SCHOOL READINESS ACTION PLAN

Dothan City Schools/ Houston County Head Start/Preschool

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**Motto: Get School Ready, Set, Go!**
VISION and MISSION STATEMENT:

1. Recognizing that the parent is the child’s first teacher, the Dothan City Schools Head Start Preschool program’s goal is to involve the parent in planning, developing, and implementing the curriculum to assure reinforcement at home for the goals and objectives. 2. We believe:

- That children, staff, and families must work cooperatively to meet the needs of each child while respecting family values and heritage.  
- Each family should be encouraged to strive for self-sufficiency.  
- A partnership between families, communities, and Head Start will create a network that will ensure the success of each child.  
- That creating school readiness goals for students will allow them to fulfill their unique potential and prepare them for kindergarten.

OVERVIEW:

Dothan City Schools Head Start/Preschool program has over 32 years of successfully providing school readiness services to preschoolers from low economic families. Throughout the 2011-2012 school term inclusive services were made available to 360 enrollees and their families. We are delighted about our achievements this year.

The purpose of this document is to provide a better understanding of the School Readiness Plan and services to preschool children ages three and four in Houston County which meet the Federal Head Start Performance Standards and the Dothan City Schools Board of Education Administration Policies. The plan format was developed as a strategy to help staff, parents, and community partners understand the system approach to service delivery.
The Table of Contents guides the reader through the document. It begins with the program’s vision and mission statement. The school readiness goals are included in the program’s Strategic Plan Document and are updated and revised as needed. The plan follows the outline of the Performance Standards, Head Start Child Development Early Learning Framework, Pre-K Standards, AELG and DCS Kindergarten Curriculum strategies. It gives a detailed description of how the Dothan City Schools Head Start Program implements the specific standards listed above.

**DEMOGRAPHICS:**

The Dothan City Schools Head Start Program was initiated in 1980 and provided services to forty preschoolers at East Highland Elementary School. The program was relocated to the central office complex and remained there until 2001. In January of 2001, the program moved into Highland Elementary School on West Powell Street. The building was renovated and serves 360 children with 36 of these children funded through the Department of Children’s Affairs: Office of School Readiness Pre-K Program.

Dothan City Schools Head Start/Preschool program serves children in the city limits of Dothan and rural towns in Houston County (Ashford, Cottonwood, Rehobeth, and Webb). Houston County is located in the southeastern part of the southern area of the State of Alabama. Dothan is the county seat and is located in the southern end of the county. The demographic of Houston County reflects a population of 101,547 as identified in the last U.S. Census (2010). The population growth shows that 1,376 three year olds and 1,396 four year olds live in the county. The diversity of the county population is 59.8% White, 31.9% African Americans, and 4.1% Hispanics. The last PIR report reflected the following diversity for the DCS Head Start/Preschool program: 79% African Americans, 17% White, and 4% Hispanics.
DCS Head Start/Preschool currently serves 360 children. The statistical breakdown of the children is 315 Head Start children, 36 Pre-K children, and 9 Title I children. There are 270 enrollees at the West Powell Street location and 18 enrollees at one of the city’s elementary school (Faine Elementary School). There are 72 students housed in the County sites (Webb, AL, Ashford, AL, Rehobeth, AL, and Cottonwood, AL).

Many Head Start families are located in public housing complexes. Community rooms have been constructed in the housing complexes and activities are available for children and families. The Family Services Center is located near the Henry Green apartments and its support services are very convenient to Head Start, Early Head Start, and other low income families. Community Centers are also located in strategic areas where Head Start families can take advantage of activities for their children. Andrew Belle Community Center and Gussie McMullen Park are located near Martin Homes and Johnson Homes. Hawk Houston Boys and Girls Club are located near McRae Homes. Doug Tew Community Center is located near Henry Green Apartments and Wiregrass Community Center is located in a neighborhood where many Head Start eligible children live. Walton Park is another community center located near Northview High School. The community centers offer summer recreational and feeding programs where low income children can participate. A new Dream City park is being constructed adjacent to the Head Start center on Powell Street. We expect the park to be completed in the spring of 2012.

