

# NORTHWESTERN OHIO COMMUNITY ACTION COMMISSION

## School Readiness Plan

### School Readiness Team Members

The Child Development & Education Manager, Coaching Specialist, Curriculum Specialist, Education Assistant, Teachers & Teacher Assistants, Leadership Team at the Central Office, Policy Council, and Education Committee/Policy Council will review the following and determine which areas need further improvement:

- The outcomes reports from Teaching Strategies
- Kindergarten Readiness Assessment Reports (KRA)
- Kindergarten Observation Results
- CLASS Observations
- Creative Curriculum Observations
- ESI-R
- DECA social/emotional screening

The Kindergarten Readiness Goals are modified as needed and given to the Teaching Staff for planning purposes. The Outcomes/ Intervention Assistant compiles the outcomes and reports to the following groups.

- Public Schools
- The Board
- Policy Council
- Leadership Team
- Teaching Staff

### School Readiness Goals

The Grantee creates the School Readiness Goals (see Appendix B) by using the following:

- The Head Start Early Learning Outcomes Framework (ELOF).
- Outcome Reports from Teaching Strategies GOLD that is established in the five essential domains of Social and Emotional; Approaches to Learning; Cognitive and General Knowledge; Language and Literacy; and Physical Health and Development.
- Information that has been collected from the public schools throughout the year (the grantee's staff members observe a Kindergarten classroom and discuss the expectations of children attending their school)
- KRA scores from public schools (completed in the Fall)
- ESI-R
- Classroom Observations

- The previous year's School Readiness Goals
- Creative Curriculum
- Ohio Early Learning and Development Standards

The Child Development & Education Manager sends out a letter to all the schools in the five county area to communicate with them about working together to prepare the children with getting ready for the transition into public school:

- Henry County
- Fulton County
- Defiance County
- Paulding County
- Williams County

The staff, school district's, Policy Council, and Board receive copies of the completed School Readiness Goals. The staff give more attention to the objectives and the community is aware of our outcomes and focus.

### **High Quality Teaching and Learning**

The teaching staff have been trained on using Creative Curriculum which aligns to the Head Start Child Development and Early Learning Framework and the Ohio Early Learning and Development Standards. All teaching staff are Interrated Reliable on the Checkpoint leveling. The Outcome/Intervention Assistant assists and trains any staff member who has difficulty in passing the Certification. The Grantee uses this curriculum to create lesson plans for the classroom to increase student knowledge and experiences.

Staff members will attend Professional Development Days to learn techniques to use in the classrooms that will promote growth in the student's' knowledge in a variety of areas. At the beginning of the year, the staff meets with the Education Team (Child Development/Education Manager, Coaching Specialist, Curriculum Specialist, Education Assistant) for an orientation. School Readiness Goals that have been created from last year's outcome reports will be reviewed at this time.

The Grantee also uses the Framework for Effective Practices which is found on the following website.

(<http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/teaching/center/practice/practice.html>)

This framework was created to support school readiness for all the children. It consists of the four areas that are important for quality teaching and learning for the children. It is described as "The House". The following is what the Grantee does in each section of the "House":

- ENGAGING INTERACTIONS AND ENVIRONMENT - Foundation

- ✓ All staff attends trainings that help them understand about what CLASS is and why it is important.
  - ✓ The Grantee has observers that have been trained on CLASS to observe the classrooms and give feedback of what areas need to be improved. This helps the teachers be able to support the development in the classroom by strengthening their teaching abilities with the children.
  - ✓ The Curriculum Specialist also goes into the classroom and does a Creative Curriculum observation and documents where the class is in need of improvement and also where the classroom is doing a positive job. The observer, Teacher, and Teacher Assistant will meet to discuss the observation and create goals.
  - ✓ Each month the teachers have a Goal Binder that they have to document their improvement in the areas that the CLASS observer, Creative Curriculum observer, and the teachers have decided needs improvement.
  - ✓ The County Manager will observe the classes to make sure the teaching staff is improving on their documented goals.
  - ✓ Fostering Relationships
    - Parent/Teacher Conferences and Home Visits with parents
    - Parent Meetings
    - Phone calls
    - Newsletters
  - ✓ Organized Classrooms
    - Child Friendly furniture and equipment
    - Variety of materials for use
    - Ability for children to use classroom materials independently.
  - ✓ A daily schedule is created, posted, and followed.
  - ✓ Teaching staff work with students to create a positive and welcoming environment where they are free to explore with support from the staff.
  - ✓ The staff promotes a positive atmosphere with the children by using the Conscious Discipline approach created by Dr. Bailey.
    - By being interactive with the children
    - Getting down on their level and talking with them
    - Acknowledging the children's feeling and emotions
    - Helping solve problems together
    - Model and support positive interactions
    - Model high quality language skills
    - Engage in conversations
    - Use the 7 Basic Skills for Brain Smart Classroom Management for Conscious Discipline.
- RESEARCH-BASED CURRICULA AND TEACHING PRACTICES – The First Pillar

