

**Bourbon County Preschool Head Start  
Self-Assessment  
Cumulative Report  
2024-2025**

**Date:**

**Director:** *Melissa Hamilton*

**Policy Council Chairperson:** *M. Naullee*

**Board of Education Chairperson:**

### **Program Description**

Bourbon County Preschool Head Start is a blended preschool program located in Paris, Kentucky. Federal Head Start funding is blended with State Preschool funding in order to provide a range of preschool services in the areas of education and early childhood development, medical, dental, mental health, nutrition, and family engagement opportunities for our children and families. Families are given support as the primary caretakers, decision makers, and lifelong educators of their children. Comprehensive and high-quality services are provided to foster healthy development in children and families.

- Target Population: Economically disadvantaged (at-risk) children and children with disabilities.
- Services Provided: Full-day comprehensive preschool services 5 days a week during the Bourbon County Schools calendar year, Half day comprehensive preschool services four days per week during Bourbon County Schools calendar year.
- Total Classrooms: Full day: 5 Half day: 4
- Student–teacher ratio: 17 to 3 (Full day-majority 4-year-olds) 17 to 3 (half day-majority 4-year-olds)
- Duration: Full-day day 160 days of classes per calendar year, and ½ day classes 128 days of classes per calendar year
- Teacher Qualifications:
  - Rank 1- 2
  - Masters Degree in Early Childhood or Related Field - 1
  - Bachelor's Degree in Early Childhood – 4
  - Emergency Certified in Early Childhood – 2

## **Bourbon County Preschool Head Start Vision and Mission Statement**

### **Vision:**

We believe in our commitment to providing the highest quality family-focused services.

We believe that every child deserves the opportunity to develop positive values and to live life fully.

We believe that cooperatively uniting our best efforts will enhance and support the achievement of our common goals.

We believe in fostering creativity and innovation as we develop effective services for children and families.

We believe that being loyal to our beliefs, even in the face of adversity, will ensure that trust exists at all levels.

We believe that acceptance of and respect for the individuality of all students, families, and staff contributes to our continual development.

### **Mission:**

To enhance school readiness for all young children in Bourbon County by ensuring quality services that are comprehensive, integrated, and family-focused.

## **Introduction**

Continuous Quality Improvement is the foundation of excellent Head Start Programs. It is the goal of the Bourbon County Preschool Head Start to not only meet but also exceed Program Performance Standards, moving toward program excellence in serving the children and families of Bourbon County.

Head Start Performance Standards state that at least once each program year, Head Start Agencies must conduct a Self-Assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations (1304.51(i)(1)). Programs must also incorporate child outcomes data into their Self-Assessment process (ACYF-IM-00-18).

The goals and objectives of Head Start are as follows:

1. To enhance children's growth and development.
2. To strengthen families as the primary nurturers of their children, and to support them as advocates for their children with regards to school readiness. Bourbon County Preschool Head Start has established school readiness goals to ensure that Head Start children transition into kindergarten "ready to learn."
3. To provide children with educational, health, and nutrition services.
4. To link children and families to needed community services.
5. To ensure well-managed programs that involve parents in decision-making.

The Bourbon County Preschool Head Start integrates Self-Assessment into a cycle of continuous planning, utilizing a four-step system approach that includes:

- Preparing
- Collecting and Synthesizing
- Interpreting
- Strengthening

Data analysis gives important information utilized in program planning, including the grant application cycle. The results and benefits expected include:

- Obtaining objectives and reliable information about our program and services
- Promoting an atmosphere of shared understanding of Head Start goals and objectives with governing bodies, program stakeholders, and community partners.
- Integration of multiple data sources
- Thorough analysis of program data
- Effective Program Quality Improvement Plans
- Meaningful Training and Technical Assistance Plans

### **Preparing the Self-Assessment**

Bourbon County Preschool Head Start uses the Self-Assessment process as an opportunity to provide cross-service training to Head Start Management Team members. Head Start Management Team members provide leadership to each team.

Raw data was collected by team leaders and organized. Head Start Management Team members then analyzed the presented data to address areas of concern, areas of strength, and areas of improvement. A final report is compiled from this information. The report includes a summary of these results and makes determination regarding opportunities for program quality improvement. This may take place in the form of Quality Improvement Plans, Program Area Action Plans and the Training and Technical Assistance Plan. It is important that data is analyzed to determine whether events occur in isolation, or if they are a part of a larger trend of system implementation issues.

### **Program Achievements:**

State Brigrance ( School Readiness) scores reflect that the percentage of Bourbon County Preschool Head Start students that were ready and ready with enrichments for Kindergarten was higher than the state and county averages from 2017-2024. This is with the exception of one year, which was 2020, the year of COVID.

FA 1 review was conducted, and there were no findings

### **Federal and State Early Childhood Initiatives**

On 8/10/00, the Administration for Children, Youth and Families issued an information memorandum (ACY-IM-HS-00-18) on the subject of using child outcomes in program self-assessment. The IM addresses specific steps for incorporating child outcomes data in program self-assessment, recommendations for implementing these steps, and forthcoming resources for program self-assessment.