**Head Start / Early Head Start are a federally funded program that is designed to meet the needs of children from low-income families. The engagement of the family of these children in the Head Start / Early Head Start program which supports the role of the parent as the child’s first teacher will be beneficial to the long term relationships within the family, the growth of the child and ultimately the community.** Based on the *Kids Count Book* (2011), *The National Kids Count*, and *The Annie B. Casey Foundation*, Alabama is ranked 48 out of 50 for key indicators to the social, physical, economical, and educational well being of its children. In Houston County 24.6% of children live in poverty, 34% lives in single-parent homes, and the infant mortality rate is 8.2%.
Program Design and Management
Management Systems to Support School Readiness

Program Governance
The Dothan City Schools Board of Education and Policy Council have approved the school readiness goals for the Dothan City Schools Head Start Program. The governing bodies are provided the opportunity to have input in the school readiness goals and plans. A monthly summary report is prepared for both the Board of Education and Policy Council on a monthly basis. The reports contain information on monthly activities in the program and progress of the children. Assessments are done three times per year and the data is analyzed and disaggregated. The data results are reported to both the BOE and Policy Council. The self assessments progress and final results are approved by the Policy Council and Board of Education. Improvement plans which include revisions to the school readiness plans, goals, and curriculum are included in the self assessment. The annual reports include children’s progress toward the goals for the year and multiple data results for the year.

Program Planning

The School Readiness Goals and Plan will be incorporated into the program’s long range and short-term goals and objectives. The goals and objectives are reviewed on an annual basis. Parents, staff, community partners, Policy Council, and Board members are provided with opportunities to have input in the planning process. The Policy Council and Board of Education approve program plans. The planning process includes a review of the school readiness goals and plans, assessment tools, procedures for collecting data, procedures for tracking information on students (lesson plans, anecdotal records, home visits, conferences, individualization plans), and monitoring of procedures. The planning process includes monthly management team meetings, education committee meetings, preschool disability staff meetings, and small group meetings with staff. The planning process also includes monthly parent meetings, home visits, education committee meetings and parent teacher conferences, community partners meetings, and meetings with Dothan City and Houston County administrators. The planning process is vital to the completion of the self-assessment, community assessment, annual report, and program information report.

Communication

A communication system allows for information exchange and shared decision making about the program among staff, families, governing bodies, and the community. School Readiness activities are included on the agenda for the monthly mentor meetings, management team meetings, education committee meetings and weekly staff meetings. The Policy Council and Board of Education receive monthly summary reports which include school readiness activities and data results. The program maintains a website and school readiness activities and data results along with the annual report are placed on the website. State TA personnel and Regional Office personnel is provided with school readiness updates.
**Record Keeping and Reporting**

The primary data collection tool is Child Plus.Net. Each teacher enters the assessment data in child plus. The Education Manager is responsible for printing individual, class, and program reports. The Education Manager takes the lead in analyzing and disaggregating the data. Anecdotal Records, work samples, observations, portfolios, and journals are also used to collect outcome data on children. Tables, charts, and graphs are produced at each assessment period.

**On-Going Monitoring**

Classroom teachers are responsible for monitoring the progress of each child. Teachers used a locally designed individualized form along with the lesson plan format to track the progress of each child. The education manager, lead teacher, and mentor coach is responsible for monitoring the progress of children through data analysis and improvement plans. The progress of children with suspected disabilities or identified disabilities are monitored by the case manager (speech teacher, Preschool disability teacher, OT/PT staff) and classroom teacher.

**Self Assessment**

The school readiness plans and school readiness goals, including data collection and reporting procedures are in the annual self-assessment process.

