

Boyd County Head Start School Readiness Plan



School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success and ability to be Ready to Grow, Ready to Learn & Ready to Succeed.

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. In addition, Boyd County Public Schools provides over \$350,000 in "in-kind" funding as a match for our Head Start federal dollars.

We have three center locations. Children attend Monday through Thursday each week that school is in session for **at least 128 days**. Boyd County Public Schools' Preschool Program operates 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 individualized development of the whole child, ultimately preparing him/her for life's many rich experiences.

OUR MISSION...

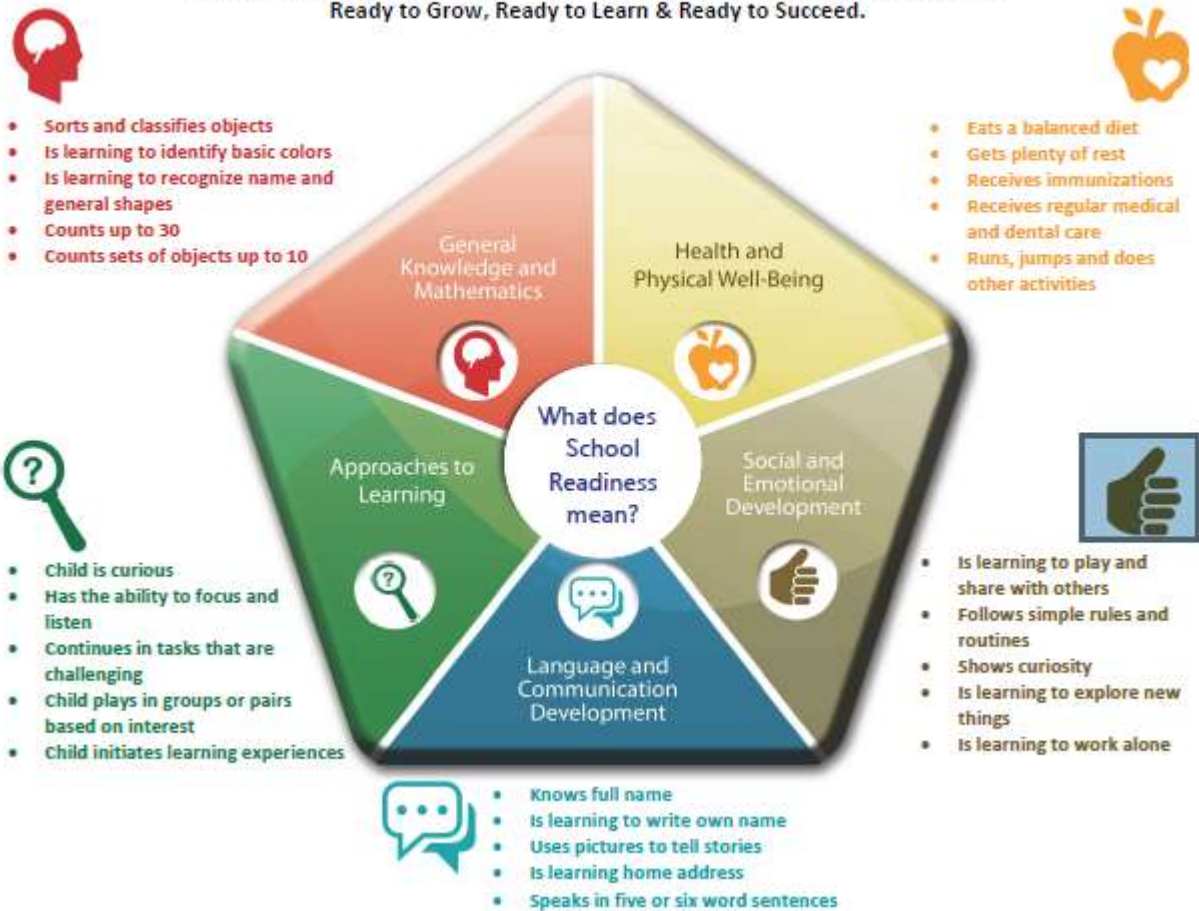
"Boyd County Preschool Programs are committed to the cognitive, emotional, physical, and social development of our children and their families. Through developmentally appropriate practices and partnerships with the families, we plan to instill a love of learning that will last a lifetime."

Entering School “Kindergarten-Ready”

Boyd County Head Start believes in using teaching practices that are developmentally appropriate, as outlined by Montessori instructional practices, the Head Start Framework, Kentucky’s Early Childhood Standards, and the Teaching Strategies Gold objectives. While we understand that every child develops and learns at different rates, we also support the School Readiness recommended skills that have been identified by the Governor’s Office of Early Childhood. Our program strives to prepare children to be ready to enter kindergarten, as identified by the skills below and the indicators outlined in the Brigance Kindergarten Screener.

