

Boyd County Head Start

School Readiness Plan 2022-2023



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, 60 Kentucky Preschool children, and 20 district- funded children. In addition, Boyd County Public Schools provides over \$488,650 of “in-kind” funding as a match for our Head Start federal dollars. A highlight for the 2022-23 school year is that we met our Head Start number of 160 and are currently at an enrollment of 235.

We now have one central location, operating 13 classrooms. Children attend Monday through Friday each week that school is in session for at least 160 days. Our teachers use a multi-sensory approach to reach all children. Boyd County Early Childhood Academy believes in the Montessori-approach. We are listed in Montessori Community Directories. The goal of the Montessori Method of teaching is to provide for the fullest possible development of the whole child, ultimately preparing him/her for life’s many rich experiences. We also have adopted Creative Curriculum, which is a research-based curriculum that is capable of being implemented while still following the philosophies of Montessori.

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.”

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 2022-2023 school year, the program will:

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

Strategies:

- Teachers will meet each week in Professional Learning Communities to share classroom/family activities and strategies for meeting this goal.
- Teachers will provide activities that promote fine motor skills, such as manipulating Play-Doh, using scissors, drawing, puzzles, etc.
- Teachers will provide free-choice activities that promote fine motor skills for a substantial portion of the day.
- Teachers 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).
- Teachers will put together fine motor activities, as outlined in the Montessori Practical Life binder/other Montessori resources from the North American Montessori Center.

Fall Checkpoint:

- ✓ 47% of three-year-olds met/exceeded the objective.
- ✓ 61% of four-year-olds met/exceeded the objective.
- ✓ 55% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 68% of three-year-olds met/exceeded the objective.
- ✓ 70% of four-year-olds met/exceeded the objective.
- ✓ 69% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkout:

- ✓ 81% 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.

- **Ensure that 75% of children will demonstrate balancing skills (TSG 5).**

Strategies:

- Teachers will meet each week in Professional Learning Communities to share classroom/family activities and strategies for meeting this goal.
- Teachers will provide opportunities on the playground and during indoor motor for children to practice these skills such as using balance beams, walking backwards heel to toe, etc.
- Teachers will provide free-choice activities within the classroom to practice these skills such as carrying a tray, walking on a line while carrying something without dropping it, walking on a line while balancing a small wicker basket on their heads, etc.
- Teachers will provide opportunities for children to practice these skills on the sensory walk that is in the front lobby.

Fall Checkpoint:

- ✓ 69% of three-year-olds met/exceeded the objective.
- ✓ 77% of four-year-olds met/exceeded the objective.
- ✓ 73% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 85% of three-year-olds met/exceeded the objective.
- ✓ 84% of four-year-olds met/exceeded the objective.
- ✓ 85% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 90% of three-year-olds met/exceeded the objective.
- ✓ 97% of four-year-olds met/exceeded the objective.
- ✓ 94% 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 2022-2023 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 Professional Learning Community meetings to share classroom/family activities and strategies for meeting this goal.
- Classroom staff will intentionally add social conversation, student comfort, and feedback loops to improve child-adult interactions, as defined by CLASS (Classroom Assessment Scoring System).
- Staff members will initiate social conversations, by intentionally asking open-ended questions/statements such as “tell me about,” “share your story about,” etc.

- Staff members will make deliberate efforts to form relationships, using social conversation throughout the, including greeting time, during meals, indoor/outdoor play time.

Fall Checkpoint:

- ✓ 51% of three-year-olds met/exceeded the objective.
- ✓ 55% of four-year-olds met/exceeded the objective.
- ✓ 53% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 68% of three-year-olds met/exceeded the objective.
- ✓ 70% of four-year-olds met/exceeded the objective.
- ✓ 69% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 89% of three-year-olds met/exceeded the objective.
- ✓ 87% of four-year-olds met/exceeded the objective.
- ✓ 88% 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 utilize the Conscious Discipline strategies, daily, beginning each morning and reinforcing the skill that are focused upon during the week.
- Teachers use Professional Learning Community meetings share classroom/family activities and strategies for meeting this goal (including plans for implementing Conscious Discipline strategies in the classroom throughout the day and week).