**Human Resources**

Professional Development plans are developed for all classroom staff. Professional Development in-service is provided at the beginning of each school year and throughout the school year on assigned professional development days and mini session during staff meetings and small group meetings. Professional Development activities are plan around the results of data, assessment, personal/professional needs of staff. Professional development activities are designed to support the school readiness goals for all children and CLASS implementation for classroom success. The education manager, mentor coach, and lead teacher are responsible for classroom observations, CLASS observations, modeling appropriate strategies, Videos for self reflections, and providing needed resources.

**Fiscal Management**

The implementation of the school readiness plan is considered in the programs fiscal planning, including the training and technical assistance plan, classroom materials, and staff.
DOTHAN CITY SCHOOLS HEAD START PRESCHOOL
SCHOOL READINESS GOALS

I. Physical Development and Health

- **Physical Health Status** - The Program will ensure the maintenance of student health and well being by making sure each child has a medical home, dental, physical, vision, hearing, and lead screening. Also we will analyze height, weight using the body mass index.

- **Health Knowledge & Practice** - The program will ensure the understanding of healthy and safe habits by practicing good personal care habits, brushing teeth, washing hands, toileting, being able to maneuver clothing to use restroom, and practicing rules and routines. We will also along with the DCS child nutrition program make sure we serve healthy food choices.

- **Gross Motor Skills** - The program will ensure the children have good gross motor skills by providing the opportunity for well organized indoor and outdoor activities. The children will participate in activities such as running, jumping, throwing, catching, climbing, and skipping.

- **Fine Motor Skills** - The children will engage in a variety of fine motor tasks such as finger plays, stringing beads, cutting, and building. They will manipulate using a variety of writing tools.

<table>
<thead>
<tr>
<th>Objectives to reach goals: Children will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulate play dough</td>
</tr>
<tr>
<td>Form shapes, letters, and numbers</td>
</tr>
<tr>
<td>Use hands to tear paper, fold paper, fasten clothing (ex. Tie, zip, lace), and holding tools correctly</td>
</tr>
<tr>
<td>Cut with scissors along a straight line</td>
</tr>
<tr>
<td>Puts a simple puzzle together without assistance</td>
</tr>
<tr>
<td>Participates in writing and drawing activities</td>
</tr>
<tr>
<td>Builds tall structures with blocks or other materials (e.g., 10 blocks high).</td>
</tr>
<tr>
<td>Use computer, keyboard, mouse and promethean board</td>
</tr>
<tr>
<td>Shows control and balance in walking, running, marching, hopping, and jumping</td>
</tr>
<tr>
<td>Coordinate movement through throwing, kicking, bouncing balls, sliding, catching, and pedaling tricycle</td>
</tr>
<tr>
<td>Demonstrate body awareness through naming and locating body parts</td>
</tr>
<tr>
<td>Matches body parts with function</td>
</tr>
</tbody>
</table>
2. Social & Emotional Development

- **Social Relationships** - The children will establish and sustain positive relationships by forming relationships with adults and peers and responding to emotional cues.
- **Self Concept & Self Regulation** - The children will self regulate by recognizing and labeling emotions, following simple rules and routines and moving from one task to another, and accepting limits and redirections from adults.
- **Emotional and Behavioral Health** - The children will progress in emotional and behavioral health by expressing emotions appropriately, refraining from aggressive and defiant behaviors and adapting to new environments.

<table>
<thead>
<tr>
<th>Objectives to reach these goals: Children will</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Take care of own personal needs, belongings, and the materials in the classroom</td>
</tr>
<tr>
<td>▪ Be considerate of others feelings</td>
</tr>
<tr>
<td>▪ Take turns playing with toy or object</td>
</tr>
<tr>
<td>▪ Play well with others</td>
</tr>
<tr>
<td>▪ Contribute ideas during play</td>
</tr>
<tr>
<td>▪ Show respect for others</td>
</tr>
<tr>
<td>▪ Understand that emotions are normal</td>
</tr>
<tr>
<td>▪ Accept limits and directions given by adults</td>
</tr>
<tr>
<td>▪ Ask for help of an adult when appropriate</td>
</tr>
<tr>
<td>▪ Seek new experience</td>
</tr>
<tr>
<td>▪ Display understanding about self</td>
</tr>
<tr>
<td>▪ Interact with classmates and peers in play and group activities</td>
</tr>
<tr>
<td>▪ Demonstrate self-control</td>
</tr>
<tr>
<td>▪ make use of words to solve conflicts</td>
</tr>
<tr>
<td>▪ show pride in achievements</td>
</tr>
<tr>
<td>▪ display confidence in undertaking new tasks</td>
</tr>
<tr>
<td>▪ follow rules and routines established in the classroom</td>
</tr>
<tr>
<td>▪ identify body parts</td>
</tr>
<tr>
<td>▪ identify self by using name, age, and gender</td>
</tr>
<tr>
<td>▪ understanding the rights of self and others</td>
</tr>
</tbody>
</table>