School Readiness in Kentucky

School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child’s success and ability to be **Ready to Grow, Ready to Learn & Ready to Succeed.**



OVERALL SCHOOL READINESS GOALS FOR LEARNERS:

Physical Development and Health

- Children will demonstrate control of large muscles for movement, navigation, and balance.
- Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing, and exploring.
- Children and families will practice healthy and safe habits.

Social and Emotional Development

- Children will develop and demonstrate positive interactions and relationships with adults and peers.
- Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses, and behavior.

Approaches to Learning

- **Creative Arts Expression** – Children will demonstrate an interest in and participate in a variety of visual arts, dance, music and dramatic experiences.
- **Approaches to Learning** – Children will demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning.

Language and Literacy

- **Language Development** – Children will be able to utilize language to express their wants and needs.
- **Language Development** – Children will engage in conversations, follow directions, and comprehend language.
- **Literacy Knowledge and Skills** – Children will be able to demonstrate knowledge of print and develop the awareness that print conveys meaning
- **English Language Development** – Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.

Cognition and General Knowledge

- **Logic and reason** – Children will find multiple solutions utilizing symbolic representation to questions, tasks, problems and challenges by using reasoning skills.
- **Mathematics knowledge and skills** – Children will use math in everyday routines to count, compare, relate, pattern, and problem solve.
- **Science knowledge and skills** - Children will engage in exploring their environments through observations, manipulation, asking questions, making predictions and the development of hypotheses’.
- **Social Studies knowledge and skills** – Children will engage in exploring their family and community, its history and events, and interacting with people and the environment.

*** Overall school readiness goals are based on Kentucky’s broad goals for children entering kindergarten.**

Overall Teaching Strategies Gold Checkpoint (2013-2014)

*Below, you will find our overall assessment data for this school year. Throughout the year, each child's teacher has observed him or her and noted the areas of growth in each of the school readiness domains, below, based on specific skills that are outlined by the Teaching Strategies Gold Assessment, Early Childhood Standards, and the Head Start Framework. The chart shows the percentage of students Meeting or Exceeding the expectations for each domain area. It is broken down between our three-year-olds, four-year-olds, and a program-wide average.

<i>Domain</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Social-Emotional			
<u>3's</u>	<u>27%</u>	<u>59%</u>	<u>84%</u>
<u>4's</u>	<u>34%</u>	<u>72%</u>	<u>92%</u>
<u>Program-Wide</u>	<u>31%</u>	<u>67%</u>	<u>89%</u>
Physical			
<u>3's</u>	<u>76%</u>	<u>90%</u>	<u>95%</u>
<u>4's</u>	<u>54%</u>	<u>81%</u>	<u>99%</u>
<u>Program-Wide</u>	<u>63%</u>	<u>85%</u>	<u>96%</u>
Language			
<u>3's</u>	<u>22%</u>	<u>69%</u>	<u>84%</u>
<u>4's</u>	<u>36%</u>	<u>79%</u>	<u>92%</u>
<u>Program-Wide</u>	<u>31%</u>	<u>75%</u>	<u>89%</u>
Cognitive			
<u>3's</u>	<u>24%</u>	<u>68%</u>	<u>81%</u>
<u>4's</u>	<u>31%</u>	<u>80%</u>	<u>91%</u>
<u>Program-Wide</u>	<u>28%</u>	<u>75%</u>	<u>87%</u>
Literacy			
<u>3's</u>	<u>19%</u>	<u>71%</u>	<u>85%</u>
<u>4's</u>	<u>47%</u>	<u>86%</u>	<u>95%</u>
<u>Program-Wide</u>	<u>36%</u>	<u>80%</u>	<u>91%</u>
Mathematics			
<u>3's</u>	<u>19%</u>	<u>59%</u>	<u>80%</u>
<u>4's</u>	<u>26%</u>	<u>61%</u>	<u>90%</u>
<u>Program-Wide</u>	<u>23%</u>	<u>61%</u>	<u>87%</u>
<u>Average Age</u>	<u>50.6 months</u>	<u>54 months</u>	<u>57.2 months</u>

