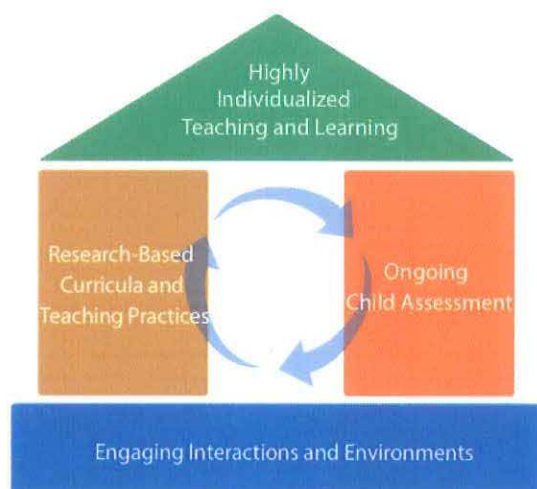


Jefferson County Public Schools Early Childhood Program

School Readiness Goals and Implementation Plan



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Introduction

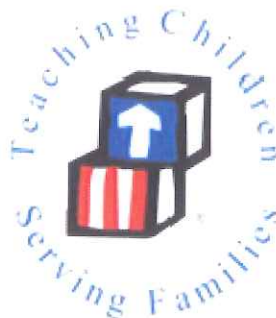
The Jefferson County Public Schools School Readiness committee in collaboration with local and state partners has created a formal plan to address School Readiness. While many documents such as crosswalks between Kentucky Early Childhood standards/curriculum tools/Head Start Child Development and Early Learning Framework are being used to guide learning goals and teaching strategies, no one plan defines the expectations for children in a broad manner for an overview of the expectation.

School Readiness Definitions

- Kentucky Department of Education - School readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. (Governor's Task Force on Early Childhood Development and Education, November 2010)



- The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. (Head Start Act of 2007)



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School Readiness Goals for 3 and 4 Year Old Learners

Social and Emotional Development

Goal 1: Children will demonstrate positive social-emotional skills.

Goal 2: Children will recognize and regulate emotions, attention, impulses, and behavior.

Goal 3: Children will demonstrate knowledge of their family and community.

Social Emotional KY Standard 1: Demonstrates trust and engages in social relationships.

Benchmark 1.2-Demonstrates desire to create relationships and understanding of these relationships with others.

Objectives to reach this goal: **Child will**

- demonstrate self-confidence
- follow simple classroom rules and routines
- manage transitions
- seek adult help when needed to resolve conflicts
- participate in the group life of the class
- interact easily with one or more children
- interact easily with familiar adults
- show empathy and caring for others
- identify similarities and differences in personal and family characteristics
- begin to understand family needs, roles, and relationships
- describe some people's jobs and what is required to perform them
- describe the location of things in their environment

Objectives to reach this goal: **Staff will**

- support social emotional development through activities, experiences, and environments that enhance strengths, build trust, foster independence, encourage self-control and set clear limits and realistic expectations. **Head Start Performance Standard: 1304 (a) (3) (1) (a-E)**

Approaches to Learning

Goal 1: Children will demonstrate an interest in varied topics and activities, desire to learn, creativeness and independence in learning.

Goal 2: Children will begin and finish activities with persistence and attention.

Goal 3: Children will demonstrate interest and engage in group experiences.

Health/Mental Wellness KY Standard 1: Demonstrates health and mental wellness in individual and cooperative social environments.

Benchmark 1.1- Demonstrate independent behavior

Objectives to reach this goal: **Child will**

- show eagerness and curiosity as a learner
- show some self-direction
- attend to tasks and seek help when encountering a problem
- approach tasks with flexibility and inventiveness
- begin to be aware of technology and how it affects their lives

Objectives to reach this goal: **Staff will**

- work with children to strengthen their cognitive skills development so they can organize their experiences, understand concepts, and develop age appropriate reasoning, problem solving, and decision making skills. **Head Start Performance Standard: 1304.21 (c) (1) (ii-iii) Part II**

Cognitive and General Knowledge

Goal 1: Child will use math in every day routines to count, compare, relate, pattern and problem solve.

Goal 2: Child will explore their world through observation, investigation, asking questions, and making predictions.

Goal 3: Child will find multiple solutions to questions, tasks, problems, and challenges.

Goal 4: Child will show an appreciation and participate in creative arts activities including: music, visual art, and dramatic play.