3. Approaches to Learning (Cognitive Development) - The program will ensure that children’s cognitive development, also called intellectual development is influenced by positive approaches to learning that includes their culture and environment.

- **Initiative & Curiosity** - The children will engage in a variety of topics and activities that demonstrate flexibility, imagination, and inventiveness. They will
begin to find their own ways to solve problems and conflicts. The children will also ask questions and seek new information.

- **Persistence and Attentiveness** - The children will engage in activities that require persistence and attentiveness and they will be encouraged to complete tasks and resist distractions. The program will ensure that materials and tools are available for children to become deeply involved in many activities.

- **Cooperation** - The children will demonstrate cooperation and will be encouraged to play responsibly with each other by sharing, helping, and taking turns during choice time.

**Creative Arts Expression**
- **Music** - The children will participate in music activities and experiment with musical instruments.
- **Art** - The children will be exposed to different materials and techniques to make art creations. The children will create drawings and pictures that reflect their thoughts, feelings, and experiences. They will be able to talk about their creations and the creations of others.
- **Creative Movement and Dance** - The children will experiment with different rhythms and styles of music as well as creative movement to communicate feelings and ideas.
- **Drama** - The children will be able to use creativity and imagination to manipulate materials and assume roles in dramatic play activities. They will begin to use actions and dialogue to tell a story about themselves or a character.

**Objectives to reach these goals: Children will**

- Use materials, voice, and instruments to create music
- Talk about the kinds of music enjoyed (e.g., favorites)
- Describe a self-made project (tells what it is about) to a child or adult
- Use body to express themselves with music
- Use a variety of technical and other resources to create pictures, drawings, and other expressions
- Display enthusiasm, curiosity and motivation
- Participates in various art activities (e.g., paint, sculpture, collage, masks).
- Adhering to developmentally appropriate work until completed
- Ignore most distractions and interruptions when engaged in an activity
- Initiate and participate in positive interactions with peers
- Assist, share, and cooperate in a group setting
- Demonstrate flexibility and inventiveness in thinking
- Initiate questions among peers, and teachers
- Display the ability to build on what is already understood
4. Language Development and Literacy Development

- **Receptive Language**-The children will engage in receptive language by listening and understanding simple to complex vocabulary, following directions, participating in finger plays, songs, and stories.

- **Expressive Language**-The children will exhibit skills in expressive language by engaging in conversation with others, using language to express ideas, using a variety of vocabulary and engaging in storytelling. The children will be able to effectively communicate ideas using increasingly varied and complex vocabulary.

**Literacy Knowledge & Skills**

- **Book Appreciation & Knowledge**-The children will develop book appreciation and knowledge skills by recognizing how books are read, using shared reading, asking and answering questions about printed materials, exposure to different types of literature and story recall. They will learn features of a book (title, author, and illustrator).

- **Phonological Awareness**-The children will develop phonological awareness skills by identifying rhymes and discriminating between words, syllables and phonemes. Each child will also be able to identify and discriminate beginning and ending sounds and recognize that some words have the same beginning and ending sound.

- **Alphabet Knowledge**-The children will develop alphabet knowledge skills by participating in activities that identify and name letters and sounds. Each child will especially be able to identify the letters in their own name.