In response to this IM, Bourbon County Preschool Head Start focused on the goal of enhancing program self-assessment by incorporating child outcomes data and analyzing individual children's data and progress. A system of ongoing assessment has been developed based on Head Start's Early Learning Outcomes Framework (2015) and Kentucky's Early Childhood Standards. Data is analyzed on individual children with parent input at least three times throughout the program year. Classroom teachers utilize this data for classroom planning as well as individualization strategies for all children. Program data analysis takes place three times during the program year and is incorporated into the program self-assessment. The Policy Council is involved in the self-assessment process, and results are reported to the Policy Council and Board of Education. A program improvement plan or strategic plan is developed for the upcoming program year as a result of self-assessment data.

Research has improved our understanding of school readiness, and the Head Start Early Learning Outcomes Framework has an increased role in the Bourbon County Preschool Head Start Program. Bourbon County Preschool Head Start utilizes the framework to connect child assessment data to school readiness goals that are consistent with Kentucky's Early Childhood Standards

Kentucky's Early Childhood Standards are designed as a framework to assist in understanding what children should know and be able to do through four years of age. These standards have been aligned to the expectations that the Kentucky Department of Education has adopted for students in the primary grades. The alignment is designed to support teachers of preschool and primary children (ages 3-8) as they plan curricula and instruction for transitioning students.

The Governor's Task Force on Early Childhood Development and Education recommends that in Kentucky, "school readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success."

In partnership with the National Center on Parent, Family and Community Engagement, the Office of Head Start has introduced the Head Start Parent, Family and Community Engagement Framework, promoting family engagement and school readiness from prenatal to age 8. In short, the Parent, Family and Community Engagement Framework is a research-based approach to program change that shows how an agency can work together across systems and service areas to promote parent and family engagement and children's learning and development.

## Bourbon County Preschool Head Start

### School Readiness Goals

#### Social and Emotional Development:

- Children will demonstrate positive relationships and interactions with adults and peers.
- Children will recognize and regulate emotions, attention, impulse, and behavior

Objectives to reach these goals: (Children will)

- Identify themselves by name, age, and gender
- Take care of own needs, personal belongings and classroom materials
- Demonstrate knowledge about self
- Point to and name body parts
- Identify teachers and peers by name and form relationships with both groups
- Engage appropriately in small and large group activities
- Interact with peers in plan and group activities
- Respond to emotional cues
- Display appropriate emotions
- Demonstrate self-regulation
- Follow limits and expectations
- Use words to solve conflicts

- Manage classroom rules, routines, and transitions
- Balance needs and rights of self and others
- Show pride in created products
- Plan and pursue a variety of appropriately challenging tasks
- Demonstrate confidence in tackling new tasks

#### Approaches to Learning (Logic and Reasoning):

- Children will demonstrate the use of creative and imaginative expression such as music, movement, art, and drama
- Children will demonstrate an interest and engagement in large and small group experiences as well as cooperative play with peers

#### Objectives to reach these goals (children will)

- Use voice and instruments to create sound
- Use their body to move to music and express themselves
- Use a range of media and materials to create drawings, pictures, or other objects
- Portray events, characters, or stories through acting and using props and language
- Show curiosity and motivation
- Demonstrate flexibility and inventiveness in thinking
- Demonstrate eagerness to learn about a variety of topics and ideas
- Sustain interest in working on a task, especially when teachers offer suggestions, questions, and comments
- Sustain work on age-appropriate tasks until completed
- Ignore most distractions and interruptions when engaged in an activity
- Plan and pursue a variety of appropriately challenging tasks
- Initiate, join in, and sustain positive interactions with peers
- Initiate the sharing of materials in the classroom
- Help, share, and cooperate in a group setting
- Take turns with peers

#### Language and Literacy

- Children will demonstrate the ability to use language
- 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 texts
- Children will demonstrate knowledge of concepts about print and early decoding (identifying letter-sound relationships)
- Children will demonstrate familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters

#### Objectives to reach these goals: (children will)

- Engage in conversations with teachers and peers
- Use acceptable language and social rules while communicating with others
- Take turns in conversations
- Use complete sentences in conversations that follow most grammatical rules

- Use different forms of language
- Understand and use an increasingly complex and varied vocabulary
- Respond appropriately to questions
- Understand and follow simple directions
- Attend to language during songs and stories
- Understand how books are read
- Show eagerness to learn about a variety of topics and ideas
- Show an interest in books of choice and print
- Make connections to everyday experiences
- Interact during read-alouds and book conversations
- Identify story-related problems, events, resolutions
- Use print concepts in reading and writing
- Identify and name letters
- Notice and discriminate rhyme
- Associate sounds with written words
- Identify syllables in words
- Identify and discriminate between sounds and phonemes
- Identify alliteration
- Identify sounds at the beginning and end of words
- Engage in story telling
- Write to convey meaning
- Incorporate writing into play activities
- Recognize and write own name
- Recognize peer names in print
- Use writing and drawing tools appropriately

#### Cognition and General Knowledge (Logic and Reasoning):

- Children will demonstrate the use of numbers to describe relationships and solve problems
- Children will demonstrate the ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem
- Children will demonstrate the ability to observe and collect information and use it to ask questions, predict, explain, and draw conclusions
- Children will demonstrate the understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity

#### Objectives to meet this goal (children will)

- Verbally count to 20
- Count 10-20 objects accurately
- Know the last number states how many in all
- Tell what number comes next in order by counting
- Makes sets of 6-10 objects and then describes the parts
- Identify which part has more, less or the same
- Count all or count on to find out how many



- Identify numerals to 10 by name and connect each to counted objects
- Use positional words indicating location, directions, and distance appropriately
- Describe basic two and three-dimensional shapes by using words
- Extend and create simple repeating patterns
- Use multiples of the same unit to measure
- Use numbers to compare
- Know the purpose of standard measuring tools
- Manipulate objects in order to compare and contrast
- Demonstrate ability to solve problems
- Tell experiences in order, provide details, and evaluate the experience
- Draw on everyday experiences and apply this knowledge to similar situations
- Group objects by one characteristic or multiple characteristics
- Plan and then use drawings, constructions, movements, and dramatization to represent ideas
- Interact with peers during pretend play, assigning and /or assuming roles and discussing actions
- Use objects for multiple purposes
- Show curiosity in exploring the world around them
- Begin to understand cause and effect concepts
- Observe and describe natural events and processes
- Observe and describe properties of materials and transformations of substances
- Participate in observations
- Observe and describe living things and natural processes
- Use tools and technology to perform tasks
- Show a basic understanding of people and how they live
- Demonstrate simple geographic knowledge
- Begin to understand events that happened in the past and how these events relate to them, their family, and their community

#### Physical Health and Development

- Children will understand and practice healthy and safe habits
- Children will demonstrate age-appropriate control of large muscles for movement, navigation, and balance
- Children will demonstrate age-appropriate control of small muscles for such purposes as using utensils, self-care, building, and exploring

#### Objectives to meet this goal (children will

- Demonstrate knowledge about self
- Regulate own emotions and behaviors
- Take responsibility for own well being
- Participate in healthy practices
- Participate in pedestrian, bus, bike, fire, tornado, earthquake, lock-down, and personal safety lessons
- Use complex movement in play and games
- Sustain balance during complex movement
- Manipulates balls or similar objects with a full range of motion
- Go up and down stairs, alternating feet
- Pedal tricycle

- Manipulate, explore, and use a variety of art materials and writing materials for the development of creativity as well as fine motor
- Use scissors correctly and effectively
- Manipulate materials

#### English Language Development:

- Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English

Objectives to meet this goal: (children will)

- Progress in listening to and understanding English and in speaking English

#### School Readiness Findings

- In regards to school readiness, Bourbon County children scored 52 % ready on the Kentucky Kindergarten Screen, Bourbon County Preschool Head Start students scored 50.5%, and the overall state score was 48 % ready. Although the Brigance scores for the Preschool Head Start were lower than from the year before, we did notice that the percentage of disabilities went from 17% in 2023 to 33% in 2024.

## Curriculum/Assessment Selection and Implementation

As a result of Kentucky's KIDS NOW initiative, the Building A Strong Foundation for School Success: Kentucky's Early Childhood Continuous Assessment Guide was completed. This manual provides guidance to early childhood programs regarding appropriate methods and instruments for assessing children in Kentucky. Preschool programs in Kentucky are required to select an assessment instrument from the list of recommended tools.

Bourbon County Preschool Head Start instructional staff attended training and reviewed assessment tools in 2006. After reviewing the curriculum and assessment instruments, the staff made the decision to conduct a study on the Creative Curriculum and obtain parent input into adopting a new curriculum and assessment tool. During the 2006-2007 school year, staff obtained further information, and parents were provided an opportunity to look at the instruments. In the Spring of 2007, staff and parents, with Policy Council Approval, made the decision to implement the Creative Curriculum and Creative Curriculum.net online assessment system, which is a research-based curriculum.

During the 2009-2010 school year, Teaching Strategies announced the upcoming change of the Creative Curriculum.net online assessment to the Teaching Strategies GOLD online assessment system. The teaching staff at Bourbon County Preschool Head Start was trained to use Teaching Strategies GOLD in July 2010 for implementation during the 2010-2011 school year. Teaching Strategies GOLD online assessment system is aligned to Kentucky's Early Childhood Standards and the Head Start Early Learning Outcomes Framework. All Bourbon County Preschool Head Start teachers and paraprofessionals complete a Teaching Strategies GOLD reliability certification annually.

During the 2022-2023 school year, we used Quality Improvement funds to update our curriculum to the newest edition, Creative Curriculum Guided Edition, which is a research-based curriculum and is aligned to Kentucky's Early Childhood Standards and the Head Start Early Learning Outcomes Framework. All classroom staff completed the 6-hour professional development training provided.

### **School Readiness Data**

- School Readiness Data showed that 53 % of children that transitioned from the Bourbon County Preschool Head Start were ready for Kindergarten based on the Brigance Kindergarten Screener.
- District Instructional Coaches are working with Bourbon County Preschool Head Start Staff in the areas of early literacy and use of assessment data.

## Alignment Process for Setting Preschool School Readiness Goals

Bourbon County Preschool Head Start School Readiness Goals articulate high expectations for children's progress across the domains of the Head Start Early Learning Outcomes Framework, the Creative Curriculum, Kentucky Early Childhood Standards and Teaching Strategies GOLD.