- ✓ The Grantee uses Creative Curriculum for Preschoolers. Creative Curriculum is research based and focuses on the development of the whole child.
  - ✓ Staff document student observations on Teaching Strategies GOLD (linked to Creative Curriculum objectives).
  - ✓ Staff have been trained on the curriculum and assessment procedures
  - ✓ The teaching staff observe the children in the five essential domains of Social and Emotional; Approaches to Learning; Cognitive and General Knowledge; Language and Literacy; and Physical Health and Development.
- ONGOING CHILD ASSESSMENT – The Second Pillar
    - ✓ Child observations (documented on Teaching Strategies GOLD)
    - ✓ Progress Reports are completed on Teaching Strategies GOLD three times a year for each child
    - ✓ Activities are planned to support the outcomes/weak areas
    - ✓ School Readiness Goals are updated based on assessments
- HIGHLY INDIVIDUALIZED TEACHING AND LEARNING – Roof
    - ✓ Meaningful and purposeful lesson plans
    - ✓ Outcomes Reports used when planning
    - ✓ Individualization for each child bi weekly
    - ✓ Adapt lessons as needed for learners
    - ✓ Modify the environment bi weekly based on interests of children and new plans.
    - ✓ Teachers will then highlight each activity that corresponds with a School Readiness Goal or Assessment Data to indicate the focus in their planning.

## Staff Development Plan

### *-Observations*

The teaching staff are observed by the Curriculum Specialist (2 times) using a Creative Curriculum Based Observation and also by the Child Development and Education Manager for the CLASS Observation. After each of the observations, the teaching staff meets with the observers to discuss the day and create future goals for areas of weakness.

- The observers give the teachers ideas of how to change and improve the weakness.

- Observers write down the Goals that they have discussed in the Goal Binder for the class and each month the teacher, teacher assistant, and manager document specific examples of improvement.
- The County Manager observes the teaching staff to make sure that they are working on the goals.
- Goal Binder notes are sent to the Curriculum Specialist monthly.
- Each site has a monthly site staffing to review any Education updates.

CLASS reliable staff observes the classrooms and provides feedback.

- Observes twice a year
- Goal meetings with teachers to set goals based on areas teachers needed to improve based on the CLASS dimensions and indicators. Action plans created with specific activities for teachers to do based on the goal they set.
- Teacher, Teacher Assistant, and Manager will document goal improvement monthly.

The Curriculum Specialist observes the classrooms and provides feedback.

- Observes in the Fall.
- Creates goals with the teaching staff
- Teacher, Teacher Assistant, and Manager will document goal improvement monthly.

The Education Team assesses how the teachers are implementing the “HOUSE”:

- Observing the classrooms
- Child Observations
- Reviewing the lesson plans to make sure the teachers are creating engaging activities for the children.
- County Managers also observe the classrooms to make sure the environments are set up in a safe and organized manner to support learning.

### *-Training/Planning*

The Education Team (Child Development/Education Manager, Coaching Specialist, Curriculum Specialist) is trained on how to use the assessment tools, such as Teaching Strategies GOLD, Ages and Stages 3 and Social/Emotional and CLASS by going to different trainings and learning the new techniques on how to develop the

goals and outcomes reports. They have attended conferences that have trained them to properly educate and assist staff.