- **Print Concepts & Conventions**-The children will be provided with activities that recognize that print is a part of everyday life and that it conveys meaning. The children will also understand that print moves from left to right and top to bottom of a page.

- **Early Writing**-The children will participate in activities that help them recognize that writing is a way to communicate. The children will also be able to experiment with different writing tools. The children will also learn to write independently.

**English Language Development**

The program will ensure that ELL and ESL children understand and exhibits skills both in their native language and English language. The children will be encouraged to participate in finger plays, music, stories and other skills based on activities that encompass their native language. Non-English speaking children will progress in listening, speaking, and understanding English.  

(NEXT PAGE)
Objectives to reach these goals: Children will:

- Hear and discriminate sounds in the environment
- Progress in listening to and understanding English (ESL children)
- Listen attentively to a conversation
- Understanding and recognizing opposite words
- Learn sounds for the letters of the alphabet
- Identify 2 or more words that begin with the same sounds
- Follow directions
- Respond appropriately to questions
- Identify and understand rhyme words
- Identify and understand syllable segmentation
- Identify peers name in print
- Distinguish and recognize parts of books
- Handle books and materials with care
- Enjoy being read to
- Choose books to read
- Retell stories
- Show interest in writing
- Use appropriately the writing and drawing tools
- Recognize name in print
- Write own name
- Display the ability to make use of IPad to enhance sound recognition

5. Cognition & General Knowledge

Mathematics Knowledge and Skills

- **Number Concepts and Quantities**- The children will learn to recognize and connect quantities with numbers in the everyday environment. The children will count numbers in the correct order, and gain understanding that numbers come before or after one another, associate the name of numbers with written numbers, use one-to-one counting and subitizing to determine quantity. The children will represent numbers in a set.

- **Number Relationships and Operations**- The children will be able to recognize numbers in sets using a variety of strategies-counting, matching, or subitizing. The children will be able to describe two sets of objects using terms such as more,
less or equal to. The children will be able to recognize that numbers can be combined or separated to make another number. The children will also be able to identify new numbers that are created when numbers are combined or separated.

- **Geometry & Spatial Sense**- The children will be able to name common shapes, identify their parts, and attributes. The children will also be able to combine and separate shapes to create different shapes. They will look at objects and compare sizes and shapes. The children will also manipulate, sort, describe, match, form, and draw shapes. They will also understand basic concepts and position of objects such as in/out, up/down, and in front/behind.

- **Patterns**- The children will recognize and create simple patterns and repeat and extend patterns using attributes such as color, shape, and size. The children will be able to identify patterns in their environment. The children will be able to copy simple repeating patterns.

- **Measurement and Comparison**- The children will be able to recognize the attributes of length, height, and weight such as bigger, taller, longest when comparing objects. They will be able to use standard and nonstandard measuring tools to compare measurement.

**Logic & Reasoning (Cognitive Development)**

- **Reasoning and Problem Solving**- The children will demonstrate the ability to reason and problem solve by engaging in activities that require the use of classification skills, recognizing cause and effect and seeking multiple solutions to problems.

- **Symbolic Representation**- The children will engage in pretend play, and begin to recognize the difference between pretend and reality. The children will also gain skills in representing people, places, or things through drawings and movement.

**Science Knowledge and Skills**

- **Scientific Skills and Methods**- The program will ensure that exploratory opportunities and planned experiences are available for children to use scientific inquiry skills. The children will participate in activities inside the classroom and in the outside garden classroom. The children will identify problems, make predictions, and think of ways to solve problems. They will use their senses and tools, including technology to investigate materials, gather information, make comparison and classify objects. They will also be able to collect, describe and represent their thinking through discussions, dramatizing, drawings, and graphing.

- **Conceptual Knowledge of the Natural & Physical World**- The children will understand that living things grow, change, and reproduce. The children will also be able to communicate about the characteristics of living things. They will begin
to classify living and nonliving things. They will be able to categorize a living thing as a plant or animal. They will be able to identify common animals, insects, their homes and life cycles. The children will be able to identify the four seasons and the changes that occur. The children will be able to communicate that the physical properties of materials can change such as ice becoming a liquid. They will be able to describe how objects move through space such as pushing, pulling, rising and sinking.

