

**Blue Grass Head Start
2014-2015 School Readiness Implementation Indicators & Action Plan**

Program Goal: Implement School Readiness Program Plan and the Family Engagement School Readiness Goals using CLASS, LAP-3, DIAL 4, Action Steps, Indicators, and Timeframes developed for tracking progress and documentation.

School Readiness & Family Engagement Goals: Indicators and Action Plan support all school & family readiness goals.

Action Step	Indicators	Timeframe(s)	Person(s) Responsible	Date Completed
<p><u>School Readiness Leadership Team:</u> <u>The mission of the Leadership Team is to insure that all HS children are ready for school.</u> Contact partners in school districts (including a Kindergarten representative) , Health Depts., Comprehensive Care, community organizations along with Board, Policy Council, Head Start Management Team and teacher representatives regarding the meetings and conference calls to share information and promote multi-disciplinary outcomes to meet goals in the School Readiness Plan. Place Plan on Agency website and</p>	<p>Three meetings plus conference calls are conducted, documented and outcomes are tracked. Plan and updates on progress are reviewed at each meeting to insure that goals are met. (Note: BGHS will stress at each PC meeting the importance of attendance of Policy Council member(s) at each Team Leadership meeting).</p>	<p>November 2014, February & May 2015 (Note: The mission of the Leadership Team will be clarified and detailed by January 2015 and discussed further at the February 2015 meeting. Also, the Kindergarten representative(s) will be scheduled to attend the February 2015 Leadership Team meeting and meetings thereafter).</p>	<p>Head Start Director, Education/Disability Specialist, and Family Services Specialist</p>	<p>Meeting and conference call tracking – ending May 2015</p>

<p>refresh as indicated.</p> <p>Schedule monthly meetings with the Policy Council and Management Team to insure that all partners have a clear mission/purpose to support children and families being ready for school in a timely and consistent manner.</p> <p>School Readiness Leadership Team insures that all critical elements are included and tracked in the School Readiness Plan: School Readiness Team members' involvement, goals, high quality teaching & learning, staff dev plan, family engagement, evaluating child outcomes, and supporting transitions.</p>	<p>Monthly meetings are held, documented, and outcomes are tracked</p> <p>The team reviews the plan and updates their progress at each meeting. Action steps are identified and updated to insure achievement of the goals.</p>	<p>Oct., Nov., & Dec., 2014, Jan., Feb., March, April, and May 2015</p> <p>November 2014, February & May 2015</p>	<p>Head Director, Education/Disability Specialist, and Family Services Specialist</p> <p>Head Start Director, Education/Disability Specialist, and Family Services Specialist</p>	<p>Monthly tracking – ending May 2015</p> <p>Monthly tracking – ending May 2015</p>
<p style="text-align: center;">Action Step</p> <p><u>Shared Vision and Staff Buy-In:</u> The Leadership Team obtains staff input and feedback throughout the process at staff meetings and monthly training sessions and provides updates on the process and</p>	<p style="text-align: center;">Indicators</p> <p>Staff input and feedback is gathered through classroom surveys, at staff meetings, and monthly training sessions and</p>	<p style="text-align: center;">Timeframe</p> <p>Initiated January 2015 and continued each month during the year.</p>	<p style="text-align: center;">Person(s) Responsible</p> <p>Head Start Director, Education/Disability Specialist, and Family Services Specialist</p>	<p style="text-align: center;">Date Completed</p> <p>Monthly tracking – ending May 2015 and information gathered is used to improve School Readiness Plan and process in the future.</p>

