assistants received specialized training in areas of need for classroom children, specifically as it relates to child and adult interactions, CLASS, sensory processing disorders, and autism. <p>2. Continue for 2015-2016</p> <ul style="list-style-type: none"> • PGP's are reviewed annually. It is anticipated that they will be reviewed quarterly to track progress and determine if additional assistance is needed for staff to attain the agreed upon target. Review of existing observational data from ECERS, CLASS, TPGES walk-throughs, and other documents to determine if refinements are required for achievement or if the goal has been met and an additional goal is in need of being set. <p>3. Implementing; Continue for 2015-2016</p> <ul style="list-style-type: none"> • Provided on-site and off-site training opportunities, such as KISSED, CPR, TSG,

	<p>any capacity (including district substitutes and bus drivers).</p> <p>7. As part of the program's annual Mandatory Staff Orientation & Training, provide a short overview of home visit "safety tips and procedures."</p>	<p>Director</p>	<p>Autism and other communication disordered impairments, sensory processing disorder, etc.</p> <p>4. Implementing</p> <ul style="list-style-type: none"> • New staff have received training in Novel Words and Teacher and Adult Interactions. Additionally, trainings are provided to staff as needed to assist with professional growth. T/TA has also been provided in November 2014, utilizing NCQTL suites and other supplemental materials. <p>5. Implementing; Continue for 2015-2016</p> <ul style="list-style-type: none"> • Staff have participated in Peer Observer training in TPGES, and are utilizing Tuning Protocols to provide peer-assisted professional growth and advancement. <p>6. Implementing</p> <ul style="list-style-type: none"> • Director and Management Team work cooperatively with Payroll, DPP, and Transportation to verify that criminal background checks are completed prior to allowance of working with children. <p>7. Implementing</p> <ul style="list-style-type: none"> • During annual staff training, the district's Safe Schools Coordinator
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			<p>provided information as to how to maintain safety when conducting home visits and provided staff with outlets to take additional district personnel if needed. Teachers travel in at least pairs, check in with management staff periodically throughout their visit schedule, etc.</p>
Fiscal Management	<p>1. Secure funding for continued program staffing to allow for full-day center based programming as funds become scarce.</p> <p>2. Provide additional fiscal training for new accounting manager.</p>	<p>Director</p> <p>Director</p>	<p>1. Implementing; Continue for 2015-2016</p> <ul style="list-style-type: none"> • Director, CFO, and Account Manager work collaboratively together to assure that budget adherence is monitored, and to determine if needed revenue sources are needed to support quality programming. <p>2. Implementing</p> <ul style="list-style-type: none"> • Account Manager has attended Regional Conference trainings twice this fiscal year, and has also participated in onsite training from a fiscal grantee specialist.
Prevention and Early Intervention	<p>1. No major areas of improvement noted.</p>		
Tracking and Follow-up	<p>1. Ensure that the Health Requirements Report 3020, from ChildPlus, is reviewed and given to Family Advocates monthly.</p>	<p>FA Manager</p>	<p>1. Implementing</p> <ul style="list-style-type: none"> • FA Manager planned monthly meetings to collectively review requirements of children within the program.
Individualization	<p>1. Teachers will continue to update the skills tracking form, as needed.</p>	<p>ECS-ED Teachers</p>	<p>1. Implementing</p> <ul style="list-style-type: none"> • Teachers updated skills