**Social Studies Knowledge and Skills**

- **Family and Community** - The children will understand that they are part of a family that has unique characteristics. The children will learn about jobs in the community and learn about different jobs and work associated with them. They will also understand rules in the home, classroom, and laws in the community. They will help make rules for their classroom and assume jobs and the responsibility that goes with the job.

- **People and the Environment** - The children will understand that they share the environment with other people, animals, and plants. They will learn that people can take care of the environment by participating in activities such as recycling.

- **History and Events** - The children will understand that there is a difference between the present, past, and future. The children will learn that people and things change over time. They will learn to communicate about time using words such as today, tomorrow, yesterday, day, week, and month.

### Objectives to reach these goals: Children will

- Verbally count from 1-20
- Understands the last number states how many in all
- Recognize numbers 0-10
- Compare numbers of object with terms (big/little, tall/short, etc.)
- Tell what number (1-10) comes next in order by counting
- Estimates which of the two groups/amounts has more, less, or the same (equal)
- Matches number with objects
- Recognize patterns and can repeat them
- Group like objects together by attribute. (Color-shape-size)
- One to one correspondence when counting objects
- Makes a graph
- Identify shapes
- Draw shapes
- Identify colors
- Recognize the purpose of standard measuring tools
- Demonstrate ability to solve problems
- Use numbers to compare
- Use a variety of measuring instruments
- Describe essential two- and three-dimensional shapes
- Count to see how many
- Use tools and technology to achieve tasks
- Display an understanding of how people live
- Demonstrate knowledge of geographic information
- Begin to recognize cause and effect concepts
- Use objects in various ways
- Participate in exploring and experimenting
- Be observant
- Use Promethean Board to increase math knowledge

FOUR STRATEGIC STEPS TO SUPPORT SCHOOL READINESS:

1. Adopt and align established child goals from Child Development and Early Learning Framework

There are 11 domains that are represented on the Head Start Child Development Early Learning Framework. The 11 domains are condensed into **5 Essential Domains**. The school readiness goal that the Dothan City Schools developed aligns with the Early Learning Framework, along with AELG, Pre-K standards, and Dothan City Schools Strategic Curriculum Framework (See Attached School Readiness Goals Alignment).

The DCS Head Start/Preschool School Readiness Goals will be implemented by the Head Start classroom staff as outlined above.

The DCS Head Start/Preschool School Readiness Goals are to ensure consistency throughout the program and to guide teachers in lesson plan development. The goals reflect high expectations for children mastery across the aligned domains and standards.
DCS makes sure that the developmental screener which is the LAP-D is aligned with the established goals. The ELLCO is another tool used to ensure the goals are being met through a checklist of resources and materials.

The DCS Head Start/Preschool School Readiness Goals success will be determined through assessment data results. The primary goal is to ensure that the goals are developmentally appropriate and provide preschoolers with the skills to enter kindergarten ready to learn.

2. Create and implement a plan of action for achieving goals.

The mission is to create a plan of action where all children, staff, and parents benefit.

One of the key components of establishing the plan of action is to make certain that the teaching staff is prepared and implement teaching strategies that are conducive to learning. In developing teacher “readiness” the appropriate professional development, evaluations, and observations are put into place. The administrative staff conducts workshops, conferences, and CLASS observations to insure integral elements of quality teaching are taking place.