The Education Team will meet with new staff to train them on the following:

- Creative Curriculum
- CLASS observation
- Teaching Strategies GOLD
- Lesson plans and class interactions with the children
- All education and transition information for the program

The Education team trains all staff to support the School Readiness Goals/ CLASS:

- Creates a list of ways to encourage learning from each of the Objectives that is on the School Readiness Goals to give ideas for the teachers to do with students.
- Child Development and Education Manager gives the teaching staff a list of ways to promote increased scores for CLASS
- Professional Development Days have been offered (October and February) with sessions that worked on ways to improve on School Readiness. (The following are some of the topics that have been introduced)
  - ✓ Science Experiments to promote thinking skills
  - ✓ Math activities with Mathematize Book
  - ✓ Outcomes exploration on how to promote positive learning
  - ✓ Meeting the needs of children with needs
  - ✓ Outcomes/Kindergarten Transition
  - ✓ How to incorporate puppets into the classroom
  - ✓ I am Moving - I am Learning (learning to eat healthy snacks and creative ways to move our bodies to stay healthy)
  - ✓ Conscious Discipline
  - ✓ ABC Movements
  - ✓ Connecting the Teaching Strategies Objectives to the Ohio Content Standards
  - ✓ Conscious Discipline
  - ✓ Engaging Interactions and Environments with new teacher assistants
- Created activities for teachers to use in classrooms

The Grantee's Education Specialist holds training for CLASS:

- Instructional Support to increase outcomes score
- The Education Specialist discusses ways to interact with children
- Explained what each of the Dimensions are for CLASS

Mondays are designated training and planning days which includes the following activities:

- Classroom plans and preparation
- Changing the classroom environment to enhance the interest of the children
- Input the observations into Teaching Strategies GOLD
- Professional Development
- Site Staff Meetings (once a month)

The Grantee's evidence-based observational tool that is implemented in the classroom is Creative Curriculum Teaching Strategies GOLD:

- Observations
- Teaching Strategies GOLD gives activity ideas to support each objective
- The teaching staff does the Checkpoints on Teaching Strategies GOLD three times a year to evaluate the child on where they fall in the Widely Held Expectations and then creates a Progress Report for the parents to review with the staff.

Staff Professional Activities:

- Each staff fills out a Professional Development Plan to document future goals (short and long term) and training desires. The staff reviews the plans with their supervisor at least once a year.
- In the Spring, the Education Team has a Staff Appreciation Staffing to show appreciation for all that they do with the children.

## Family Engagement

Families have multiple opportunities to be engaged in the classroom and planning. The Grantee's centers have an open door policy to encourage families to feel welcome. Below are other opportunities for involvement.

- **Education Committee/Policy Council:**
  - ✓ Assists in developing educational plans
  - ✓ Develop/Review School Readiness Goals
  - ✓ Classroom suggestions
- **Parent Meetings:**
  - ✓ Meet and engage with other families
  - ✓ Speakers provide learning opportunities
  - ✓ Input on classroom plans
  - ✓ Voting on Policy Council Members
- **Parent/Teacher Conferences:**
  - ✓ Discuss child progress

- ✓ Introduce/review School Readiness Goals
- ✓ Create goals for their children
- ✓ Give classroom or agency suggestions
- ✓ Reminders of upcoming events
- **Family Newsletters:**
  - ✓ Activity ideas to support Creative Curriculum and the School Readiness Goals
  - ✓ Kindergarten Transition information
  - ✓ Booklets to support the families involvement in the Family Site on Teaching Strategy GOLD.

### **Evaluating Child Outcomes**

Child observations are documented on Teaching Strategies GOLD. Teachers will create progress reports for each child (three times a year). After each progress report season the Coaching Specialist prints off reports from Teaching Strategies GOLD for the staff to use in planning for their individual classrooms. These reports show where a child is in their development and what they need to continue to work on to reach the age appropriate level. The Coaching Specialist pass these out to the teaching staff at the county staffing and review how to use/read the reports.

The ESI-R assessment is conducted on each child to see if there are any delays in development.

The Coaching Specialist accesses all the data from the Child Plus, Teaching Strategies GOLD, KRA, ESI-R and DECA to make sure everything is being used to create lessons plans to focus on improvements that are needed. The Education Team meet to compare the CLASS goals and the GOLD outcomes. They analyze the data to compare relationships in the data from the class/teachers.

