

 **VISION**
W.C. Handy Early Childhood Development Center envisions a nurturing, inclusive learning community in which every child develops the academic, social-emotional, physical, and communication skills needed for a successful transition to kindergarten and continued success in school.

 **MISSION**
The mission of W.C. Handy Early Childhood Development Center is to provide high-quality, developmentally appropriate, play-based learning experiences that address the individual needs of young children. Through intentional instruction, data-informed decision-making, positive relationships, shared leadership, and meaningful family and community partnerships, we will prepare every child to learn, grow, and thrive.

 **BELIEFS**
We believe: • Every child is capable of learning and deserves a safe, nurturing, inclusive, and engaging environment. • Young children learn best through purposeful play, positive relationships, exploration, and developmentally appropriate instruction. • Instruction should be responsive to each child's strengths, developmental needs, culture, and experiences. • Ongoing observation and assessment should guide intentional planning, small-group instruction, progress monitoring, and instructional adjustments. • Families are children's first teachers and essential partners in the educational process. • Collaboration, shared leadership, professional learning, and collective responsibility strengthen teaching and school improvement. • Early intervention and coordinated support help children experience success and prepare for kindergarten.

	Student Growth Through Intentional Instruction	Shared Leadership and Continuous Improvement	Parent Engagement
 OBJECTIVE	Improve developmental outcomes and kindergarten readiness for all children through consistent, data-informed, intentional, and developmentally appropriate instruction.	Strengthen shared leadership and collective responsibility through regular collaboration, data-informed decisions, and follow-through that improve instructional practice and student outcomes.	Increase parent and family engagement at W.C. Handy to strengthen home-school partnerships and support children's learning and kindergarten readiness.
 CRITICAL INITIATIVES	- Use Teaching Strategies GOLD checkpoint data, ongoing observations, and formative assessments to identify individual student needs and create flexible instructional groups. - Plan and deliver targeted, play-based small-group instruction aligned with GOLD objectives and the Alabama Developmental Standards for Preschool. - Review Teaching Strategies GOLD checkpoint data and ongoing observations throughout the year to monitor targeted student skills, adjust small-group instruction and regroup students as their needs change. - During Fall and Spring parent-teacher conferences, discuss each child's GOLD progress and targeted skills with families and share a simple play-based activity to support learning at home.	- Conduct monthly Leadership Team meetings to review student and implementation data, assign responsibilities and deadlines, and monitor action steps, instructional changes, and aCIP progress. - Engage each Leadership Team member in leading or contributing to a school-improvement effort, professional learning activity, or workgroup, with a defined responsibility and documented contribution. - Share Leadership Team decisions and next steps with staff after monthly meetings, gather staff feedback, and use it to adjust implementation.	Offer quarterly family learning activities that model simple, play-based strategies parents can use at home.
 INTENDED OUTCOMES	- Throughout 2026-2027, 100% of Pre-K classrooms will use GOLD data and observations to identify targeted skills and update flexible groups. - By May 2027, at least 80% of identified Pre-K students will gain one or more GOLD levels in a targeted skill from fall to spring. - In 2026-2027, 100% of Pre-K classrooms will review progress at each GOLD checkpoint and adjust small-group instruction and grouping as needed. - By May 2027, 100% of Pre-K classrooms will share GOLD progress, targeted skills, and home activities with families at fall and spring conferences.	- From October 2026-May 2027, the Leadership Team will review data monthly, assign owners and deadlines, and follow up on action steps. - By May 2027, 100% of Leadership Team members will lead or contribute to at least one school-improvement effort. - From October 2026-May 2027, staff will receive monthly Leadership Team updates and opportunities to give feedback that informs implementation.	By May 2027, at least 80% of families will participate in one or more school-sponsored family learning activities.
 KEY MEASURES	- Fall, Winter, and Spring GOLD reports, data-meeting notes, and grouping records will show the percentage of classrooms using data to update groups. - Compare fall and spring GOLD levels on each student's targeted skill; report the percentage of identified students gaining at least one level. - Fall GOLD identifies Pre-K students below age expectations; record each student's targeted objective/dimension and baseline level. - Calculate growth using students with fall and spring scores on the same skill; report missing-data counts and late -enrollee progress separately. - Report fall, winter, and spring progress toward GOLD age expectations in each targeted skill alongside developmental-level growth. - Checkpoint review notes, revised small-group plans, and grouping records will document progress reviews and needed adjustments in all Pre-K classrooms - Compare walkthrough observation trends across fall, winter, and spring for instruction aligned to targeted skills and students' use of those skills. - Fall and spring conference logs will document GOLD progress, targeted skills, and home activities shared with families in all Pre-K classrooms.	- Monthly agendas, attendance, minutes, and an action tracker will document data reviews, assigned owners, deadlines, and follow-up status. - Monthly minutes will document review of prior action steps and resulting changes in classroom instruction, supported by lesson plans and walkthroughs. - Meeting minutes, leadership assignments, participation logs, and work products will document each member's contribution. - Monthly staff updates, feedback records, and meeting minutes will document decisions shared, staff input, and resulting implementation adjustments.	Track the percentage of families attending at least one learning activity and collect brief feedback on using the strategies at home.