The information needed to create a plan is gathered. The goals, purpose, and resources that support school readiness are implemented. The collected data is put into a table/chart form for the administrative staff to view and critique. The resources are accessible and attainable. Once the data is viewed the staff that would perform or lead the process are assigned. How the data is stored is also established. Finally, how the data would be used is determined as well. The elements of the Data Collection Plan are listed on the next page:
<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>QUESTIONS</th>
<th>DATA COLLECTION METHODS</th>
<th>NEEDED RESOURCES</th>
<th>LEAD PERSON(s)</th>
<th>TIMEFRAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose 2</td>
<td>What kind of information can answer our question?</td>
<td>CLASS observations, Informal evaluations, Reviewing PPP Data, &amp; End of Year Checklist</td>
<td>*CLASS Training for Evaluators *CLASS training for Staff *Reviewers</td>
<td>Vincent, Ward, and Swain</td>
<td>Evans</td>
</tr>
<tr>
<td>Purpose 4</td>
<td>How will the information be stored?</td>
<td>*Child Plus.Net *Education Notebook</td>
<td>Internet Access Notebooks</td>
<td>Evans Management Team Teachers</td>
<td>On-going</td>
</tr>
<tr>
<td>Purpose 5</td>
<td>How the data will be used?</td>
<td>Self Assessment Process</td>
<td>Professional Development Self Assessment Goals</td>
<td>Management Team</td>
<td>On-going</td>
</tr>
</tbody>
</table>
PROFESSIONAL DEVELOPMENT

Dothan City Schools Head Start provides Professional Development for its staff to insure teachers have appropriate strategies to facilitate school readiness skills for children. Each teacher is required to have a minimum of 15 hours of Professional Development that is high quality, sustained, intensive, and classroom focused. Teachers attend formal staff meetings bi-weekly or as needed. Small group meetings are held as well to allow collaboration and assistance in assessment training, individualization plans, and Professional Learning Plan (PLP). Each teacher plans a professional development plan to cover areas needed for improvement. Informal observations are done at the beginning of the year and as needed by the Education Manager and Lead Teacher. They look for types of transitions and interactions/strategies implemented by class staff members. Language, literacy, math, science, social/emotional and physical development are also evaluated. In addition to informal observations, teachers are formally evaluated using the CLASS observation tool, and Educate Alabama. The Career Development Plan is attached.

CLASS

The Dothan City Schools Head Start/ Preschool use the Classroom Assessment Scoring System (CLASS) to evaluate and observe teachers. DCS promotes positive teacher-student interactions
because these interactions are the prerequisite to a quality enriched environment. With CLASS evaluators can define and evaluate classroom quality. By using this tool it allows evaluators to address problems and suggest implementation of new or revised strategies. Some of the domains of CLASS are positive climate, negative climate, teacher sensitivity, and regard for student perspectives. The positive climate encompasses the emotional connection among students and teachers. The negative climate encompasses the expressed negativity such as anger, hostility, or aggressive behavior. The teacher sensitivity covers the awareness and responsibility to students. The regard for student perspectives is the extent of which teacher interacts with students and emphasize their interest.

3. **Assess child progress on an ongoing basis, and aggregate and analyze data 2-3 times per year.**

The children progress information is collected frequently. DCS Head Start/Preschool uses anecdotal records with pictures, portfolios (work samples), Preschool Progress Profile, Language Emerging Literacy Assessment and End of the Year Checklist. For the purpose of School Readiness goals, we focus primarily but not solely on the Preschool Progress Profile. In this area, Child Plus.Net will analyze and aggregate data to monitor student progress. The data is compiled after each assessment period. There are 3 assessments per year. The program provides reports on individual as well as group progress. The data program helps provide information on gains in each indicator of the curriculum. This information is used to develop professional development activities for teachers. The professional development focus on the following:

- The purpose of gathering data (to monitor student progress and changes needed to improve teaching and learning)
• Collecting the data (using Preschool Progress Profile and Language and Emerging Literacy Assessment)
• Data entry (How to input data in ChildPlus.Net System)
• Data analysis and interpretation (How to read the data)
• Data usage (How the data is use for program improvement in the area of education and school readiness)
• Data distribution (Who needs the data) (Management, Teachers, Parents, Policy Council and the School Board)

DOCUMENTATION AND SHARING RESULTS: There are several reports that can be generated by the system that serve as documentation of student performance. The following reports are generated to document student performance:

• 5140 (Individual performance profile)
• 5410 (Individual assessment performance)
• 5150 (Individual Profile Multiple Assessment)
• 5210 (Group Profile)
• 5220 (Group Gains)
• 5430 (Assessment Charts)

The results are shared with the teachers, parents, education committee, policy council, board members and the general public.