### **Teaching Staff Observations on children:**

- Observes children
- Creates individualized activities
- Documentation of development
- Create Progress Reports for parents

Each teacher highlights activities on their lesson plan that was created based on child data.

The Coaching Specialist aggregate all the information that the teachers have documented into Teaching Strategies and creates the Outcomes Reports.



The Coaching Specialist inform the public schools of grantee's School Readiness Goals and welcomes feedback on their expectations. The Grantee also receives the KRA reports on how the prior year's Head Start children scored. These are considered when creating School Readiness Goals.

### **Supporting Transition**

The Grantee supports the transition of children from Head Start to the Public school in the following ways:

#### With the Public Schools:

- Observing a Kindergarten Classroom in the Fall and completing a Kindergarten Observation/Interview form.
- Ask what the Kindergarten teachers expect from our children
- Child Development and Education Manager compiles and distributes the Kindergarten teacher expectations
- Principals/Kindergarten teachers speak at a Parent Night to discuss expectations with parents
- Kindergarten Visits: Children and Families are invited to explore the upcoming Kindergarten environment

#### With the Parents:

- Kindergarten Readiness information is discussed at home visits/conferences and through newsletters
- Review the progress reports and discuss future goals for each child
- Release of Information signed to allow the grantee KRA results (2<sup>nd</sup> Parent/Teacher Conference)
- Release of Information signed to allow the grantee to send documents/information to the schools (2<sup>nd</sup> Home Visit)
- Screening information is provided. Staff can attend with parents if requested and time allows.

If the child is on an Individual Education Plan (IEP), teaching staff works on the IEP goals with the children in the classroom. The teachers go to the meetings that are held to review the children's goals and updates public school teachers on the child's progress. The teachers also discuss with the parents at the Parent/Teacher Meetings progress toward IEP goals.

#### **Reference:**

Framework For Effective Everyday Practice,

<http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/teaching/center/practice/practice.html>)

Up-Dated 9/11/17

Appendix A

School Readiness Team Members

Team Members	Who are they	How often do they meet
Board Members	-Public Sector Members -Private Sector Member -Low Income Representatives -Policy Council Board Representative	Monthly
Policy Council	-Parents (not more than 29) -Community Representatives (2 from each county) -Members from the Grantees Leadership Team -Finance Director	Monthly
Leadership Team	-NOCAC Executive Director -Head Start Director -Child Development /Education Manager -Child Health/Safety Manager -Disability and Intervention Coordinator -Family and Community Engagement Manager -Eligibility, Recruitment, Selections, Enrollment, Attendance Coordinator	Twice a month
Education Team	- Child Development /Education Manager -Curriculum Specialist -Coaching Specialist	As needed
Education Committee	- Committee members from Policy Council -Child Development /Education Manager -Curriculum Specialist -Coaching Specialist -Teachers	At least twice a year

## Appendix B

### NOCAC Child Development 2018 - 2019 School Readiness Goals

Our goal is for the children in our program to be successful when entering kindergarten. We will address this by working on the following goals throughout the year. These goals were created from parent input, outcomes data, classroom observations, expectations for our local school districts, and our curriculum resources: the Creative Curriculum for Preschool 5th Edition, The Head Start Early Learning Outcomes Framework (ELOF), and the Ohio Early Learning Content Standards.

**Observation tools:** Teaching Strategies GOLD (GOLD), Kindergarten Observation Form, Creative Curriculum Fidelity Observation Tool, and Classroom Assessment Scoring System (CLASS) Observation