Winter Update Summary: There has been a significant amount of growth in all areas of development and learning since the fall baseline data was collected. Mathematics and Social-Emotional development are the areas showing the slowest growth. As shown by the data, below, the dimensions of greatest concern include forming relationships with adults (47% meeting/exceeding), which falls under the objective of “regulates own emotions and behaviors” and understanding spatial relationships (50% meeting/exceeding), which falls under the Gold objective of “explores and describes spatial relationships.” Another area to note possible concern is an area in Social-Emotional development that was not originally identified as a program goal in the fall. The dimension of “takes care of own needs appropriately (under the objective of regulates own emotions and behaviors)” shows 63% of our children meeting/exceeding the expectation program-wide for the winter assessment window. Looking closer at this dimension shows that our four-year-olds are moving along more quickly than our threes, with 71% of the fours meeting/exceeding and only 50% of the 3’s. Therefore, this is an area for us to continue to focus on with our three-year-olds. In closing, our program feels that we are on track to meeting or exceeding all of our program goals, below, by the spring 2014 assessment window.

Spring Update Summary: All domains had at least 80% or higher students meeting or exceeding the expectations, as outlined by Teaching Strategies Gold. This exceeded our program expectations and has shown significant growth from the Fall Checkpoint to the Spring Checkpoint.

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 2013-2014 school year, the program will:

- **Ensure that 75% of children will use fingers and hands to demonstrate control (TSG 7a).**

Strategies:

- Teachers will use PLC meetings to share classroom/family activities and strategies for meeting this goal.
- 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).
- Classroom staff will provide Montessori dressing frames/vests to promote fine motor skills and coordination required to master clothing and other fasteners, including snapping, lacing, buttoning, buckling, zipping, and tying (CLASS-Instructional Learning Formats).
- Teachers will put together fine motor activities, as outlined in the North American Montessori Center Montessori Practical Life binder/other Montessori resource books, websites, etc (CLASS-Instructional Learning Formats).

Fall Checkpoint:

- ✓ 45% of three-year-olds met/exceeded the objective.
- ✓ 51% of four-year-olds met/exceeded the objective.
- ✓ 49% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 67% of three-year-olds met/exceeded the objective.

- ✓ 81% of four-year-olds met/exceeded the objective.
- ✓ 75% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 83% of three-year-olds met/exceeded the objective.
- ✓ 95% of four-year-olds met/exceeded the objective.
- ✓ 90% of children, as averaged in our overall program, met/exceeded the objective.

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 2013-2014 school year, the program will:

- **Ensure that 75% of children will meet or exceed 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.
- Staff members will intentionally add social conversation, student comfort, and positive communication strategies to improve child-adult interactions and encourage children to form close bonds with the staff in our program (CLASS-Positive Climate).
- 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).
- Staff members will initiate social conversations, by intentionally asking open-ended questions/making statements such as “Tell me about...,” “Share your story about...,” etc.

- Teachers note a Social/Emotional focus each week (as outlined in the Boyd County Head Start Curriculum Map) on their lesson plans, which also goes home to parents.

Fall Checkpoint:

- ✓ 13% of three-year-olds met/exceeded the objective.
- ✓ 18% of four-year-olds met/exceeded the objective.
- ✓ 16% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 34% of three-year-olds met/exceeded the objective.
- ✓ 55% of four-year-olds met/exceeded the objective.
- ✓ 47% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 56% of three-year-olds met/exceeded the objective.
- ✓ 85% of four-year-olds met/exceeded the objective.
- ✓ 73% of children, as averaged in our overall program, met/exceeded the objective.

- **Ensure that 75% of children will meet or exceed the objective for solving social problems (TSG 3b).**

Strategies:

- Teachers will use PLC meetings share classroom/family activities and strategies for meeting this goal (including strategies for implementing Second Step concepts in the classroom throughout the day and week).
- Classroom staff will utilize the Second Step program lessons, daily, beginning each morning and reinforcing the skill that is focused upon during the week.
- Four staff members will attend KISSED training and share information/strategies during staff trainings, PLCs, etc.

- Classroom staff will intentionally provide opportunities for students to brainstorm/create a plan (CLASS-Concept Development), for solving social problems during the course of the day. For example, classroom staff may ask questions/make statements, such as, “How could we...,” “I wonder how...,” “Let’s make a plan...,” etc.
- 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 conflicts and should be guided through the problem-solving process to find possible solutions (CLASS-Concept Development).
- Teachers note a Social/Emotional focus each week (as outlined in the Boyd County Head Start Curriculum Map) on their lesson plans, which also goes home to parents.

Fall Checkpoint:

- ✓ 36% of three-year-olds met/exceeded the objective.
- ✓ 37% of four-year-olds met/exceeded the objective.
- ✓ 36% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 60% of three-year-olds met/exceeded the objective.
- ✓ 73% of four-year-olds met/exceeded the objective.
- ✓ 68% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 84% of three-year-olds met/exceeded the objective.
- ✓ 93% of four-year-olds met/exceeded the objective.
- ✓ 89% of children, as averaged in our overall program, met/exceeded the objective.