In order to facilitate each child's entry into kindergarten ready to engage in and benefit from early learning experiences that best promote his/her success, Bourbon County Preschool Head Start will:

- Provide engaging environments, interactions, and developmental experiences that promote growth and learning to ensure that all children enter kindergarten eager and excited to learn.
- Develop child goals based on the Head Start Early Learning Outcomes Framework, Kentucky Early Childhood Standards, and Teaching Strategies GOLD.
- Provide highly individualized intentional teaching and learning.
- Implement research-based curricula and teaching practices.
- Provide intentional support to English language learners and children with disabilities
- Implement strategies to improve attendance
- Assess all children three times per year using Teaching Strategies GOLD
- Conduct TPOT and CLASS observations
- Use data to plan improvement with classroom staff instructional practices and teacher-child interactions; determine professional development activities; and budget funds for classroom materials and supplies and staff professional development.
- Build positive, ongoing, goal-oriented relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children.
- Develop and maintain community partnerships to meet the interests and needs of families
- Inform all stakeholders of progress of school readiness goals

The alignment of Kentucky Early Childhood Standards, Head Start Early Learning Outcomes Framework, and Teaching Strategies GOLD enables administrators, staff, parents, the Policy Council, and Board members to:

- See the connections among local, state, and federal expectations for young children before entering kindergarten.
- Provide clarity and a shared vision of the program's school readiness mission.
- Focus administrators and teaching staff on children's school readiness.
- Provide content for partnerships with parents, families, and community partners.

These document alignments assist teaching staff to:

- Use written statements of expectations for children's learning in their thinking and decision-making about the curriculum and their classroom environments.
- Have ongoing experience in practical goal-setting for each child.

- Implement increased individualized teaching strategies for children to support their maximum progress in each developmental domain.
- Evaluate their own implementation of learning experiences in their classrooms and teacher-child interactions in order to guide the planning of future activities.
- Conceptualize why and how children's individual developmental needs, curriculum, assessment, Head Start, and Kentucky Standards work together toward excellent early childhood education experiences.

### Training Plan

Staff training is provided on an ongoing basis in the areas specific to curriculum, ongoing assessment, and diagnostic assessment. Teachers are required to document 24 hours of professional development throughout the school year. Staff is trained in early childhood development, Brigance Screening, Creative Curriculum, Teaching Strategies GOLD and CLASS. Training takes place during non-instructional days and preservice training. Training is provided at local and regional levels, using Head Start staff and Berea Regional Training Center staff, the Director, School Readiness Coordinator, and Disability Coordinator will also provide applicable daily support and follow up within the classroom environments.

Teachers are observed using the CLASS tool at least two times per year, and follow-up is provided as needed. In addition, the TPOT tool is used one time per year.

- Class Scores
  - Emotional Support 6.08
  - Classroom Organization 5.44
  - Instructional Support 2.87

**The above scores are from the Fall 2024 CLASS observations. The Spring 2024 CLASS observations are not finalized.**

- TPOT Average Score: 5.6

Other Professional development activities that have occurred this year include:

- Conscious Discipline
- CLASS
- Creative Curriculum
- Teaching Strategies Gold
- Brigance
- TPOT
- Pyramid Model

## Family Engagement

Parent trainings are conducted throughout the program year. Parents are offered the opportunity to learn about the Creative Curriculum and Teaching Strategies GOLD assessment during a parent, family, and community engagement activity training held at the beginning of the program year. Parents are presented with a brief overview of Creative Curriculum and Teaching Strategies GOLD and given a copy of "A Parent's Guide to Preschool." Parents are offered the opportunity to participate in a hands-on instructional tour of their child's classroom and a demonstration of the use of Teaching Strategies GOLD family site. In addition, the staff offers trainings to parents and provides information in comprehensive areas of the parent, family, and community engagement. We focus on program impact areas, including family wellbeing, child abuse awareness, cultural awareness, health and wellness, first aid and safety, mental health, nutrition, nurturing parent child relationships, families as lifelong learners and educators, consumer education, family literacy, adult education, fatherhood initiative, kindergarten transition, family connections to peers and communities, and families as advocates and leaders. Training is offered in parent-friendly language, and parents are encouraged to participate at any level they feel comfortable and to ask questions.

A minimum of two home visits and two parent conferences take place with each family throughout the program year. Parents participate in the individualized goals for their child using Teaching Strategies GOLD, and progress is discussed three times throughout the program year. Individualization strategies are incorporated into the classroom curriculum using individual assessment results for each child. Educational opportunities and challenges, as well as training needs of the family, are identified, discussed, and documented on the Family Partnership Agreement

Our program implements Learning Genie. Learning Genie is an early education tool that helps families, schools, and communities across the nation deepen and scale their family engagement efforts. It is designed to develop relationships with parents and structure services to encourage true and respectful ongoing two-way communication between staff and parents to create a welcoming program environment that incorporates the unique cultural, ethnic, and linguistic backgrounds of families in the program and community.