Objectives to reach this goal: **Staff will**

- support the development of each child's cognitive and language skills using various strategies, to include experimentation, inquiry, and observation, play and exploration. **Head Start Performance Standard: 1304.21 (a) (4) (I – iv)**

Mathematics KY Standard 1: Demonstrate general skills and uses concepts of mathematics.

Cognitive KY Standard 1: Explores the environment to gain information.

Science KY Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)

Benchmark 1.1-Explores features of environment through manipulation.

Benchmark 1.5-Makes and verifies predictions based on past experiences.

Health and Mental Wellness KY Standard 1- Demonstrates health/mental wellness in individual and social environments.

Benchmark 1.3-Applies social problem solving skills

Objectives to reach this goal: **Child will**

- demonstrate an increasing interest and awareness of numbers and counting as a means of solving problems and determining quantity
- begin to recognize and describe the characteristics of shapes
- show understanding of and uses several positional words
- sort objects into subgroups that vary by one or two characteristics
- recognize simple patterns and duplicates them
- order, compare, and describe objects according to size, length, height, and weight
- participate in measuring activities
- use senses to observe and explore classroom materials and natural phenomena
- perform descriptive investigations using simple tools and equipment
- ask questions about the natural world and seek answers through active exploration
- begin to describe and compare materials, living things, natural resources, and processes
- show an awareness of the environment
- participate in group music experiences
- use a variety of art materials for tactile experience and exploration
- participate in creative movement and dance
- engage in dramatic play
- respond to artistic creations or events

Objectives to reach this goal: **Staff will**

- support the development of each child's cognitive skills using various strategies, to include experimentation, inquiry, and observation, play and exploration.
- support skills through carefully planned activities and learning experiences. **Head Start Performance Standard: 1304.21 (a) (4) (I – IV)**

Language and Literacy

- Goal 1: Children will demonstrate beginning phonological awareness.
- Goal 2: Children will associate some letter names with correct sounds.
- Goal 3: Children will demonstrate print concepts and early decoding.
- Goal 4: Children will demonstrate familiarity with writing tools, conventions and emerging skills to communicate through

written drawings, symbols, and letters.

Goal 5: Children will engage in conversations, follow directions, and comprehend language.

Goal 6: Children will demonstrate an interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other text.

Communication KY Standard 2: Demonstrates listening and observing skills and responds to the communication of others.

Communication KY Standard 1: Demonstrate communication skills in order to express self.

Communication KY Standard 3: Demonstrates interest and engages in early literacy activities.

Benchmark 3.1-Demonstrate interest and engagement in print literacy materials

Benchmark 3.2-Demonstrates interest and engagement in story songs and rhymes

Objectives to reach this goal: **Child will**

- gain meaning by listening
- understand increasingly complex and varied vocabulary
- for non-English speaking children, progress in listening to and understanding English
- follow two- or three step directions
- associate sounds with written words
- speak clearly enough to be understood without contextual clues
- use expanded vocabulary and language for a variety of purposes
- use increasingly complex varied spoken language
- comprehend and responds to stories read aloud
- recognize a word as a unit of print
- begin to develop knowledge about letters
- identify at least 10 letters of the alphabet, especially those in their name
- know that letters of the alphabet are a special category of visual graphics that can be individually named
- understands purposes for writing
- uses letter-like shapes, symbols, and letters to convey meaning

Objectives to reach this goal: **Staff will**

- support the development of each child's language skills using various strategies, to include experimentation, inquiry, and observation, play and exploration.
- support skills through carefully planned activities and learning experiences. **Head Start Performance Standard: 1304.21 (a) (4) (i – iv)**

Physical Development and Health

Goal 1: Children will demonstrate control of large muscles for movement, navigation and balance.

Goal 2: Children will control small muscles for such purposes as using utensils, self-care, building, writing, and exploring.

Goal 3: Children and families will practice healthy and safe habits.