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 2013-2014 school year, program will:

- **Ensure that 75% of children will meet or exceed the objective for solving problems (TSG 11c).**

Strategies:

- Teachers will use PLC meetings to share classroom/family activities and strategies for meeting this goal.
- Classroom staff will ask how and why questions to lead children in reasoning and analyzing (CLASS-Concept Development).
- Classroom staff will provide intentional opportunities for students to learn the process of brainstorming, planning, and producing to problem-solve (CLASS-Concept Development). For example, classroom staff may ask questions/make statements, such as, “How could we do that...,” “I wonder how...,” “Let’s make a plan...,” “I wonder what would happen if...,” “What else could you do with...,” “Can you think of another way to...,” etc.
- Classroom staff will provide materials (new and recyclable) that can be used in a variety of innovative ways, including boxes, tubes, spools, containers, etc (CLASS-Instructional Learning Formats/Concept Development).
- Classroom staff will deliberately model self-and parallel talk (CLASS-Language Modeling) to describe problem-solving strategies that help children stay engaged and persist through challenging tasks.
- 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).

Fall Checkpoint:

- ✓ 31% of three-year-olds met/exceeded the objective.
- ✓ 37% of four-year-olds met/exceeded the objective.

- ✓ 35% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 69% of three-year-olds met/exceeded the objective.
- ✓ 78% of four-year-olds met/exceeded the objective.
- ✓ 74% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 84% of three-year-olds met/exceeded the objective.
- ✓ 93% of four-year-olds met/exceeded the objective.
- ✓ 87% of children, as averaged in our overall program, met/exceeded the objective.

- **Ensure that 75% of children will meet or exceed 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.
- Classroom staff will use a variety of materials/activities for all types of learners, as a way to activate previous knowledge and recall (CLASS- Instructional Learning Formats).
- 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).
- Classroom staff will 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 evaluate what they have learned 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, etc (CLASS-Concept Development/Instructional Learning Formats).

- Classroom staff will give children “wait time,” so that they have time to think and make connections before expecting an answer (CLASS-Instructional Learning Formats).

Fall Checkpoint:

- ✓ 21% of three-year-olds met/exceeded the objective.
- ✓ 35% of four-year-olds met/exceeded the objective.
- ✓ 30% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 68% of three-year-olds met/exceeded the objective.
- ✓ 78% of four-year-olds met/exceeded the objective.
- ✓ 74% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 83% of three-year-olds met/exceeded the objective.
- ✓ 93% of four-year-olds met/exceeded the objective.
- ✓ 89% of children, as averaged in our overall program, met/exceeded the objective.

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 2013-2014 school year, the program will:

- **Ensure that 75% of children will meet or exceed 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.
- Classroom staff will use repeated readings of the same book, poem, nursery rhyme, etc. to focus on rhyming words.
- Classroom staff will involve students in the chanting of rhymes and patterns at different times throughout each day, as well as making up their own rhymes.
- Classroom staff will focus on a rhyming text each week and send home a copy for families to practice at home with their children.
- Teachers note a Language/Literacy focus each week (as outlined in the Boyd County Head Start Curriculum Map) on their lesson plans, which also goes home to parents.

Fall Checkpoint:

- ✓ 10% of three-year-olds met/exceeded the objective.
- ✓ 35% of four-year-olds met/exceeded the objective.
- ✓ 25% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 55% of three-year-olds met/exceeded the objective.
- ✓ 68% of four-year-olds met/exceeded the objective.
- ✓ 63% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 80% of three-year-olds met/exceeded the objective.
- ✓ 89% of four-year-olds met/exceeded the objective.
- ✓ 86% of children, as averaged in our overall program, met/exceeded the objective.

Language and Literacy Development Goals Continued...

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

Program Goals:

By the end of the 2013-2014 school year, the program will:

- **Ensure that 75% of children will meet or exceed 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 model appropriate conversational skills, such as taking turns, eye contact, speech volume, staying on topic, and using polite words.
- Classroom staff will use repetition and extension (CLASS-Language Modeling), in order to model strategies for children how to attend to a conversation and stay on topic.
- 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).
- Teachers note a Language/Literacy focus each week (as outlined in the Boyd County Head Start Curriculum Map) on their lesson plans, which also goes home to parents.

Fall Checkpoint:

- ✓ 11% of three-year-olds met/exceeded the objective.
- ✓ 43% of four-year-olds met/exceeded the objective.
- ✓ 30% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 50% of three-year-olds met/exceeded the objective.