<p>data on the outcomes to program staff on a regular basis.</p> <p>In addition to posting School Readiness Plan on the agency website, Staff and Child handbooks, newsletters, and discussed and recorded in Policy Council and Board minutes, HS Director will share the School Readiness Plan with superintendents and school representatives during the annual Full-Utilization Agreement meetings.</p>	<p>shared at staff/training meetings.</p> <p>During the annual scheduled Full-Utilization with the superintendents and school representatives, the BGHS School Readiness Plan will be reviewed and discussed.</p>	<p>Beginning during the Spring of 2015 and ending by September 2015.</p>	<p>Head Start Director</p>	<p>Insuring that all Full-Utilization Agreements are completed and the School Superintendents and Representatives have received a copy and have been included in the School Readiness Plan process.</p>
<p style="text-align: center;">Action Step</p>	<p style="text-align: center;">Indicators</p>	<p style="text-align: center;">Timeframe</p>	<p style="text-align: center;">Person(s) Responsible</p>	<p style="text-align: center;">Date Completed</p>
<p><u>Family Engagement:</u> The Blue Grass Head Start School Readiness focus and plan is shared with parents at Policy Council, parent meetings, and home visits & conferences to insure the opportunity for parents to influence the direction that is best for their children.</p>	<p>Family input is recorded and shared in the revision of the Plan by newsletters, meetings, home visits, and conferences.</p>	<p>Oct. & Nov. 2014, and March & May 2015</p>	<p>Family Services Specialist, Head Start Director, and Teachers</p>	<p>Nov. 2014 & March 2015 plus monthly tracking reports at the end of each month.</p>
<p>Each family is encouraged to meet with Head Start staff to develop learning plans for</p>	<p>Each child's folder contains documentation for</p>	<p>Monthly: Oct. – Dec. 2014 & Jan – April 2015</p>	<p>Family Services Specialist, Head Start Director, teachers and</p>	<p>Monthly report forms are reviewed to insure compliance – April 2015</p>

<p>their child including development strategies at least 4 times per year that may be used in the home.</p> <p>Leadership Team solicits family input as part of the school readiness planning process and promotes family engagement in the initiative. The School Readiness Plan is posted on the agency website, in the Parent Handbook, and in newsletters.</p>	<p>teachers and family service worker to use for lesson plans in classroom and at home.</p> <p>Minutes of staff, PC & Board meetings to insure that input from families is utilized to include and improve the School Readiness Plan.</p>	<p>Monthly: Nov. & Dec. 2014, & Jan. – April 2015</p>	<p>family service workers</p> <p>Family Services Specialist, & Head Start Director</p>	<p>Monthly minutes are reviewed to insure that family input is included in the school readiness planning process – April 2015</p>
<p>Action Step</p>	<p>Indicators</p>	<p>Timeframe</p>	<p>Person(s) Responsible</p>	<p>Date Completed</p>
<p>School Readiness Goals: The essential domains: Social & Emotional; Approaches to Learning; Cognition & General Knowledge; Language & Literacy; and Physical Health & Development are measured 3 times per year by using LAP-3 and the CLASS Assessment.</p> <p>Insure that School Readiness Goals align with state’s early learning goals and that staff can articulate BGHS School</p>	<p>Data generated from the assessments using the Child Plus software is analyzed along with reports from CLASS assessors. Results from the dissemination of CLASS data to the state T/TA Manger Nancy Schinault.</p> <p>Documentation from group & individual meetings, and training sessions.</p>	<p>Nov 2014, Jan & March 2015</p> <p>Oct 2014, Jan & March 2015</p>	<p>Teachers, CLASS assessors, Education Specialist, and Head Start Director</p> <p>Education Specialist & Head Start Director</p>	<p>Nov 2014 Jan & March 2014– annual report April 2015</p> <p>Oct 2014, Jan & March 2015</p>