Motor KY Standard 1- Demonstrates motors in daily activities and adaptive/self care routines

Benchmark 1.2- Demonstrates balance and coordination

Benchmark 1.3-Exhibits eye/hand coordination

Benchmark 1.4-Controls small muscles in hands

Health and Mental Wellness KY Standard 1- Demonstrates health/mental wellness in individual and social environments

Benchmark 1.1-Demonstrates independent behavior

Objectives to reach this goal: **Child will**

- move with balance and control
- coordinate movements to perform simple tasks
- use strength and control to perform simple tasks
- use eye-hand coordination to perform tasks
- show beginning control of writing, drawing, and art tools
- perform some self-care tasks independently
- follow basic health and safety rules

Objectives to reach this goal: **Staff will**

- support the development of each child's physical skills using various strategies, to include experimentation, inquiry, and observation, play and exploration.
- support skills through carefully planned activities and learning experiences. **Head Start Performance Standard: 1304.21 (a) (4) (I – iv)**

School Readiness Goals for Infants/Toddlers (Birth to Three)

Social and Emotional Development

Goal 1: How children establish personal connections

Goal 2: How children feel about themselves

Goal 3: How children relate with other children

Kentucky Standard 1: Demonstrates trust and engages in social relationships

Benchmark 1.1 – Shows attachments and emotional connection towards others

Benchmark 1.2 – Demonstrates sense of self

Kentucky Standard 2: Demonstrates sense of self

Benchmark 2.1 – Expresses and recognizes a variety of emotions

Benchmark 2.2 – Exhibits ability to control feelings and behavior and understands simple rules and limitations

Objectives to reach this goal: **Child will**

- build relationships with familiar adults by imitating social behaviors of adults they are with most often
- will reflect attitudes of familiar adults
- show awareness and comfort around new adults
- show awareness of social skills when expressing their needs and wants
- will try to manage their own behavior in different situations
- will be able to express their likes and dislikes
- will be able to choose a particular activity with a friend
- will begin to participate in simple group activities like follow the leader
- show empathy to a child who is crying or who injures themselves

Objective to reach this goal: **Staff will**

- Support social-emotional development through activities, experiences and environment that enhance strengths, build trust, foster independence, encourage self-control and set clear limits and realistic expectations. **Head Start Performance Standard: 1304.21 (a) (3) (A-E)**
- The social and emotional development of infants and toddlers must be supported by promoting an environment that encourages the development of self-awareness, autonomy, and self-expressions. Daily opportunities for enhancing their communication skills should encourage each infant and toddler to interact with each other and to express him or herself freely. **Head Start Performance Standard: 1304.21 (b) (2) (i) (ii)**

Cognitive and General Knowledge / Approaches to Learning

Goal 4: Exploration and Problem Solving

1. Children will explore and understand in more detailed and abstract ways
2. Children will show their ability to plan before taking actions
3. Children will show their ability to figure things out

(Social and Emotional Connection)

Goal 2: How children feel about themselves

Kentucky Standard 1: Explores the environment and retains information

Benchmark 1.1: Demonstrates curiosity in the environment

Benchmark 1.2: Responds to the environment

Benchmark 1.3: Recalls information about the environment

Benchmark 1.4 Recognizes characteristics of people and objects

Objective to reach this goal: Child will

- demonstrate their ability to understand some concepts of size and shape
- demonstrate their ability to use words that show that they understand size comparisons (bigger, smaller)
- demonstrate increasing memory for details and routines
- expect results when playing with toys and other objects
- will be able to use toys and other objects with purpose
- will express their feelings through language and pretend play

Objective to reach this goal: Staff will

- Work with children to strengthen their cognitive skills development so they can organize their experiences; understand concepts and develop age-appropriate literacy, numeracy, reasoning, problem solving and decision making skills that will form a foundation for school readiness and success later in life. **Head Start Performance Standard: 1304.21 (c) (1) (ii – iii)**
- Support the development of each child's cognitive and language skills using various strategies, to include experimentation, inquiry, and observation, play and exploration; support creative self-expression through art, music and movement, dialogue, and language use among children and adults; support emerging literacy and numeracy development through carefully planned activities and learning experiences. **Head Start Performance Standard: 1304.21 (a) (4) (i -iv)**

Communication and Language Development

Goal 5: Understanding and communicating

1. Child is able to understand questions, some abstract concepts, and simple directions.
2. Child is able to use conventions of speech when expressing thought, ideas and commenting on observations
3. Child participates in conversations

Kentucky Standard 1: Demonstrates observation and listening skills and responds to the communication of others

- Benchmark 1:1 Focuses on and attends to communication of others and to sounds in the environment to gain information
- Benchmark: 1:2 Responds to the verbal and nonverbal communication of others

Standard 2: Demonstrates communication skills in order to express him/her

- Benchmark 2.1 Engages in nonverbal communication for a variety of purposes
- Benchmark 2.2 Uses vocalizations and words for a variety of purposes

Standard 3: Demonstrates interest and engages in early literacy activities

- Benchmark 3.1 Demonstrates interest and engagement in print literacy materials.
- Benchmark 3.2 Demonstrates interest and engagement in oral stories, songs, and rhymes.