## Family Engagement School Readiness Goals

To build an effective Parent, Family and Community Engagement Team that addresses and incorporates school readiness, we will:

- Include partners representing diverse roles, cultures, and abilities from within the program and community
  - Invite and involve the community in planning teams
- Encourage all partners (families, program staff and leadership, and community agencies) to contribute their perspectives, information, and insights to the self-assessment process.
  - Offer joint trainings and planning sessions to assess needs and approaches
- Establish clear roles and responsibilities for all partners based on their interests, strengths, and availability.
  - Develop service delivery plans with the team. Prepare written materials that outline the plan for each component and their specific roles and levels of engagement.

## Collection of Data

Data is collected on the Head Start Early Learning Outcomes Framework and Kentucky Early Childhood Standards by utilizing Teaching Strategies GOLD and the Brigance Screener. Classroom staff enters data into the computer base. Data collection and entry are ongoing throughout the school year. TSG progress reports are available for parents three times throughout the program year. Classroom data, as well as child data, are available for classroom staff to plan and individualize. Program data is compiled three times throughout the program year and used as part of the program's self-assessment. Program goals are developed based on assessment results.

## Synthesis of Data

Teaching Strategies GOLD will synthesize all child, classroom, and program data. Child data is used for individualizing that child's instruction and curriculum. Classroom teachers are given access to data of children in their classes and data generated for their class. Classroom data is used for classroom planning and curriculum. Program data can be accessed by management staff and is used for program planning. Reports are generated three times throughout the program year for program progress. These reports are analyzed as part of the self-assessment and used in the development of the program's strategic plan. Individual child, classroom, and program data can be synthesized to determine if age-appropriate expectations have been met, exceeded, or fallen below expectations.

## Analysis of Data

Classroom teachers are responsible for the analysis of individual child progress reports and classroom progress for individualizing the curriculum and lesson planning. Teachers are gathering information through direct child observation. This information is used to individualize the curriculum and lesson planning.

Program managers are responsible for analyzing classroom progress and program data. Reports are generated three times throughout the program year for analysis of progress toward program goals and program goals are developed or updated. These reports are discussed and analyzed during staff meetings and the program self-assessment and used in the development of the program's strategic plan for improvement. Program strengths and weaknesses will be apparent, as well as child outcomes data.

### Ongoing Monitoring

Classroom data collection and data entry are ongoing throughout the school year. Lesson plans are submitted to the School Readiness Coordinator on the Friday before the lessons are being taught. Management staff monitor the implementation of the Creative Curriculum, intentional teaching strategies, and individualization. Feedback is given to teachers on an individual basis as needed, and program planning issues are discussed during monthly staff meetings. Program reports are generated from Teaching Strategies GOLD three times throughout the program year. Teachers are observed using the CLASS instrument twice per program year, the ECERS-3 instrument once a year, and the Creative Curriculum Fidelity Tool once a year.

### Use of Data Results

Classroom teachers use Teaching Strategies GOLD reports to analyze classroom and child progress during PLCs. This information is used to individualize and modify classroom curricula and activities according to the results. Management staff uses child outcomes data to analyze classroom, center, and program progress. This analysis is used to make adjustments to current instructional methods used in classes, current implementation of the Creative Curriculum, and training plans for educational staff. Program data is used during the Program Self-Assessment and for planning the program's long and short-term objectives included in the strategic and training and technical assistance plans.

### Reporting Data Results

Teaching Strategies GOLD reports are generated on individual children's progress at a minimum of three times per year. These reports are shared with parents during a home visit or parent conference, and parents are given access to the report. Results are discussed with parents, and individual goals are developed for each child with parent input. Program reports are generated by management staff three times per year to analyze program progress and develop program goals.

Individual child progress reports are shared with parents three times throughout the program year during home visits and parent conferences. Progress is discussed with parent(s), and plans are developed for the child's next program year during the final conference. Individual child progress reports are available to the child's kindergarten teacher.



The Bourbon County Preschool Head Start Annual Report to the Public is used as an information and public relations tool. The report includes the program and financial highlights as listed in the Head Start Act of 2007, including progress for school readiness.

#### Integration into Program Self-Assessment

Data is integrated into the program self-assessment at the end of the program year. Teaching Strategies GOLD reports are generated on classroom and program progress on the child outcomes three times per year, and program goals are developed as a result. The Leadership Team analyzes the data, and a program strategic plan, including long and short-term objectives, is developed for the upcoming school year based on program data results.

#### Integration into the Program's Management Systems

##### Program Governance

- The Bourbon County Board of Education and the Policy Council are provided the opportunity to have input into the school readiness goals and plan. Both groups are provided reports three times per year on children's progress toward those goals and the implementation of the plan. Both groups are also provided with the program's annual report, which includes the status of implementation. The program's improvement plan, which includes any revisions to the school readiness plan and/or the curriculum, is presented to each group for input and approval.

##### Planning

- The School Readiness Goals and Plans will be incorporated into the program's long and short-term goals and objectives, which are reviewed annually. Parents, staff, Policy Council and Board members are provided opportunities to have input in the planning process. The Policy Council and board members review and approve program plans. The planning process includes a review of the curriculum, screening and assessment tools, data collection, reporting, and ongoing monitoring processes. The planning process includes staff meetings, management staff meetings, parent meetings, home visits, parent conferences, surveys, self-assessment, community assessment, and community partner meetings.