<p>Readiness Goals by having meetings and training sessions.</p> <p>BGHS will work with Executive Director to insure that Board members receive information and training regarding school readiness goals and can articulate the plan. PC will receive information and training regarding school readiness goals and can articulate the plan.</p>	<p>This will be documented in Board and Policy Council minutes.</p>	<p>Initiated in February 2015 and continue throughout the school year each year.</p>	<p>Head Start Director</p>	<p>Beginning February 2015 and continued as needed throughout the year.</p>
<p style="text-align: center;">Action Step</p> <p><u>Strategies for high quality teaching & learning to achieve school readiness goals:</u></p> <p>Schedule training sessions in groups, classrooms, and individually to promote high quality teacher-child interaction in the critical elements, plus strengthening classroom organization, and focusing on Instructional support.</p> <p>IEPs are developed for children who are not making</p>	<p style="text-align: center;">Indicators</p> <p>Documentation from training sessions, from group, classroom, and individual sessions that is reflected in monitoring reports and data analyzed from LAP-3 and CLASS Assessments.</p> <p>Children’s files contain IEPs and the teachers</p>	<p style="text-align: center;">Timeframe</p> <p>Aug – Dec 2014 & Jan-Apr 2015</p> <p>Nov 2014 & Jan – Mar 2015</p>	<p style="text-align: center;">Person(s) Responsible</p> <p>Education Specialist & Head Start Director</p> <p>Teachers, Education Specialist, and Head</p>	<p style="text-align: center;">Date Completed</p> <p>Ending May 2015</p> <p>Nov 2014 & Jan – Mar 2015</p>

<p>expected progress toward school readiness goals based on ongoing assessment information.</p> <p style="text-align: center;">Action Step</p>	<p>have included them in their lesson plans and are implementing them.</p> <p style="text-align: center;">Indicators</p>	<p style="text-align: center;">Timeframe</p>	<p>Start Director</p> <p style="text-align: center;">Person(s) Responsible</p>	<p style="text-align: center;">Date Completed</p>
<p>Support Staff Plan: Schedule training sessions for new and veteran staff to insure that they are well versed on the curriculum and assessment tools and can demonstrate their proficiency to implement each.</p>	<p>Training sessions' documentation and analyzing LAP-3 and CLASS assessment scores.</p>	<p>Aug & Oct 2014, Jan & Mar 2015</p>	<p>Education Specialist & Head Start Director</p>	<p>Aug & Oct 2014, Jan & Mar 2015</p>
<p>BGHS will include Curriculum and Assessment training in October, and teacher training. Program will develop an annual training plan that will insure all new staff received training in all required areas plus extra training in areas indicated in LAP-3 and CLASS as needing to strengthen children's skills.</p>	<p>Sign-in sheet & training material will document that training was held & staff attending</p> <p>Sign-in sheets from training sessions, training material, and training evaluation sheets each training session. Data from LAP-3 and CLASS will further indicate needed areas of concentration.</p>	<p>October 2014 and as needed.</p>	<p>ECE Specialist</p> <p>HS Director, Education Specialist, ECE Specialist, and state certified training staff.</p>	<p>January 2014 and thereafter as indicated.</p>
<p>Aggregate data on teacher-child interactions is used to track the quality of teacher-child interactions over time</p>				<p>Nov 2014, Jan & Mar 2015</p>