Objective to reach this goal: Child will

- follow simple directions; understand questions when asked, concept words, stories, sequence
- use words and some conventions of speech to express thoughts and ideas
- use a growing number of words, and put several words together

Objective to reach this goal: Staff will

- Support the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely **Head Start Performance Standard: 1304.21 (b) (2) (ii)**

Support each child's individual pattern of learning **Head Start Performance Standard: 1304.21 (c) (1) (i)**

Physical Development and Health

Goal 6: Movement and Coordination

Kentucky Standard 1: Demonstrates fine and gross motor skills and body awareness

- **Benchmark 1.1:** Moves with purpose and coordination.
- **Benchmark 1.2:** Demonstrates balance and coordination

- **Benchmark 1.3:** Exhibits eye-hand coordination
- **Benchmark 1.4:** Controls small muscles in hands
- **Benchmark 1.5:** Expresses physical needs and actively participates in self-care routines to have these needs met

Objective to reach this goal: **Child will**

- participate in group activities that include running, galloping, crawling, rolling over, and twirling around
- be able to change positions and begin to move from place to place (over, under, and jump).
- run with ease, stopping and starting with precision
- be able to push a riding toy around with their feet
- be able to walk on tiptoe for a short distance
- run across the yard with a friend, calling each other as they go

Objective to reach this goal: **Staff will**

- Support the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking and climbing. **Head Start Performance Standard: 1304.21 (b) (3) (i)**
- Create opportunities for fine motor development that the coordination of small specialized motions, using the eyes, mouth, hands, and feet. **Head Start Performance Standard: 1304.21 (b) (3) (ii)**

Family Engagement School Readiness Outcomes

Developed based on the Parent Family Community Engagement Framework (PFCE)

The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. When parent and family engagement activities are systematic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school.

1. Family Well-Being

Goal 1: Families will have a safe, healthy, and increased financial security.

Program objectives to reach this goal- Program staff will:

1. Program staff will actively collaborate to recruit, engage and inform parents about School Readiness the program goals.
2. Provide monthly information and resources during Parent Center Committee Meetings (PCCM) on topics of safety, health and financial stability
3. During the 1st and 2nd home visit Family Service Workers will guide parents through family goal setting that is focused on the well-being and self-sufficiency of the family.
4. Provide parents with a quarterly newsletter focused on health and healthy living for adults and children
5. Identify, develop and collaborate with community agencies to support family needs and interest
6. Provide during 1st home visit a community resource handbook that connects families to community resources focused on family well being and access to community resources
7. Assess family needs through surveys, home visits and needs assessment
8. Inform parents about community resources that support self sufficiency in the areas of employment, education and financial management

Family learning objectives to reach this goal: Family will have the opportunity to:

1. Develop a safety plan for inside and outside of the home.
2. Talk with child about pedestrian and stranger safety.
3. Promote a healthy lifestyle in the home through eating and exercise.
4. Become familiar with community resources that support financial management.
5. Learn age-appropriate information about the health of young children through a quarterly health newsletter.

Opportunities for Meeting Goals

- Monthly Parent Center Committee Meetings (September – May) focused on information gathered from families and program standard requirements
- Family Service Worker Home Visits - September – May, 1st and 2nd Home Visits

- Family Partnership Agreement (completed during the first home visit and revisited) during follow up calls and the second home visit.
- Three Quarterly Health newsletter in the fall, winter and spring)
- Monthly parent child family engagement activities in the classroom
- Family Orientations in August
- Community Resource handbook
- Family information board in classrooms

2. **Positive Parent-Child Relationships**

Goal 1: Beginning with transitions to parenthood, parents and families will develop warm relationships that nurture their child's learning and development.

Program objectives to reach this goal- Program staff will:

1. Deliver six Dadventure [™] male/child activities using research information specific to building relationships and character for early childhood children.
2. Deliver six 24/7 Dad sessions focused positive and effective family interaction.
3. Provide three literacy workshops that engage parent and child in interactive literacy activities focused on literacy, health, and math.
4. Provide twenty "Positive Parenting" workshops that strengthen parent and child relationships.