Approaches to Learning
Domain: <b>Approaches to Learning: Social and Emotional Development</b> Measurement: <b>Teaching Strategies GOLD - Social and Emotional 3b.</b> School Readiness Goals: <b>Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.</b>
3 Year Old Objectives: <b>Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.</b>
4 year Old - Pre K Objectives: <b>Manages own actions, words, and behavior with occasional support from adults</b>
Family Engagement Strategies: <b>Bag tag #42 (Pink)</b> Activity name: <b>Chore Chart</b>
Approaches to Learning
Domain: <b>Approaches to Learning: Initiative and Curiosity</b> Measurement: <b>Teaching Strategies GOLD - Social Studies 29-32</b> School Readiness Goals: <b>Goal P-ATL 11. Child shows interest in and curiosity about the world around them.</b>
3 Year Old Objectives: <b>Seeks out new information and explores new play and tasks with adult support.</b>
4 year Old - Pre K Objectives: <b>Seeks out new information and explores new play and tasks both independently and with adult support.</b>
Family Engagement Strategies: <b>Bag tag #44 (Pink)</b>

Activity name: **Go on a Picnic**

### **Social & Emotional Development**

Domain: **Social and Emotional Development: Relationships with Adults**

Measurement: **Teaching Strategies GOLD - Social and Emotional 2a.**

School Readiness Goals: **Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.**

3 Year Old Objectives:

**Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.**

4 year Old - Pre K Objectives:

**Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.**

Family Engagement Strategies: **Bag tag #43 (Pink)**

Activity name: **Play a Game**

### **Language & Literacy**

Domain: **Language and Communication: Vocabulary**

Measurement: **Teaching Strategies GOLD - Language 9a.**

School Readiness Goals: **Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes**

3 Year Old Objectives

**Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.**

4 year Old - Pre K Objectives

**Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.**

Family Engagement Strategies: **Bag tag #33 (blue)**

Activity Name: **Create a Book**

### **Language & Literacy**

Domain: **Language & Literacy: Literacy**

Measurement: **Teaching Strategies GOLD - Literacy 16a & 16b**

School Readiness Goals: **Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.**

3 Year Old Objectives

**Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.**

4 year Old - Pre K Objectives

**Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.**

Family Engagement Strategies: **Bag tag #1 - #26 (ivory, yellow, white)**

Activity name: **Letter Recognition**

**Cognition & General Knowledge - Logic and Reasoning -Mathematics Knowledge & Skills**

Domain: **Mathematics Development: Counting and Cardinality**

Measurement: **Teaching Strategies GOLD - Mathematics 20c.**

School Readiness Goals: **Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.**

3 Year Old Objectives

**Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.**

4 year Old - Pre K Objectives

**Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.**

Family Engagement Strategies: **Bag tag #31 (Orange)**

Activity Name: **Number Recognition**

**Cognition & General Knowledge - Logic and Reasoning -Mathematics Knowledge & Skills**

Domain: **Mathematics Development: Geometry and Spatial Sense**

Measurement: **Teaching Strategies GOLD - Mathematics 21b.**

School Readiness Goals: **Goal P-MATH 9. Child identifies, describes, compares, and composes shapes**

3 Year Old Objectives

**Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.**

4 year Old - Pre K Objectives

**Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.**

Family Engagement Strategies: **Bag tag #27 (Orange)**  
Activity Name: **Shapes**

**Cognition & General Knowledge** - Science Knowledge and Skills - Social Studies Knowledge and Skills

Domain: **Cognition: Scientific Reasoning**  
Measurement: **Teaching Strategies GOLD - Science and Technology 24.**  
School Readiness Goals: **Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.**

**3 Year Old Objectives**  
With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"

**4 year Old - Pre K Objectives**  
With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.

Family Engagement Strategies: **Bag tag #41 (Green)**  
Activity Name: **what color are your eyes?**

**Perceptual, Motor, and Physical Development**

Domain: **Perceptual, Motor, and Physical Development: Fine Motor**  
Measurement: **Teaching Strategies GOLD - Physical 7a & 7b**  
School Readiness Goals: **Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.**

**3 Year Old Objectives**  
Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.

**4 year Old - Pre K Objectives**  
Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.

Family Engagement Strategies: **Bag tag #36 (Blue)**  
Activity name: **Writing a Letter**

**Perceptual, Motor, and Physical Development**

Domain: **Perceptual, Motor, and Physical Development: Gross Motor**

Measurement: **Teaching Strategies GOLD - Physical 6**

School Readiness Goals: **Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.**

**3 Year Old Objectives**

**Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.**

**4 year Old - Pre K Objectives**

**Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.**

Family Engagement Strategies: **Bag tag #46 (Purple)**

Activity name: **Large Motor**

Updated: 6/18