- Classroom staff will intentionally provide opportunities for students to brainstorm/create a plan, as defined by CLASS (Classroom Assessment Scoring System), for solving social problems during the course of the day.

Fall Checkpoint:

- ✓ 60% of three-year-olds met/exceeded the objective.
- ✓ 50% of four-year-olds met/exceeded the objective.
- ✓ 55% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 75% of three-year-olds met/exceeded the objective.
- ✓ 68% of four-year-olds met/exceeded the objective.
- ✓ 71% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 78% of three-year-olds met/exceeded the objective.
- ✓ 85% of four-year-olds met/exceeded the objective.
- ✓ 82% 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 2022-2023 school year, the program will:

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

Strategies:

- Teachers will use Professional Learning Community meetings to share classroom/family activities and strategies for meeting this goal.
- Classroom staff will utilize CLASS training videos, peer mentoring, individualized professional development opportunities, etc. to strengthen the area concept development in their daily teaching.
- Teachers will provide intentional opportunities for students to learn the process of brainstorming, planning, and producing to solve problems, as defined by CLASS (Classroom Assessment Scoring System), for solving social problems during the course of the day. Ask questions/make statements, such as, “How could we do that,” “I wonder how,” “Let’s make a plan,” etc.
- Classroom staff will provide intentional opportunities for students to build on ideas that include brainstorming, planning, and producing to solve problems, as defined by CLASS (Classroom Assessment Scoring System). Teaching staff will ask questions/make statements, such as, “How could we do that,” “I wonder how,” “Let’s make a plan,” etc.

Fall Checkpoint:

- ✓ 58% of three-year-olds met/exceeded the objective.
- ✓ 50% of four-year-olds met/exceeded the objective.
- ✓ 54% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 75% of three-year-olds met/exceeded the objective.
- ✓ 65% of four-year-olds met/exceeded the objective.
- ✓ 69% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 81% of three-year-olds met/exceeded the objective.
 - ✓ 84% of four-year-olds met/exceeded the objective.
 - ✓ 83% of children, as averaged in our overall program, met/exceeded the objective.
- **Ensure that 75% of children will meet or exceed the objective for persisting when work is challenging or to improve their self-performance (TSG 11b).**

Strategies:

- Teachers will use Professional Learning Community meetings to share classroom/family activities and strategies for meeting this goal.
- Teachers will utilize the Teacher Sensitivity domain within the CLASS model, they will be aware of children that are having a lack of understanding or difficulties and offer those children support.
- Teachers will utilize the strategies from the Quality of Feedback domain within the CLASS model; they will be persistent with the children in giving feedback loops during conversations with the children.

Fall Checkpoint:

- ✓ 64% of three-year-olds met/exceeded the objective.
- ✓ 50% of four-year-olds met/exceeded the objective.
- ✓ 57% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 77% of three-year-olds met/exceeded the objective.
- ✓ 73% 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.
 - ✓ 90% 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 Professional Learning Community meetings to share classroom/family activities and strategies for meeting this goal.
- Teachers will provide opportunities with games, Montessori materials, such as the Fabric box, the Numbers Memory Game, and implementing the Three-Period Lesson.
- Classroom staff will intentionally set up opportunities for children to practice these skills in a cooperative play situation.

Fall Checkpoint:

- ✓ 65% of three-year-olds met/exceeded the objective.
- ✓ 52% of four-year-olds met/exceeded the objective.
- ✓ 58% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 80% of three-year-olds met/exceeded the objective.
- ✓ 74% of four-year-olds met/exceeded the objective.
- ✓ 77% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint

- ✓ 89% of three-year-olds met/exceeded the objective.
- ✓ 89% 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 2022-2023 school year, program will:

- **Ensure that 75% of children will meet or exceed the objective for noticing and discriminating rhyme (TSG 15a).**

Strategies:

- Teachers will use Professional Learning Community meetings to share classroom/family activities and strategies for meeting this goal.
- Teachers will use repeated readings of the same book, poem, nursery rhyme, etc. to focus on rhyming words.
- Teachers will involve students in the chanting of rhymes and patterns.
- Teachers will focus on a rhyming text each week and send home a copy for families to practice at home with their children.