Family learning objectives to reach this goal- Family will have the opportunity to:

1. Fathers/male mentors will experience support and opportunities for one-on-one father/mentor child engagement focused on cognition and child development.
2. Parent and child will engage in literacy and health experiences that supports learning in the home and child development research.
3. Parent will engage in relationship building workshops focused on:
 - a. Strengthening Parent-Child Connections and Bonds
 - b. Positive Responses to Challenging Behavior
 - c. Determining the Meaning of Children's Behavior
 - d. The Power of Positive Parenting Practices.
4. Pregnant women will enter in to collaborative partnership with home visitor to develop collaborative learning experiences that support their pregnancy and their role as a parent of a newborn.

Opportunities for Meeting Goals

- Positive Parenting (September through May)
- Classroom Volunteer (September through May)
- Classroom Dads (Monthly, September – May)
- 24/7 Dads (September through May, six sessions)
- Dadventure [™] (September through May , six sessions)
- Literacy at the Library November, February and May)
- Home Based (Pregnant Women) Weekly home visits

3. Families as Lifelong Educators

Goal 1: Parents and families will observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

Program objectives to reach this goal- Program staff will:

1. Provide parents with leadership training focused on program governance, advocacy, and family and community engagement.
2. Encourage and ensure classroom volunteering opportunities in the classroom.
3. Provide opportunities for parents to engage in weekly home school connections with their child that support the child's cognitive development.
4. Engage parents in positive parenting workshops focused on strengthening parenting skills that impact child behavior.
5. Provide monthly family engagement activities that teach parents about developmentally appropriate learning in early childhood.

Family learning objectives to reach this goal-Family will have the opportunity to:

1. Learn how and when to access community resources at specific times of the year to address their needs for day-to-day living needs.
2. Learn through classroom experiences ways to support their child's development
3. Learn how to use screening and assessment information to advocate for their child's educational success.
4. Use assessment information to engage in conversations with educators to gain knowledge and skills for supporting their child.
5. Use community resource handbook to connect to resources and services and that address the educational needs of their child and family.

Opportunities for Meeting Goals

- Classroom Dads (Monthly, September through May)
- Classroom Volunteering (Monthly September through May)
- Family Engagement Activities (Monthly , September – May)
- Home School Connection (Monthly)
- Positive Parenting (September through May)
- Community Resource Handbook (distributed to all families)

4. Families as Learners

Goal 1: Parents and families will advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

Program objectives to reach this goal- Program staff will:

1. Maintain updated information on resources and materials to share with families that have been identified through home visits, family partnership agreements, needs assessment and parent surveys.
2. Collaborate with community agencies and partners to share information about job fairs, training programs, educational programs etc.
3. Provide positive parent workshops focused on strengthening relationship and engaging positive behavior.

Family learning objectives to reach this goal- Family will have the opportunity to:

1. Learn about resources in the community that provide support and access to resources they have identified during home visits, in family partnership agreements, needs assessments and parent surveys.
2. Learn how to use the community resource book to address needs and requirements relate to child health, education, mental health, nutrition, etc.
3. Engage in relationship building workshops focused on:
 - a. Strengthening Parent-Child Connections and Bonds
 - b. Positive Responses to Challenging Behavior
 - c. Determining the Meaning of Children's Behavior
 - d. The Power of Positive Parenting Practices

Opportunities for Meeting Goals

- Positive Parenting (September through May)
- Parent Center Committee Meetings (September – May) focused on information gathered from families and program standard requirements
- Family Partnership Agreements (Goal Setting) (September – May)
- Community Resource Handbook
- Community Job Fairs (Community Partnerships)
- Policy Council Community Representatives
- SCORE (Learning Technology)

5. Family Engagement Transitions

Goal 1: Parents and families will support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.

Program objectives to reach this goal- Program staff will:

1. Develop, implement and maintain transition plans to support families transiting within in or exiting out of the program.
2. Identify during homes visits children that will transition from Head Start and Early Head Start and work with families to develop an individualized transition plans that engage families in the transition and inform them about resources that support their need.

Family learning objectives to reach this goal- Family will have the opportunity to:

1. Develop a transition plan that engages the parent in learning about transition processes and the role they play in transiting their child from one program to another.
2. Parents will participate on school readiness and transition committees.