- ✓ 77% of four-year-olds met/exceeded the objective.
- ✓ 66% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 72% of three-year-olds met/exceeded the objective.
- ✓ 88% of four-year-olds met/exceeded the objective.
- ✓ 81% of children, as averaged in our overall program, met/exceeded the objective.

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 2013-2014 school year, the program will:

- **Ensure that 75% of children will meet or exceed 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.
- A Family Math Night will be planned 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.
- Two teachers will attend the Erikson Math Project and share information/strategies during staff trainings.
- Teachers will complete individual lessons and track each child's progress; so that every child is working at his/her own level and can move forward in these areas at their own pace.
- Teachers note a Mathematics focus each week (as outlined in the Boyd County Head Start Curriculum Map) on their lesson plans, which also goes home to parents.

Fall Checkpoint:

Counting

- ✓ 44% of three-year-olds met/exceeded the objective.
- ✓ 33% of four-year-olds met/exceeded the objective.
- ✓ 38% of children, as averaged in our overall program, met/exceeded the objective.

Quantifying

- ✓ 24% of three-year-olds met/exceeded the objective.
- ✓ 33% of four-year-olds met/exceeded the objective.
- ✓ 29% of children, as averaged in our overall program, met/exceeded the objective.

Connecting Numerals with their Quantities

- ✓ 21% of three-year-olds met/exceeded the objective.
- ✓ 42% of four-year-olds met/exceeded the objective.
- ✓ 34% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

Counting

- ✓ 73% of three-year-olds met/exceeded the objective.
- ✓ 71% of four-year-olds met/exceeded the objective.
- ✓ 72% of children, as averaged in our overall program, met/exceeded the objective.

Quantifying

- ✓ 52% of three-year-olds met/exceeded the objective.
- ✓ 66% of four-year-olds met/exceeded the objective.

- ✓ 60% of children, as averaged in our overall program, met/exceeded the objective.

Connecting Numerals with their Quantities

- ✓ 70% of three-year-olds met/exceeded the objective.
- ✓ 69% of four-year-olds met/exceeded the objective.
- ✓ 69% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

Counting

- ✓ 84% of three-year-olds met/exceeded the objective.
- ✓ 89% of four-year-olds met/exceeded the objective.
- ✓ 87% of children, as averaged in our overall program, met/exceeded the objective.

Quantifying

- ✓ 78% of three-year-olds met/exceeded the objective.
- ✓ 91% of four-year-olds met/exceeded the objective.
- ✓ 86% of children, as averaged in our overall program, met/exceeded the objective.

Connecting Numerals with their Quantities

- ✓ 86% of three-year-olds met/exceeded the objective.
- ✓ 90% of four-year-olds met/exceeded the objective.
- ✓ 89% of children, as averaged in our overall program, met/exceeded the objective.

- **Ensure that 75% of children will meet or exceed 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.
- A Family Math Night will be planned to promote the importance of math in the home.
- Teachers will utilize I pads Apps/Computer Software for teaching the above math concepts.
- Teachers will utilize High Five Mathematize math activities in the classroom.
- Two teachers will attend the Erikson Math Project and share information/strategies during staff trainings.
- Teachers will complete individual lessons and track each child's progress; so that every child is working at his/her own level and can move forward in these areas at their own pace.
- Teachers note a Mathematics focus each week (as outlined in the Boyd County Head Start Curriculum Map) on their lesson plans, which also goes home to parents.

Fall Checkpoint:

- ✓ 13% of three-year-olds met/exceeded the objective.
- ✓ 28% of four-year-olds met/exceeded the objective.
- ✓ 22% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 37% of three-year-olds met/exceeded the objective.
- ✓ 59% of four-year-olds met/exceeded the objective.
- ✓ 50% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 69% of three-year-olds met/exceeded the objective.
- ✓ 90% of four-year-olds met/exceeded the objective.

- ✓ 81% of children, as averaged in our overall program, met/exceeded the objective.

Family Engagement/ERSEA

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

Program Goal:

By the end of the 2013-2014 school year, the program will:

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

Strategies:

- A formal letter will be sent home to families, explaining the importance of attendance and our program's procedures for habitual absences/tardies.
- A Honeywell Instant Alert Call will go out to parents the first Monday of each month to remind them of the importance of on-time daily attendance.
- Attendance is recorded into ChildPlus, daily, by secretaries and attendance/tardies is reported to family advocates.
- 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, parent conferences, and on progress reports.
- Attendance reminders will be placed in the program's newsletter each month.