<p>to assess the success of the professional dev. plan by using CLASS assessments.</p> <p>ECE Specialist will work with Site Supervisors to discuss coaching strategies, mentoring techniques, NCQTL resources, to individualize PD and track progress on-going.</p> <p>Site Supervisors and Director will attend November Cluster on Mentoring and Coaching.</p> <p>Program will work on a plan to provide incentives and acknowledgements to staff.</p> <p style="text-align: center;">Action Step</p> <p><u>Collection and Use of Program-Wide Implementation Data, Classroom Quality Data, and Child Outcome Data for Continuous Improvement:</u></p> <p>Assist teachers in making curricular/instructional decisions & sharing this information by providing data in a timely manner,</p>	<p>LAP-3 and CLASS assessments plus external & internal monitoring reports.</p> <p>Sign-in sheets, training agenda & material, and training evaluations.</p> <p>Sign-in sheet, training agenda & material, and training evaluations.</p> <p>Initiated January 2015 – staff will be asked for input and suggestions.</p> <p style="text-align: center;">Indicators</p>	<p>Nov 2014, Jan & Mar 2015</p> <p>December 7, 2014</p> <p>November 2014</p> <p>Jan. – April, 2015</p> <p style="text-align: center;">Timeframe</p> <p>Nov 2014, Jan & Mar</p>	<p>Education Specialist & Head Start Director</p> <p>ECE Specialist</p> <p>ECE Specialist</p> <p>HS Director, Education Specialist, and Family Services Specialist</p> <p style="text-align: center;">Person(s) Responsible</p>	<p>December 2014 and as needed</p> <p>January 2015 and as noted in training evaluations and monitoring visits.</p> <p>Jan. 2015 and on-going throughout school year.</p> <p style="text-align: center;">Date Completed</p> <p>Nov 2014, Jan & Mar 2015</p>
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<p>thereby measuring the effectiveness of the School Readiness Plan and the data collected.</p> <p>BGHS will work with Joe Roberts, State Collaboration Director, to discuss the need to track HS children past the HS program. Program will also strive to include a Kindergarten representative on the Leadership Team to share the importance or knowing how HS children are entering Kindergarten as compared to non-HS children.</p> <p>BGHS will contact Ester at LAP and have a discussion regarding the need for reliability and suggested strategies to insure reliability with LAP observers.</p> <p>Establish MOAs with local elementary schools to receive information about how the Head Start children can do on kindergarten readiness assessments and this information is considered part of the school readiness</p>	<p>LAP-3 and CLASS assessments plus external & internal monitoring reports</p> <p>Meeting with Joe Roberts is documented along with contact information from the Kindergarten representatives and Leadership Team minutes.</p> <p>Contact documentation with Ester and the strategy developed.</p> <p>MOA meetings are held and MOAs are complete, documented</p>	<p>2015</p> <p>Initiated January 2014 and continued throughout school year.</p> <p>January 2015 and until strategy is developed and implemented</p> <p>Aug & Dec 2014</p>	<p>Education Specialist & Head Start Director</p> <p>Head Start Director, & Education Specialist</p> <p>Head Start Director</p> <p>Education Specialist & Head Start Director</p>	<p>January – April 2015</p> <p>January 2014 and as indicated to complete task.</p> <p>Aug & Dec 2014</p>
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<p>plan effectiveness.</p> <p>The scores from the kindergarten readiness assessments will be considered essential to monitoring effectiveness of the School Readiness Plan. The scores will be included as part of the agenda on the next School Readiness Leadership Team meeting, and will also be discussed with Superintendents during the Full-Utilization (MOAs) meetings.</p>	<p>and implemented.</p> <p>Scores from the Kindergarten readiness assessments. Agenda and minutes from the February 2015 Leadership Team meeting and during annual Full Utilization (MOA) meetings.</p>	<p>February 2015 and during annual MOA meetings with the Superintendents.</p>	<p>Head Start Director & Education Specialist</p>	<p>February 2015 and during MOA meetings as scheduled during Spring and Fall.</p>
<p style="text-align: center;">Action Step</p> <p><u>Supporting Transition to Kindergarten:</u></p> <p>BGHS staff schedules meetings with local elementary schools as part of the joint transition team to foster family school connection by involving parents, children, and staff in visiting respective elementary schools and sharing a cross reference of information with each.</p>	<p style="text-align: center;">Indicators</p> <p>Record of transition meetings, surveys from school & Head Start staff, and parents.</p>	<p style="text-align: center;">Timeframe</p> <p>April 2015</p>	<p style="text-align: center;">Person(s) Responsible</p> <p>Education Specialist & Head Start Director</p>	<p style="text-align: center;">Date Completed</p> <p>April 2015</p>

<p>Meetings with local school districts, First Steps, Comp Care, and other partners to insure that transition protocol is followed and revised as determined by partners to be mutually effective.</p> <p><u>Revised:</u> April,2014</p>	<p>Record of meetings, surveys from school & Head Start staff, parents, and other partners.</p>	<p>March & April 2015</p>	<p>Education Specialist & Head Start Director</p>	<p>March & April 2015</p>