##### Communication

- The program's management team and teaching staff meet monthly to discuss and plan with school readiness and data analysis as a standing agenda item. Policy Council and Board members receive child assessment data analysis reports three times a year.
- Weekly emails are sent to staff with all upcoming events, health and wellness tips, and policies and procedures.
- Leadership meetings are held monthly to discuss any building concerns.

##### Record Keeping and Reporting

- The primary data collection tool for child outcomes is Teaching Strategies GOLD. Each teaching team has a computer designated for Teaching Strategies GOLD. Parent input, objective data forms, work samples, photos, videos, and artwork can also be used to collect child outcome data. Tables, charts, and graphs are produced at each of the three benchmarked dates. Data related to children's IEPs or RTIs are recorded on specific forms. The majority of other program data is collected in Child Plus. The MUNIS fiscal system is used by the school district for all financial data.

#### On-Going Monitoring

- Classroom teaching staff monitors each child's progress using parent input, objective data forms, Teaching Strategies GOLD, work samples, photos, videos, and artwork. The progress of children with suspected disabilities or identified disabilities is monitored through specific RTI or IEP forms. Disability staff meet with teachers concurrent with TSG assessment data reporting to monitor the progress of children RTIs or IEPs.

#### Self-Assessment

- The school readiness plan, including data collection and reporting processes, is one tool used in the program's annual self-assessment process.

#### Human Resources

- Classroom teaching staff are provided group and individual professional development to support their success in implementing the school readiness goals for all children and to reach high scores on the ECERS-3, CLASS tool, and Creative Curriculum Fidelity Tool. Education management staff assess each classroom using these tools as well as conducting daily classroom observations/visits; model instructional strategies, and provide needed resources.

#### Fiscal Management

- All aspects for the implementation of the school readiness plan are considered in the program's fiscal planning, including professional development, classroom materials, staff, etc.

## Transition

The program's transition plan includes entry into and exit from the program. The plan is reviewed annually and revised as needed. First Steps Early Intervention Service provides Birth through three services to children in Kentucky with an identified disability. The transition process begins as early as six months prior to the child's third birthday. An Individual Education Program is in place before the child's third birthday and entry into Bourbon County Preschool Head Start takes place on the child's third birthday.

A kindergarten planning team meets three times throughout the school year that includes preschool and kindergarten staff. Transitions are relatively smooth and effective since the school district is the grantee in a relatively small, close-knit community.

Student files are part of the permanent school record, both health and educational. These records are transferred to the appropriate school, with parental consent, in a timely manner. Preschool staff is available to kindergarten teachers during the enrollment process and after the transition takes place. An ARC meeting is conducted in the receiving elementary school to discuss transition for children with disabilities. All children going to kindergarten are given the opportunity to take a kindergarten field trip to the receiving elementary school at the conclusion of the preschool year. 98.9% of families found the transition into preschool a positive experience.

Kindergarten camp continues to be implemented to ease the transition for parents and children to kindergarten. Kindergarten staff work together to provide school readiness activities to children in the elementary school setting during the summer before school starts in August.

## Interpreting the Information

### Program Strengths

#### Child Development and Education

Other resources: Kentucky Early Childhood Learning Standards, Teaching Strategies GOLD

Integrating the Head Start Child Development and Early Learning Framework

- The program utilizes a scientifically researched based curriculum and assessment through Teaching Strategies, Creative Curriculum, and GOLD Assessment systems, which is aligned with the Head Start Child Development and Early Learning Framework and the Kentucky Early Childhood Learning Standards
- School Readiness Goals have been established and implemented
- English Language Learners are addressed through ensuring children and families are linked to multiple resources
- Program provides multiple training opportunities for staff that provide increased knowledge in early childhood education
- Data is aggregated from child assessment 3 times per year (fall, winter, spring), and child outcomes are reviewed and analyzed for program planning.
- School readiness goals are discussed at parent meetings
- Parents who returned the curriculum survey felt the planned classroom activities met the needs of their child.
- Parents who returned the curriculum survey felt there were no changes needed in the curriculum and/or classroom activities.
- On the Parent Program Evaluation Survey, 98.9% of parents were satisfied with the education services their child is receiving.

#### Supporting Social and Emotional Development

- CLASS assessment scores are at or above the competitive threshold
- Families provide insight on the development of goals
- Children are very engaged with their daily routines and transitions
- Families feel their child is more socially prepared for school since attending the Bourbon County Preschool Head Start
- Conscious Discipline training and activities are being implemented in the classrooms.

#### Individualizing

- Teachers generate individual plans for every child through an individualization matrix. Supports for IEP goals are provided through the regular classroom and routines. Special education staff consult with teachers to address goals. Classroom teachers participate in all meetings throughout the IEP process.