Fall Checkpoint:

- ✓ 18% of three-year-olds met/exceeded the objective.
- ✓ 37% of four-year-olds met/exceeded the objective.
- ✓ 28% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 46% of three-year-olds met/exceeded the objective.
- ✓ 59% of four-year-olds met/exceeded the objective.
- ✓ 53% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 62% of three-year-olds met/exceeded the objective.
- ✓ 77% of four-year-olds met/exceeded the objective.
- ✓ 70% of children, as averaged in our overall program, met/exceeded the objective.

- **Ensure that 75% of children will meet or exceed the objective using social rules of language (TSG 10b).**

Strategies:

- Teachers will use Professional Learning Community meetings to share classroom/family activities and strategies for meeting this goal.
- Classroom staff will use repetition and extension, as defined in the CLASS under 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 at least three back-and-forth exchanges, as defined in the CLASS, under Language Modeling.
- Classroom staff will use strategies to increase students' focus, attention, and listening skills, as defined in the CLASS Manual, under Instructional Learning Formats.

Fall Checkpoint:

- ✓ 61% of three-year-olds met/exceeded the objective.
- ✓ 62% of four-year-olds met/exceeded the objective.
- ✓ 62% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 71% of three-year-olds met/exceeded the objective.
- ✓ 75% of four-year-olds met/exceeded the objective.
- ✓ 73% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 77% of three-year-olds met/exceeded the objective.
- ✓ 91% of four-year-olds met/exceeded the objective.
- ✓ 85% of children, as averaged in our overall program, met/exceeded the objective.

- **Ensure that 75% of children will meet or exceed the objective of writing to convey ideas and information (TSG 19b).**

Strategies:

- Teachers will use Professional Learning community meetings to share classroom/family activities and strategies for meeting this goal.
- Teachers will provide environmental print for students to copy.
- Teachers will offer paper, colored pencils, markers, and other writing tools for children to practice with the writing process.
- Teachers will model the writing process with Morning Message, taking dictation for students, and other opportunities presented within the daily routine.

Fall Checkpoint:

- ✓ 21% of three-year-olds met/exceeded the objective.
- ✓ 30% of four-year-olds met/exceeded the objective.
- ✓ 26% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 44% of three-year-olds met/exceeded the objective.
- ✓ 48% of four-year-olds met/exceeded the objective.
- ✓ 46% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 62% of three-year-olds met/exceeded the objective.
- ✓ 61% of four-year-olds met/exceeded the objective.
- ✓ 62% 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 2022-2023 school year, 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 Professional Learning Community meetings to share classroom/family activities and strategies for meeting this goal.
- Teachers will utilize iPads Apps/Computer Software for teaching the above math concepts.
- Teachers will provide learning materials and opportunities for meeting the goals in counting, quantifying, and connecting numerals with their quantities.

Counting

Fall Checkpoint:

- ✓ 73% of three-year-olds met/exceeded the objective.
- ✓ 48% of four-year-olds met/exceeded the objective.
- ✓ 59% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 83% of three-year-olds met/exceeded the objective.
- ✓ 70% of four-year-olds met/exceeded the objective.
- ✓ 76% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 83% of three-year-olds met/exceeded the objective.
- ✓ 87% of four-year-olds met/exceeded the objective.
- ✓ 86% of children, as averaged in our overall program, met/exceeded the objective.

Quantifying

Fall Checkpoint:

- ✓ 35% of three-year-olds met/exceeded the objective.
- ✓ 43% of four-year-olds met/exceeded the objective.
- ✓ 39% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 57% of three-year-olds met/exceeded the objective.
- ✓ 66% of four-year-olds met/exceeded the objective.
- ✓ 64% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 67% of three-year-olds met/exceeded the objective.
- ✓ 80% of four-year-olds met/exceeded the objective.
- ✓ 74% of children, as averaged in our overall program, met/exceeded the objective.