Opportunities for Meeting Goals

- Kindergarten Transition
- EHS transition to Head Start
- Transition from Head Start/ Early Head Start to other services
- School Readiness Committee
- Parent Center Committee Meetings (September – May)

6. Family Connection to Peer and Community

Goal 1: Parents and families will form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

Program objectives to reach this goal- Program staff will:

1. Develop and deliver five leadership trainings that engage parents in planning, advocacy and community work.
2. Provide opportunities for parents to network and build relationships focused on the parenting of early childhood age children.
3. Provide opportunities for Early Head Start and Head Start home based families to socialize twice a month and engage in peer interaction.
4. Encourage and promote parent leadership through PCCM, parent representatives and Policy Council.
5. Provide volunteering opportunities in the program as well as in the classroom.

Family learning objectives to reach this goal- Family will have the opportunity to:

1. Participate in leadership trainings that support their learning about leaderships as a parent and community member.
2. Learn about community resources through training and interaction with Policy Council Community Representatives.
3. Learn how to effectively plan and volunteer in their child's classroom and become an educational support for their child.

Opportunities for Meeting Goals

- Home Based Socialization (Twice monthly)
- Parent Center Committee Meetings Monthly Parent Center Committee Meetings (September – May) focused on information gathered from families and program standard requirements
- Policy Council (October – October)
- Parent Leadership Training (September – May)

7. Families as Advocates and Leaders

Goal 1: Parents and families will participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning

Program objectives to reach this goal- Program staff will:

1. Coordinate and inform families about Parent Representative Election and Policy Council roles.
2. Provide leadership training through workshops based on expressed interest and needs.
3. Recruit and promote participation in School Readiness Transition Teams and Health Advisory Committee with peers and community representatives.
4. Engage parents in monthly Parent Center Committee Meetings (PCCM) as planners, facilitators and officers.
5. Integrate parents into the Self-Assessment and Community Assessment process.

Family learning objectives to reach this goal- Family will have the opportunity to:

1. Run for elective offices as Parent Representatives and Policy Council Officers and demonstrate leadership skills.
2. Serve on program committees, interview teams and in advisory roles.
3. Learn how to effectively communicate with peers and community about educational and social issues related to early childhood development.
4. Learn through peer and community interaction how to develop and implement plans and process that support health and educational transitions.

Opportunities for Meeting Goals

- Parent Leadership Training (September – May)
- Parent Representatives (One year elected role)
- Policy Council (August – June)
- Self-Assessment (November – January)
- Community Assessment
- Health Advisory Committee (Three Times Yearly)
- School Readiness Transitions

Monitoring and Collection of Parent Progress toward School Readiness Goals

Family and Community Partnership staff will coordinate and collaborate with classroom staff to engage adult family members as active participants in the School Readiness goals. Parents will participate in, planning, leadership training, parent workshops and classroom volunteering. Staff will document family participation and learning using sign in sheets, evaluations and surveys.

Monitoring and Collection of Students Progress toward School Readiness Goals

Teachers will monitor the continuous progress of each child as they plan their lessons and activities. Teachers will document progress utilizing authentic assessment methods including anecdotal notes, samples of student work, checklists, portfolios, and IEP monitoring sheets. This information will be the basis of individual planning for each child. Individualization strategies for each child will be documented in teacher lesson plan books on a weekly basis. Early Childhood Curriculum Resource Teachers will assist the teacher in monitoring the ongoing progress of each child. The Ounce Scale and Work Sampling Assessment system / online CASCADE system will be used for ongoing monitoring of child progress for developing the program self-improvement plan.

The formal documentation of assessment results will be completed three times per year: October, February, and May. The results will be entered into the school districts CASCADE or EXCEL spreadsheet program. Reports will be generated. The Early Childhood School Readiness committee will meet to synthesize and analyze data using the individual and group gains profile reports. The School Readiness Committee will aggregate the data and make recommendations for program improvement and instructional next steps. This information will be shared with all instructional staff. Instructional staff will meet in teams three times a year to analyze assessment results and student work. The information will be used by the teacher to further refine the planning process for each child and groups of children.

We will gather information from the final assessment report at the end of the school year. This information will be correlated to Kentucky's school readiness goals. Data will be taken from the CASCADE system for analysis of the success of our children at the kindergarten entrance level. Assessment records for each child will transition to the kindergarten teacher at the school he or she will be attending.