Winter Update

- **Implemented:** A formal letter will be sent home to families, explaining the importance of attendance and our program's procedures for habitual absences/tardies.
- **Implemented and Continuing:** A Honeywell Instant Alert Call will go out to parents the first Monday of each month to remind them of the importance of on-time daily attendance.
- **Implemented and Continuing:** Attendance is recorded into ChildPlus, daily, by secretaries and attendance/tardies is reported to family advocates.
- **Implemented and Continuing:** After three absences/tardies, family advocates will make verbal and/or face-to-face contact with parents.

- **Implemented and Continuing:** Teachers will address tardies and daily attendance at parent committee meetings, home visits, parent conferences, and on progress reports.
- **Implemented and Continuing:** Attendance reminders will be placed in the program's newsletter each month.

Spring Update

- **Implemented:** A formal letter will be sent home to families, explaining the importance of attendance and our program's procedures for habitual absences/tardies.
- **Implemented and Continuing:** A Honeywell Instant Alert Call will go out to parents the first Monday of each month to remind them of the importance of on-time daily attendance.
- **Implemented and Continuing:** Attendance is recorded into ChildPlus, daily, by secretaries and attendance/tardies is reported to family advocates.
- **Implemented and Continuing:** After three absences/tardies, family advocates will make verbal and/or face-to-face contact with parents.
- **Implemented and Continuing:** Teachers will address tardies and daily attendance at parent committee meetings, home visits, parent conferences, and on progress reports.
- **Implemented and Continuing:** Attendance reminders will be placed in the program's newsletter each month.

Health, Safety and Nutrition

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

Program Goal:

During the 2013-2014 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 a year), as a reference for parents, giving them the opportunity for further assistance from our program.
- Teachers note a Physical Development focus each week (as outlined in the Boyd County Head Start Curriculum Map) on their lesson plans, which also goes home to parents.
- The program will have a staff member trained to lead Cooking Matters at the Store tours with parents in our program.
- The focus/theme of our end-of-the-year celebration will be getting parents/children involved in physical fitness and healthy eating.

Winter Update

- ***Implemented and Continuing***: The *Get Moving, Today* activity calendar will be sent home each month in the program's newsletter.
- ***Implemented***: The program will partner with the Health Department to promote the A.P.P.L.E. program.
- ***Implemented and Continuing***: Trainings will be provided through Kids' Boosters to address the above goals.
- ***Implemented and Continuing***: The program will send home each child's BMI (twice a year), as a reference for parents, giving them the opportunity for further assistance from our program.
- ***Implemented and Continuing***: Teachers note a Physical Development focus each week (as outlined in the Boyd County Head Start Curriculum Map) on their lesson plans, which also goes home to parents.
- ***Beginning Implementation***: The program will have a staff member trained to lead Cooking Matters at the Store tours with parents in our program.
- ***Not Yet Implemented***: The focus/theme of our end-of-the-year celebration will be getting parents/children involved in physical fitness and healthy eating.

Spring Update

- ***Implemented and Continuing***: The *Get Moving, Today* activity calendar will be sent home each month in the program's newsletter.
- ***Implemented***: The program will partner with the Health Department to promote the A.P.P.L.E. program. The Health Department made several visits to our program, this year, to promote the A.P.P.L.E. program. They visited during our mass screening, Kids' Boosters, Health Advisory, and the End of the Year Celebration. As

part of the End of the Year Celebration, they also did Zumba with each class and brought healthy foods for students to try.

- **Implemented and Continuing**: Trainings will be provided through Kids' Boosters to address the above goals.
- **Implemented and Continuing**: The program will send home each child's BMI (twice a year), as a reference for parents, giving them the opportunity for further assistance from our program.
- **Implemented and Continuing**: Teachers note a Physical Development focus each week (as outlined in the Boyd County Head Start Curriculum Map) on their lesson plans, which also goes home to parents.
- **Implemented and Continuing**: Our Parent Involvement/Health/Safety/Nutrition Coordinator was trained as a Cooking Matters at the Store tour guide. She conducted her first tour, along with a local registered dietician, in April. Verbal feedback, as well as surveys, showed that participants gained knowledge and found the tour helpful. More tours are planned for the 2014-2015 school year.
- **Implemented**: The focus/theme of our end-of-the-year celebration was getting parents/children involved in physical fitness and healthy eating. Parents and their children participated in activities such as Zumba, Yoga, Ballet, food sampling, etc. Every family also received educational items to extend their learning at home and over the summer. They received a parent/child activity book on being active and eating healthy, a MyPlate informational placemat, a Frisbee with physical fitness ideas written on it, information about the A.P.P.L.E. program, and coloring sheets from our cafeteria. We also had a School Readiness Day, in which parents learned activities that they could do, at home, with a beach ball. Each child received a beach ball and a book, about being healthy and physical, to take home with them.