- Trauma Trauma-informed care team meetings are used to address individual concerns in individual classrooms.
- Parents participate in the individualization process through home visits and conferences
- Screenings are completed and recorded
- There is a referral and IEP process coordinated by designated staff
- Staff awareness of allergies is evident, and a system is in place to ensure safety for each child
- Parent interviews and enrollment forms help to identify special accommodations to meet child and family needs

#### Monitoring Children's Progress

- School Readiness and Family Engagement goals have been implemented
- Child outcomes are analyzed and reviewed by the Head Start Director and Management team 3 times per year (fall, winter, spring)
- Professional development opportunities are provided
- Classroom materials are supported through data results

#### Quality Teaching and Learning

- School Readiness Committee meets quarterly or more
- All classrooms meet current staff credentialing requirements, with the exception of two lead teachers who are in the process of obtaining their certification.
- Professional development plans are on file and reviewed with staff
- Staff develop weekly lesson plans for their students that are approved by the School Readiness Coordinator, and classrooms and monitored weekly
- The CLASS instrument is used for monitoring. CLASS scores are at or above the national average.
- ECERS scores are above the minimum state required scores. (Due to Covid 19, the state required scores have not been updated since the 2019-2020 school year. We are comparing our scores to the state average scores given in 2019-2020.)

#### Child Health and Safety

Other Resources: Sterling Health

#### Helping Families Access Health and Dental Care

- Preventative and primary health care issues are addressed with families consistently
- Many avenues of communication are used with parents
- Referral process is implemented and collaborates with the school district
- Provide opportunities for families to learn the importance of preventive care and how to detect signs of health problems.
  - Accomplished through newsletters
- Assist families to find health services that accept Medicaid as a form of payment
  - Medicaid list compiled each year

## Physical Environments

- Chemical materials are labeled and out of reach of children
- Daily playground and outdoor facility check
- ECERS tool is used to ensure safe classroom environments
- Monthly fire drills, seasonal tornado drills, earthquake drills, and lockdown drills are completed
- Families feel the classrooms are safe places.

## Healthy Practices and Routines

- Staff practice hygienic routines (hand washing, etc)
- A policy has been established that prohibits parents from bringing outside food into the building due to allergies.
- Upon recommendation from the Health Department, the breakfast menu has been changed to reflect WIC approved cereal for breakfast twice a week. These cereals replace the higher sugar, higher fat options.
- Families feel the program meets children's nutritional needs
- Families feel the meal schedule is appropriate for their child
- Families feel mealtime is a positive experience
- Families feel they are notified of health-related issues in a timely manner
- Families receive resources and support to help meet their child's health needs
- Individual health files are maintained that include health history, current exams and screenings, immunizations, and any medical issues relevant for school participation, including allergies, asthma, physical limitations, etc.
- First-aid services and medication administration are provided as needed.
- Written emergency procedures are provided to staff as well as individual emergency care plans for specific students with health conditions that warrant it.
- Contracted with Big Smiles to complete needed dental follow-up with families at the Preschool Center.
- Contracted with Sterling Health to provide school based health services and behavioral health services for students, parents, and staff at their request.

## Group Size

- Head Start ratios are followed
- System in place to ensure appropriate staff coverage in the classrooms

## Safe Transportation

- Head Start vehicles are inspected and have regular maintenance checks for safety
- Drivers and monitors receive annual trainings and updates
- Families are satisfied with the transportation of their child

## Family and Community Services

Other Resources: Community Assessment Information

Eligibility, Recruitment, Selection, Enrollment and Attendance

Eligibility

- 100% of files reviewed had the appropriate income verification documentation
- Head Start is active in the “child find” efforts in collaboration with the school district

Recruitment and selection

- Recruitment plan is in place
- Program has met and exceeded the 10% children with disabilities requirement
- Program recruits families from throughout Bourbon County. Flyers, webpage, Child Find activities, radio and early registration dates are used. Spanish speaking staff are available to assist Spanish-speaking families with the process. All recruitment materials are available in Spanish.

Enrollment

- Reporting of enrollment is done in an efficient and timely manner
- 30 Head Start students have active IEPs
- 84.6% of children receiving state assistance were served through the program.
- We were fully enrolled in the 2019-2020 school year, but we were not fully enrolled during the 2020-2021, or 2021-2022 school years due to COVID 19. We were under enrolled by 55 students in 2020-2021 and by 48 students in the 2021-2022 school year. We were fully enrolled for the 2022-2023 school year. We are under-enrolled by 26 students for the 2023-2024 school year, and will be requesting an enrollment reduction. We currently have an FEI plan.

Attendance and Participation

- Efficient tracking of attendance is completed through Infinite Campus and Child Plus
- Procedures and documentation are in place to communicate with families where there are attendance concerns
- Student attendance did not fall below 85% during the 2023-2024 school year.

## **Family and Community Engagement**

Other Resources: Community Assessment Information

Building Relationships and Strengthening Families

- Program establishes, maintains and utilizes community partnerships to meet the needs of children and families
- Interagency Agreements are in place with collaborative partners and 2 local school districts

- A Health Advisory Committee meets at least quarterly
- Families have needed extra resources during the year
- Families feel comfortable contacting family service staff
- Families find family service staff welcoming and respectful
- Families have received information on community resources

#### Promoting Positive Parent Child Relationships

- Comprehensive Parent Handbook is given to families upon enrollment
- Monthly parent meetings take place
- Special events and family activities take place
- Multiple modes of communication: Newsletters, Home Visits, Conferences, Website, Facebook

#### Supporting Parents as their Child's First and Most Important Educator

- Parents feel they have opportunities to enhance their skills and engage in meaningful activities with their children
- Parents give feedback on child outcomes and individualization
- Weekly newsletters contain school readiness activities for parents to do at home.
- Born Learning Academy has increased in number of participants this year. Dates are advertised on Facebook and flyers.
- Parent Committees are being implemented for parents to address common concerns in the homes
- Other forms of engagement include:
  - Parent workshops
  - Parent/Teacher Conferences
  - Parent Committees
  - Born Learning Academy
  - Learning Genie

#### Developing Meaningful and Individualized Transitions

- Transition information is given to transitioning families
- Families returning the curriculum survey felt their child would be prepared to transition to kindergarten.