	give extra support to students and teachers.		program classrooms.
Curriculum and Assessment	<p>1. Teachers will obtain training on dramatic play and will identify how to best fit this into the Montessori environment.</p> <p>2. Purchase materials (such as bowls, spoons, measuring cups, toaster ovens, etc.) that would allow for more food experiences that involve children to take place in the classroom.</p> <p>3. Purchase materials (more books, posters, etc.) for the classrooms that show diversity, such as varying disabilities.</p> <p>4. Teachers will work together to continue to update Montessori/Early Childhood Standards/TSG/Head Start Framework Alignment and Curriculum Map.</p> <p>5. Teachers will continue to update the lesson plan format, annually, in order to ensure that the plan is parent friendly, hits all school readiness domains, and allows for the intentional planning of content to be taught.</p>	<p>Director ECS-ED Teachers</p> <p>ECS-ED</p> <p>ECS-ED</p> <p>ECS-ED Teachers</p> <p>ECS-ED Teachers</p>	<p>1. Implementing</p> <ul style="list-style-type: none"> Teachers obtained training in dramatic play during PD session(s) prior to the school year beginning. On-going discussions have taken place in PLCs to assist with designing classroom areas that are rich with opportunities for dramatic play. <p>2. Partially Implemented</p> <ul style="list-style-type: none"> Teachers provided opportunities for food experiences, such as making individual apple pies, doughnuts, etc. Additional supplies are needed for further implementation. <p>3. Partially Implemented</p> <ul style="list-style-type: none"> Teachers have identified additional items for diversity within the classroom to expand their current materials. <p>4. Implementing; Continue for 2015-2016</p> <ul style="list-style-type: none"> Teachers worked together in focused PLCs to address expansion of personal and group growth in these areas. <p>5. Implementing</p> <ul style="list-style-type: none"> Teachers recorded lesson plans into TSG lesson planner, using I Can statements and activity descriptions to explain tasks.

<p>Family Partnership Building, Parent Involvement, Community and Child Care Partnerships</p>	<p>1. Add the seven Family Engagement Outcomes to our School Readiness Plan, outlining what our program does in each area to increase parent engagement.</p> <p>2. Brainstorm ways to increase the amount of parents checking backpacks on a nightly basis.</p> <p>3. During Mandatory Annual Training, review family goal-setting techniques and strategies.</p> <p>4. Family Advocates will work together to identify community resources, make a face-to-face visit to strengthen community partnerships, and update all staff on community resources available during Mandatory Annual Training.</p> <p>5. Revamp parent volunteer training forms to be more specific on what the needs are and pinpointing a way for parents to commit to volunteering a certain number of days or hours each week.</p> <p>6. Continue to develop "Ruthie's Backpack Program," to ensure that children, who may be hungry over the weekend, will receive snacks to take home.</p>	<p>Director FA Manager ECS-ED ECS-PI & HSN ECS-D & MH Family Advocates</p> <p>Director FA Manager ECS-ED ECS-PI & HSN ECS-D & MH Family Advocates Teachers</p> <p>FA Manager Family Advocates</p> <p>FA Manager Family Advocates</p> <p>ECS-PI</p> <p>Family Advocates</p>	<p>1. Partially Implemented</p> <ul style="list-style-type: none"> Family Engagement components were listed in School Readiness Plan. Additional explanations are needed to provide details for the array of program approaches used to increase parent engagement. <p>2. Implementing</p> <ul style="list-style-type: none"> Teacher monitored backpack checking. Management Team has identified additionally strategies to communicate the need for reviewing preschool materials sent home with children. <p>3. Implementing</p> <ul style="list-style-type: none"> FA Manager reviews family goal setting and provides technical assistance as needed throughout the program year. <p>4. Implementing</p> <ul style="list-style-type: none"> Family Advocates meet monthly to discuss the best ways to address the needs of families. <p>5. Implementing</p> <ul style="list-style-type: none"> Director has worked with Policy Council and ECS-PI to create a uniform and comprehensive volunteer handbook, monitoring system, and orientation. <p>6. Partially implementing</p>
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Eligibility, Recruitment, Selection, Enrollment, and Attendance	<ol style="list-style-type: none"> Continue to contact parents individually and as a whole-group about on-time, daily attendance through personal telephone calls, Honeywell calls, letters home, home visits, conferences, the program newsletter, trainings, and at Parent Committee Meetings. Continue to provide parents and community members with information and training on the difference between preschool and daycare. Seek ways to provide preschool services to all 4-year old children, residing in our district, helping to close achievement gaps in the school district and ensuring school readiness for all community 4 year old children. 	<p>ECS-ED ECS-PI ERSEA Manager Teachers</p> <p>ECS-ED ERSEA Manager ECS-PI</p> <p>Director</p>	<ol style="list-style-type: none"> Implementing <ul style="list-style-type: none"> Parents are contacted monthly via Honeywell, through monthly newsletters, and Parent Committee meetings. Family Advocates contacted all parents with children absent for 3 consecutive days without contacting the program. Implementing <ul style="list-style-type: none"> Parents are provided with multiple sources of school readiness measures and skills for entering kindergarten, and manners in which the program has developed the curriculum to achieve those outcomes. Funds have not been available.
Facilities, Materials, Equipment, and Transportation	<ol style="list-style-type: none"> Ensure that busing information for new students, enrolling mid-year, is correct and communicated to the FA-Transportation Coordinator. Seek funding to update and enhance the playground (including mulch or an alternate ground covering and planting shrubs/trees for 	<p>Director FA Manager Family Advocate- Transportation Teachers Administrative Secretary</p> <p>Director</p>	<ol style="list-style-type: none"> Implementing <ul style="list-style-type: none"> Management Staff communicated in monthly meetings regarding attendance and eligibility determinations, as well as daily when matters arose that required for transportation