High Quality Teaching & Learning

Our Curriculum

Boyd County Head Start follows the Montessori approach to teaching and learning. This approach is an individualized method of instruction, using self-exploratory learning, incorporating the five senses. The "Montessori Method", developed by Dr. Maria Montessori, began in Rome, Italy in the late 1800's. It is still being used all over the world with great success.

The Montessori philosophy considers that young children have an "absorbent mind". It is much like a sponge. If the real world is presented in a way that children can use their hands and interact with it, they will learn. *"The hand forms the mind"*. (Maria Montessori)

When using this teaching method, teachers begin by allowing each child to experience the excitement of learning by his own choice rather than by being forced. Individualized lessons are given on materials that allow children to explore in areas such as: Practical Life, Sensorial, Language, Mathematics, Social Studies, and Science.

Materials, not toys, are placed on low shelves in a pre-arranged place. Furniture is child-sized. Our natural surroundings are emphasized and world-wide cultures are studied.

In order to support the implementation of the Montessori approach to teaching and learning, we require that all teachers become Montessori certified, so that they can implement the strategies with fidelity and have a clear understanding of the Montessori philosophy.

Furthermore, in order to improve school readiness, our staff has created a year-long curriculum map, aligned to the KY Early Childhood Standards, Head Start Framework, Teaching Strategies Gold Objectives, and our School Readiness Goals. This curriculum document ensures that teachers are all addressing key school readiness concepts throughout the year and allows for each student to get the same basic education, no matter which classroom they are assigned to. Teachers work together, in their Professional Learning Communities, to plan intentional teaching that focuses on the outlined core concepts for the week and take it deeper by creating specific "I Can" statements for each domain focus area. The curriculum map, along with our Montessori resources/teaching materials and other best teaching practices ensure that all teachers are teaching with fidelity and have a clear concept of exactly what the children should be learning.

Teacher-Child Interactions

To ensure and improve high quality teacher-child interactions, program staff utilizes the CLASS observation tool to support children's emotional and intellectual growth on a daily basis. CLASS observations are conducted at least twice each school year, once in the fall and once in the spring. Utilizing base-line scores, individual teachers and the program will choose areas of focus for mentoring and professional development. During data analysis, CLASS strategies are also utilized in identifying ways that we can meet specific program goals outlines in our School Readiness Plan.

Learning Environment

Boyd County Head Start uses the ECERS-R observation instrument to assess each of the classroom learning environments in our program. This allows teachers and our program to focus on improving in the areas of space and furnishings, personal care routines, language-reasoning, activities, interactions, program structure, and parents/staff.

Staff Qualifications

Boyd County Head Start requires that all center-based teachers are certified through the Kentucky Department of Education by meeting the state eligibility criteria for Early Childhood educators. Teachers, in our program, must have a baccalaureate or advanced degree in Early Childhood Education or a baccalaureate or advanced degree in any subject, and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children. Classroom teachers are also Montessori certified or are in the process of attaining certification. Our instructional assistants are also highly skilled. Instructional assistants are required to earn and update their Child Development Associate (CDA) certification or take college hours toward their Associate/Bachelor's degree. Family Advocates are required to complete the Family Credentialing program. Other management staff are required to have degrees related to their area of work or on-going training/professional development that allows them to complete their job competently.

Reliable Child Assessment

The Teaching Strategies Gold assessment is given and analyzed three times per school year. The assessment data is used to set program-wide SMART goals. Progress towards meeting the program goals is tracked at each checkpoint. Program goals are adjusted based on assessment data that is gathered. The assessment data is also analyzed for individual student goals and progress toward the outlined objectives. Student progress is shared through progress reports, parent-teacher conferences, and home visits.

Individualization Plan

Because we use a Montessori-based approach, much of what we do is completely individualized. Each teacher maintains an individualized tracking system that allows them to create individual lessons for each child.

Children, who are not making adequate progress toward school readiness goals, will be given an individualized plan of support strategies. Boyd County Head Start has a “Response to Intervention” Plan.

All children enrolled in the Boyd County Head Start/Preschool will be instructed using a research-based curriculum. Children who are identified as having an area of concern (i.e. potential delay or failed LAP-D screening and/or teacher or parent observation identifies a concern) will receive small-group or increased individual interventions to address their area of concern. Probes from the Teaching Strategies Gold Assessment will be used to determine if children are making adequate progress. Teachers will choose two curriculum objectives from the Gold Assessment that are relevant to the child’s area(s) of concern and that may be used as a tool to monitor the child’s progress. Teachers will implement interventions (in the regular classroom) and monitor progress bi-weekly. Children who have not positively responded to the interventions will be referred for an evaluation.