#### **Fiscal Integrity**

Other Resources: Office Management Budget (OMB)

#### Financial Management Systems



- Systematic procedures are in place to ensure integrity of agency credit cards, signing of checks, paying bills, monthly budget reviews and appropriate record keeping , board approvals
- Records indicate the agency maintains appropriate insurance

#### Reporting

- Monthly reports are given to the governing bodies
- Audits report no issues

#### Procurement

- Procurement policies and procedures are in place
- Contractual agreements of goods, services and payments are documented

#### Compensation

- Compensation regulations are followed
- Program follows wage comparable guidelines
- Employees are paid higher than average due to being school board employees

#### cost principals

- Program meets non-federal share requirements
- No indirect cost is charged
- Allowable costs are monitored

#### facilities

- Program follows facility and property requirements and holds appropriate insurance policies
- Appropriate inventory of equipment and materials are documented

## **Management Systems**

Other Resources: Community Assessment Information

### Program Planning

- Self-Assessment is completed and used for projected program planning
- Ongoing program monitoring

### Ongoing monitoring, record keeping and reporting

- Variety of monitoring tools are used (CLASS, ECERS-3, Infinite Campus, file reviews, Walkthrough Tool for classroom observations, Creative Curriculum Fidelity Tool, Child Plus, )
- School readiness goals are developed and used to guide monitoring
- Annual report is presented to the community

### Human Resources

- Program met staff credentialing benchmark of September 2013
- Personal policies are current with mandated regulations

### Program Governance

Other Resources:

### Structure

- Content area experts are in place for all areas even though they are elected officials
- Policy council members are established and the majority are current parents

### Conflict of Interest

- There are no conflicts of interest

### Roles, Responsibilities and Training

- Governing body reviews, approves, denies and oversees all areas of the program
- Shared governance training annually with updates monthly

### Reporting to Governing Body and Policy Council

- Monthly council meetings and monthly board meetings
- Policy Council attendance is low even though childcare is offered. Virtual and in person meetings are both offered.

## **Strengthening the Program**

### **Development of New Goals**

#### **GOAL 1: To prepare children and families to be ready to succeed in the school setting.**

- Intentional teaching and monitoring of multicultural activities in the curriculum.
- Provide training on accessing resources for Dual Language Learners
- Implement systematic efforts to inform parents about academic goals, and class work in their home language.
- Implement systematic efforts to maximize parent-teacher conference participation
- Track activities that address the school readiness goals in the classroom.
- Document activities planned for the classroom from the parent goals gained during the home visit.
- Teachers intentionally plan activities for all transition times and meals

#### **GOAL 2: Ensure child, classroom, and programmatic data is correct and supports school readiness through program adjustments.**

- Offer varied ways parents can share information with teachers about their children's learning,
- Offer parents school-wide achievement assessment data to address any concerns, at least once a semester

#### **Goal 3: To improve the health and safety of children and families by providing timely and accurate screenings, well-child exams, and early intervention.**

- Provide training on health concerns including special diets, nutritional health, allergies, asthma, obesity, immunizations, and physical activity.
- Provide in-service informational meetings on Asthma, allergies, obesity/nutrition, seizures, and health records requirements for families and staff.
- Continue Big Smiles program for the dental needs of students.

#### **Goal 4: Staff will gain an understanding of the PFCE Framework to have increased parent involvement in the program. This will improve relationships among staff, families, and communities.**

- Recruit Bi-lingual volunteers
- Provide training to parents and staff on supporting the child's home language
- Formal agreements with continuing education programs for parents and job training programs for parents
- Documentation of how families are invited to become involved in the curriculum and approach to child development

- Facilitate broad parent participation by actively recruiting diverse members, providing interpreters and translated materials, setting convenient meeting times, and seeking wide parent input.
- Policy Council ensures active roles for parents on the parent committee, in school improvement planning, and also in making decisions about the education of currently enrolled children.
- Documentation of how the Parent Committee suggestions for program improvements.
- Invite families to specific events in the classroom.

**Goal 5: The program will demonstrate higher averages in all CLASS dimensions**

- Develop CLASS observer certification plan and procedure to ensure all classroom staff are CLASS observer reliable.

**2024-2025 Annual Self-Assessment Timeline**

November/December	Review timeline with staff Obtain feedback regarding protocols and process
January	Staff submits checklists and forms for dissemination. Curriculum surveys are sent Teacher surveys are sent
February	Completed self-assessment reports are submitted
February	Management staff reviews completed reports
March	Self-Assessment Improvement Plan is submitted to the policy council and governing board Approved Self-Assessment improvement plan is implemented.