Connecting Numerals with their Quantities

Fall Checkpoint:

- ✓ 51% of three-year-olds met/exceeded the objective.
- ✓ 50% of four-year-olds met/exceeded the objective.
- ✓ 51% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 64% of three-year-olds met/exceeded the objective.
- ✓ 64% of four-year-olds met/exceeded the objective.
- ✓ 64% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 82% of three-year-olds met/exceeded the objective.
 - ✓ 78% of four-year-olds met/exceeded the objective.
 - ✓ 80% 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 Professional Learning Community meetings to share classroom/family activities and strategies for meeting this goal.
- Teachers will utilize iPads Apps/Computer Software for teaching the above math concepts.
- Teachers will provide learning materials and opportunities for meeting the goals in understanding spatial relationships.

Fall Checkpoint:

- ✓ 54% of three-year-olds met/exceeded the objective.
- ✓ 50% of four-year-olds met/exceeded the objective.
- ✓ 52% of children, as averaged in our overall program, met/exceeded the objective.

Winter Checkpoint:

- ✓ 69% of three-year-olds met/exceeded the objective.
- ✓ 67% of four-year-olds met/exceeded the objective.
- ✓ 68% of children, as averaged in our overall program, met/exceeded the objective.

Spring Checkpoint:

- ✓ 77% of three-year-olds met/exceeded the objective.
- ✓ 78% of four-year-olds met/exceeded the objective.
- ✓ 77% of children, as averaged in our overall program, met/exceeded the objective.

Family Engagement/ERSEA

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

Program Goal:

By the end of the 2022-2023 school year, program will:

- **Provide encouragement, information, and incentives for on-time attendance (All TSG).**

Strategies:

- Teachers will address on time attendance at parent committee meetings and parent conferences.
- Staff will address on time attendance (including its importance) at Parent Topics meetings, Fatherhood Initiative meetings, Policy Council meetings, in the Weekly Overview flyer that is sent home with each family and the newsletter.
- The parent will complete a tardy form at the time the child arrives at school and these will be tracked in the daily attendance, on Child Plus and forms sent to the receiving school when transitioning to kindergarten.
- A monthly newsletter will be sent home either electronically or a hard copy, based on preference of the family. This will include pieces written to stress the importance of attendance and strategies to help with on-time daily attendance.

Health, Safety and Nutrition

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

Program Goal:

During the 2022-2023 school year, program will:

- **Encourage children to practice healthy hygiene practices that meet the requirements in the Head Start Performance Standards as well as the ECERS-3 Rating scale. During a recent ECERS-3 baseline, we discovered that the children were not meeting all of the required steps.**

Strategies:

- Teachers will practice and monitor handwashing in the following areas:
- Upon arrival into the classroom at the beginning of the day and after being outside for outdoor play.
- Before and after the shared use of wet materials such as playdough, water, sand, etc. or after messy play.
- After dealing with bodily fluids in situations such as blowing/wiping nose, coughing, sneezing, using restroom, etc.
- After touching contaminated objects such as trash can lids, pets, etc.
- Spring scores will be compared to the baseline scores to see if progress has been made in this area.
- Have the Health Department come to Parent Topic meetings to discuss current health issues with families, such as flu season, when to keep your child home from illness, etc.

- **Encourage children to eat a balanced diet.**

Strategies:

- Teachers will encourage children to try a variety of foods.
- During mealtime teachers will have conversations about healthy foods and encourage children to try unfamiliar foods.

- **Encourage families to find time for more physical activity.**

Strategies:

- Send home an Activity Calendar each month in the school Newsletter.
- Have the Health Department come to Parent Topic meetings to discuss current health issues with families, give ideas for activities that families can do together to increase activity level, discuss the importance of these activities in helping to keep the child and family healthy.
- Send home BMI letters twice each school year to parents.
- At the End of the Year Celebration, include a health component for the children and families to attend and take home ideas.