Curriculum

To ensure all school readiness goals are being taught with fidelity, a series of curriculum maps and pacing guides have been developed and are being utilized by all instructional staff in their weekly planning. Curriculum mapping is a process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each developmental area and domain. The completed curriculum map is a tool that helps teachers keep track of what has been taught and plan what will be taught.

Educational Outcomes:

The Jefferson County Public Schools Child Outcome Measures is a compilation of ongoing monitoring and assessment of children used to help ensure effective intentional teaching,

individualization, purposeful planning, and facilitation of appropriate learning goals for all children. The continuous process is an effort to move children to a level of school readiness. Jefferson County Public Schools Early Childhood program uses the Work Sampling assessment system for our preschool age students and the Ounce Scale for our infants and toddlers, with some deficits in alignment being supplemented by Creative Curriculum, as the main component in planning, monitoring, and assessment. The tool is aligned with all state and federal mandates. The assessment requires on-going monitoring to occur in the classroom and for the objectives of goals to be progressive. Children can show gains by moving to the next skill level of each goal. Developmental levels for each goal in Work Sampling are the same; not yet, in process, and proficient. Developmental levels for each goal in the Ounce Scale are needs development and developing as expected.

The data created by the process of child outcome measures is used for comparison and analysis, as well as goal setting. The process helps teachers and managers easily compare and analyze progress of individual children as well as children as a class and program. The information is reviewed by governing bodies as well as relevant staff. The program has a set a goal for child gains at a minimum of 80%. The final gain will be measured from the first fall assessment to the third spring assessment. Each teacher reviews the classroom reports to add relevant information concerning the composition, dynamics, and class circumstances which may affect the goal in either a positive or negative curve. Program level reports are used as one of the tools for program, content area and teacher assessment. Teachers use the tool as a guide to set professional goals and goals for continuous improvement of delivery of services to children and families. While students, affected by past experiences or lack of appropriate exposure and environment, are expected to make gains. The personal needs of students may hinder the ability to be developmentally ready for academics. It is our goal to focus on the academic readiness in an appropriate manner; we will develop learner groups based on data linked to assessments, by beginning at the individual's skill level and providing intentional teaching/strategies to promote all children reaching the desired school readiness goal.

Kindergarten Transition Information:

The Jefferson County Public Schools Early Childhood program facilitates the transitioning of students into kindergarten by implementing a School Transition plan that was created by a diverse group of people serving on the School Readiness Committee. This committee is made up of early childhood staff, kindergarten staff, administrators, parents, specialists, and community representatives. The School Transition plan is a detailed guide of all kindergarten readiness activities that are implemented in the district.

Teacher Child Interactions:

As a result of our self-assessment the Jefferson County Public Schools Early Childhood program has identified the area of Language Development as a target area to improve. The interactions

between students and teachers can be directly related to specific domains of the CLASS Assessment scoring system. Quality of Feedback and Language Modeling will be used to help enhance child skills in this area. At the age of this population, language is a major factor in all areas of development. By using language to create base information, paired with hands on activities, multiple strategies, and exposure of information, it is the goal to see gains directly related to school readiness. Interaction is a form of engagement and way to facilitate those learning objectives in a way that is appropriate for young children.

Use of data results for continuous program improvement:

- the effectiveness of the locally designed curriculum in ensuring the ongoing accomplishments of each child
- the effectiveness of the learning environment and learning opportunities
- when improvements are needed in the child assessment system
- that the tools used are age appropriate and language appropriate
- that the checklist items are developmentally appropriate
- that teachers are properly supported with staff, materials and training
- patterns of progress of groups of children
- more effective ways to include information from the families
- how data collected can be used in the transition to primary school process

Information gathered from the elementary schools will also be used to analyze the effectiveness of our program services in assuring each child's success and readiness for the academic environment. Conferences with kindergarten teachers serving on the school readiness committee and curriculum specialists will be ongoing to continue the curriculum alignment process, strengthen and improve the transition process and improve program services.

Supporting School Readiness through the Management Systems:

School Readiness Committee:

Jefferson County Public Schools has had an established School Readiness Committee (formerly Transition Committee) since 1998. The School Readiness Committee is made up of various school district and community stakeholders. These members include early childhood teachers, kindergarten teachers, principals, guidance counselors, specialists, unit managers, FRC coordinators, parents, and other community partners. The committee holds periodic meetings throughout the school year and is chaired by the School Readiness Specialist. The committee is charged with making recommendations for all aspects of school readiness including the school readiness goals and implementation plan.