Staff Development Plan

Training for all staff is ongoing and specific to the needs of our children/staff. Our program provides regularly scheduled staff training days throughout the school year that address current needs. Furthermore, to encourage collaboration/mentoring among teachers and in order to meet our program school readiness goals, teachers will have protected time to plan curricular activities, together, on a regular basis.

Certified teachers are required to have 24 hours of documented professional development, outside of their normal contracted hours. Classified staff also participates in on-going trainings and development opportunities that arise throughout the school year.

All new and returning employees will be given an annual orientation to the program within the first few weeks of program operation. This orientation, and trainings throughout the year, will focus on reviewing our program's curriculum and assessment tools (i.e., Montessori, CLASS, and ECERS-R), as well as program policies and procedures. New teachers will receive individualized mentoring from our program's Early Childhood Education Specialist, based on their needs.

Teachers are required to complete the Teaching Strategies Gold Basic training professional development, before using the online tool to enter data for the first time. Within the year, the program will require teachers to complete the online Interrater Reliability certification to ensure accurate input of data.

Boyd County Head Start is also committed to improving teacher-child interactions. Our program utilizes the CLASS observation instrument to pinpoint professional development needs in the areas of emotional support, classroom organization, and instructional support. CLASS observations are conducted two times per year. After completing each observation cycle, staff members will conference with reliable observers (Director & Early Childhood Education Specialist) to help them to set personal goals for professional growth. The staff will also come together to look at program-wide CLASS averages to guide professional development for the program, as a whole. Each year, the data from the first cycle and second cycle of CLASS observations are compared for growth. Mentoring for improving teacher-child interactions may come through videoing teachers and having them complete reflections, using CLASS training suites, teachers visiting each other's classrooms, etc.

Certified and classified staff are required to complete and track professional growth plans, annually, based on individual training needs (identified through CLASS observations, ECERS-R observations, yearly evaluations, and informal evaluations) and interests. Individualized mentoring, provided by our Early Childhood Education Specialist, is provided, as needed.

Transition

Boyd County Head Start prides itself in assisting families in their child's smooth transition to kindergarten. First of all, we have shared the state's school readiness goals with our families. We have a School Readiness pamphlet that is distributed to all parents, when their child enters our program. We also share our specific program goals, based on the assessment data that we receive after each assessment cycle. Furthermore, we provide opportunities through parent committees, Kid's Boosters, and our Fatherhood Initiative for parents to have input on school readiness. Our monthly program newsletter provides activities (based on the School Readiness Domains) that parents can do, at home with their children, in order help prepare them for kindergarten.

Classroom activities, lesson plans, and our aligned curriculum map encompass each of the school readiness domains each week. Using individual lessons and student tracking aides in monitoring student progress more accurately and enables us to pinpoint each student's individual needs, in order to better prepare them for kindergarten.

Currently, we have a teacher-leader team that consists of two preschool and two kindergarten teachers in our school district, who are working together to bridge the gap between kindergarten and preschool. Their goal is to ensure that all preschool and kindergarten teachers have the same basic expectations for exiting preschoolers and beginning kindergarteners. They create a plan, each year, for providing preschool and kindergarten teachers a time to get together for collaboration and trainings.

To further promote a smooth transition to kindergarten, our program provides a visit to receiving schools in April/May for each kindergarten-bound student to meet kindergarten teachers and to go through part of their day, so they are less anxious about going to a new environment. When kindergarten teachers receive their class lists, preschool teachers send pertinent individualized information on each student (along with child portfolios and permanent records), so the teacher can better understand their needs, before having them in class on the first day of school. For students with IEPs, we provide a transition meeting for the parents to meet the special education teachers and other elementary school staff, who will be working with their children, when they begin kindergarten.

The Kindergarten Jump Start Program, which is held the week before school starts, provides an orientation at the beginning of students' kindergarten year and is sponsored by our Family Resource Center. Children meet their teacher and are taken to their classroom, with their classmates, for an orientation. Parents also receive an orientation to the elementary school, with questions answered by the school principal and Family Resource staff.

Last, during the first two days of school our pre-k staff assists in district kindergarten classes, so that our transitioning children and parents see a familiar face and feel more comfortable in the new setting. They also assist the school district's kindergarten teachers in completing the Brigance Kindergarten Screener with ease. All of these activities help to provide a positive experience for both the children and parents, as they exit our program.