High Quality Teaching & Learning

Our Curriculum

Boyd County Head Start believes in 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 her/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 worldwide cultures are studied.

We also adopted Creative Curriculum, a research-based curriculum which can be used with fidelity. This was easily adaptable to the Montessori Philosophy so teachers could still maintain the look and feel of a Montessori classroom.

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. Based on base-line scores, individual teachers and the program will choose areas of focus for mentoring and professional development.

Learning Environment

Boyd County Head Start uses the ECERS-3 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 and literacy, learning activities, interactions, and program structure.

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. All Instructional assistants are required to earn and update their Child Development Associate (CDA) certification or take college hours toward their Associate/Bachelor's degree.

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. Teachers also use this data in their Professional Learning Community Meetings to look for areas, where individual/whole group teachers see they need extra attention and newly developed strategies to address student progress. The student progress is shared with parents after each assessment.

Individualization Plan

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 “Multi-Tiered System of Supports.”

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 are required to have 15 hours of documented professional development.

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-3), 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.

Certified and classified staff are required to complete and track professional growth plans, annually, based on individual training needs (identified through CLASS observations, ECERS-3 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 also share our program goals, based on the assessment data that we receive after each assessment cycle. Furthermore, we provide opportunities through parent committees, Parent Topics, 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 and lesson plans encompass each of the school readiness domains each week. Using individual lesson plans 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. We also are utilizing an assessment and tracking software through ESGI, which will make individualization more efficient and accurate.

We are developing a plan for some joint training with preschool teachers and kindergarten teachers in our district, so that we may better work together to bridge the gap between kindergarten and preschool. The goal is to ensure that all preschool and kindergarten teachers have the same basic expectations for exiting preschoolers and beginning kindergarteners.

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. We also provide the students with a kindergarten readiness packet that is filled with activities to help them retain and build on the skills they have learned in preschool.

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 teachers and are taken to their classrooms, 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.

Overall Teaching Strategies Gold Checkpoint 2022-2023

Below you will find our overall assessment data for this school year. Throughout the year, each teacher has observed the children and noted areas of growth in each of the school readiness domains based upon specific skills that are outlined by the Teaching Strategies Gold Assessment, The 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 program wide.

Domain	Fall	Winter	Spring
Social-Emotional			
3's	58%	72%	81%
4's	45%	63%	84%
Program wide	51%	67%	83%
Physical			
3's	61%	79%	87%
4's	61%	78%	92%
Program wide	61%	79%	90%
Language			
3's	52%	71%	81%
4's	53%	70%	87%
Program wide	52%	70%	84%
Cognitive			
3's	49%	73%	82%
4's	46%	66%	87%
Program wide	48%	69%	84%
Literacy			
3's	26%	61%	79%
4's	47%	68%	86%
Program wide	38%	65%	83%
Mathematics			
3's	58%	77%	83%
4's	42%	66%	79%
Program wide	49%	71%	81%

Winter Update and Summary:

There has been a 14-35% increase in the amount of growth in all areas of development and learning, since the fall baseline data was collected. The area of most concern is 19b; writes to convey ideas and information. The teachers are offering more writing opportunities so we expect to see growth in this area. Based on current data, we project that the other domains and dimensions will meet the 75% met/exceeded rate by the next reporting of TSG data.

Spring Update and Summary:

There has been a 6-21% increase in the amount of growth in all areas of development and learning, since the winter baseline data was collected. We had an increase of 16% in the amount of growth in 19b (writes to convey ideas and information), but we did not meet the 75% met/exceeded rate. The teachers will begin next school year with more writing opportunities available for the students. Our 4 year olds met the 75% goal of students meeting or exceeding in all other domains and dimensions. Our 3 year olds did not meet the goal of 75% of students meeting or exceeding in 15a (rhyming) or 20c (quantifying). Those students will be returning next year and with maturity and more exposure to those skills, they are anticipated to meet the goal.