Family and Community:

The Family and Community Partnerships Unit will guide and monitor family and community participation in School Readiness through a variety of program services and activities developed to coordinate with Parent Family and Community Engagement Framework (PFCE). School Readiness goals will be embedded in monthly Family Engagement activities, Parent Center Committee Meetings, Fatherhood activities and leadership trainings. Staff will familiarize families with school readiness goals at each engagement activity. Staff will share the results of student assessments with parents during parent teacher conferences and home visits. Progress toward meeting our school readiness goals will be shared with parents and the community through parent teacher conferences, home visitations, curriculum involvement forms, newsletters, and the district web-site. Progress will also be periodically shared with the Head Start Policy Council and Jefferson County Board of Education (grantee). Feedback and recommendations will be requested and welcomed by all stakeholders.

Systems and School Readiness

Program Governance:

The Policy Council and the Jefferson County Public Schools Board of Education (grantee) have been a part of the school readiness plan. Both groups have been informed of the progress through the implementation. The curriculum has been approved by both groups. The results have been incorporated in the Program Improvement Plan.

Planning:

Incorporating School Readiness into the long term and short term objectives of the program will be fully implemented. This will include review of the Locally Designed Curriculum, Locally Designed Checklist, screening instruments, reporting and on-going monitoring. Training sessions on the Kentucky Early Childhood Standards and Head Start Curriculum Framework will take place throughout the 2011-2012 school year.

Communication:

The Early Childhood Management Team will be updated three times a year on the process and/or the data analysis. This includes the Family and Community Partnerships liaisons, Manager of Disability Services and Manager of Child Health Services as well as classroom staff. Policy Council and Board of Education receive minutes from the Management Team meetings,

and reports from data analysis. Progress toward meeting school readiness goals will also be shared with the public via the district's web-site and annual report.

Record Keeping and Reporting:

Work Sampling and CASCADE will be used to record the results of the checklists. Screening results will also be recorded in Child Plus. Tables, charts and graphs will be developed in Microsoft Excel. A laptop computer can be taken to the classrooms to display graphs, charts and tables.

On-going Monitoring:

Classroom teachers monitor each child's progress through the use of Work Sampling / Ounce Scale and authentic assessment practices. Each child's screening results, checklist results, monitoring sheet and other items (work samples) are kept in the classroom in a folder. An assessment audit will be conducted by trained personnel three times a year to monitor the fidelity of classroom assessments. Resource Teachers also meet with each teacher frequently to monitor the progress of the children who receive special services. For program wide monitoring, staff will also analyze results of data from ITERS-R, ECERS-R, and CLASS to recommend necessary program changes.

Self-Assessment:

The School Readiness process and data will be included in the self-assessment process. It is one of many tools that will be used.

Human Resources:

All Early Childhood staff will be surveyed on their knowledge of the school readiness goals and implementation plan two times each year. Based on the results of these surveys, program staff will receive training needed to continue to implement School Readiness goals. Also, classroom assistants will receive additional training in order to assist the teachers in on-going monitoring and record keeping activities.

Fiscal Management:

School Readiness efforts will continue to be supported by adequate funding for supplies, materials and staff.

Eligibility –Recruitment- Selection- Enrollment- Attendance (ERSEA):

Jefferson County Public Schools follows all federal and state recruitment and eligibility guidelines to ensure all eligible children and families are afforded the opportunity to participate in the school readiness services the district provides. Attendance is monitored on an ongoing basis to identify and address any barriers that may exist to a child attending and remaining in school.

Resources

- Governor's Task Force on Early Childhood Development and Education, November 2010
- The Head Start Child Development and Early Learning Framework: How Do Preschool Programs Support School Readiness? Head Start Approach to School Readiness: HHS/ACF/OHS. 2012.
- Head Start Approach to School Readiness – Overview, HHS/ACF/OHS, 2011. English.
- Parent, Family, and Community Engagement Framework. Head Start Approach to School Readiness, HHS/ACF/OHS, 2011. English.
- Framework for Programs Serving Infants and Toddlers and Their Families. Head Start Approach to School Readiness. HHS/ACF/OHS. 2012. English
- Framework for Effective Everyday Practice: Supporting School Readiness for All Children
- Jefferson County Public Schools Transition Plan. 2012.