	<p>added shade) and to update motor room equipment/materials for enhanced physical development opportunities.</p> <p>3. Install, as funds are available, restrooms at Catlettsburg Elementary in our preschool classrooms.</p> <p>4. Technology needs: Continue to update technology, as needed. Look for ways to provide teachers with the latest technology for their teaching, such as iPads, interactive whiteboards, laptops, touch screens for computer monitors, copiers, etc.</p> <p>5. Provide external drives for front office staff, admin assistants and secretaries for backup of data. (Federal Monitoring)</p> <p>6. Hire 5 full-time substitute bus monitors who will each work 4-5 hours per day, insuring that buses have monitors ready at an instant and that instructional staff have needed support for maintenance of ratio of 1 adult to 10 students, as funds are made available.</p>	<p>Director</p> <p>Director</p> <p>Director</p> <p>Director</p>	<p>needs to be addressed.</p> <p>2. Funds have not been available, and the appropriate grant opportunities have been discovered to apply for playground renovation.</p> <p>3. Funds have not been available.</p> <p>4. Implementing; Continue for 2015-2016</p> <ul style="list-style-type: none"> All teacher received iPads for classroom usage. An interactive board with Hatch software has been installed at ECLC-N, while a white board, projector and Hatch software has been installed at ECLC-S. <p>5. Funds have not been available. A network location is being requested on the district server for data backup.</p> <p>6. Funds have not been available.</p>
<p>Using Child Outcomes in Program Self-Assessment</p>	<p>1. Continue tracking how many children enter the program “below level” and how many leave the program “at” or “above level,” as identified through Teaching Strategies Gold.</p> <p>2. Use child outcome data to continue to revise and update our School Readiness Program Plan.</p> <p>3. Continue to explore Teaching Strategies Gold reporting options, in order to ensure that our program is effectively</p>	<p>Director ECS-ED</p> <p>Director ECS-ED</p> <p>Director ECS-ED</p>	<p>1. Implementing, with supports</p> <ul style="list-style-type: none"> Teachers, ECS-ED, Director are reviewing TSG performance levels. Continued instruction in data analysis is needed to inform instructional delivery and intervention strategies. <p>2. Continue in 2015-2106</p> <ul style="list-style-type: none"> Readiness Program Plans have been updated to report

	analyzing data at the student-level, classroom-level, program-level as effectively as possible.		<p>an anticipated annual percentage of growth as presented by child data results as a program.</p> <p>3. Continue in 2015-2016</p> <ul style="list-style-type: none"> • Director sought training opportunities through the Ashland RTC, and participated in basic overview and available data displays. Continued trainings are needed for all program staff.
Child Development and Health Services: Mental Health	1. Implement the use of the form that was developed to send to families, providing them with the results of screenings, if conducted when the parent is not available for immediate consult.	ECS-D & MH	<p>1. Implementing</p> <ul style="list-style-type: none"> • ECS-D and MH utilized appropriate communication conventions to work with families in regards to results of screening sessions.