**** ADDITIONAL INFORMATION: The DCS Head Start Program is data driven. The data is needed to support program improvement that facilitate and track school readiness.

4. Examine data for patterns of progress for groups of children to develop and implement a plan for program improvement.

Examining data is a key component. The administrators will continue to collect data to analyze and share the information to key individuals to improve practices. The data will show the needs of individual students, those who will require a lot of one on one and those who have mastered skills and can work independently. The progression of skills in Creative Curriculum is a great resource.
There is guidance for the staff on ways to meet the needs of children with disabilities and English Language Learners (ELL) students. ELL Consultant observes in the classrooms and provides suggestions on how to work with ELL students. School readiness goals are individualize for these students and shared with the teachers. The children who are constantly absent and who misses out on instructional time are also be addressed.

The curriculum is used effectively to insure success in preparing preschoolers for school. The progression line in volume five of the curriculum manuals is utilized to inform teachers of prerequisites and criteria to identify individual needs. This method delivers information and support that is needed to help each child meet the highest outcome possible.

There will be a checklist for using the data to expand and employ program improvements. Collected information from the data enlightens the SRG team to revisit whether classroom materials or equipment is needed. The data will be examined quarterly to see whether the students are making progress. The information will show whether there are a specific group of students doing better or worse than the others, such as boys versus girls. Moreover, the data will insure that the parents of the children are receiving accurate and reliable information. Written assessment reports are reviewed by parents three times a year and an overall report is given to parents at the end of the year. In addition, the information used will encourage focus on the support of families and their vital input. There is a copy of one strategy that is used to examine individual children’s progress. An example of the form is called the Individualization Plan Form (NEXT PAGE):
## INDIVIDUALIZATION PLAN

### Individual Learning Goals and Strategies for

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies and Dates for Individualization</th>
<th>Date/Mastered</th>
</tr>
</thead>
</table>
| **To recognize and identify the four basic shapes** | Played “I Spy” Shapes game 10-3-11, 10-19-11, 10-31-11  
Played “Color and Shape” Bingo 10-12-11 11-3-11 | 11-3-11        |
| **Develop fine motor skills**  | Used shape lacer from center 9-26-11  
Used play dough and rolling pin 10-12-11 11-4-11 | 11-4-11        |
| **To recognize name in print** | Looks for name on cubby, chart, & mat 10-3-11, 10-7-11, 10-19-11  
Played scavenger hunt and had the child to look all over the room for his name 11-3-11, 11-10-11 | 11-3-11        |
CURRICULUM

The Dothan City Schools Head Start Program utilizes the Creative Curriculum that emphasizes the self-worth and capability of each child. The Dothan City Schools Head Start Program builds the education approach for children based on the philosophies of the Creative Curriculum, Creative Curriculum Literacy and Math Approach, and Saxon Early Learning Programs. These are the primary resources used to plan daily activities for children. The Education Committee, including parents, works with the administrative staff in reviewing the curriculum. All parents are given the opportunity for input and provide feedback to tailor the educational programming to meet their child’s individual needs and preferences. The Creative Curriculum gives the teachers the guidance needed to provide classroom environments that allow for different levels of development, individual interest, languages, cultural backgrounds, and learning styles. The classrooms are equipped with a variety of materials such as books for language and literacy development, phonemic awareness, and numeracy for cognitive development, art materials for sensory experiences, and materials both inside and outside for fine and gross motor development, and peer and adult interactions to promote social emotional development.

The classroom teachers ensure that there is a balance of child initiated and adult directed activities which include individual and small group activities. A daily schedule is posted in each classroom for staff and parents to follow. A daily schedule for English Language Learners will be available. Classroom teachers utilize individualization plans for each child. Individualization plans are based on assessment results, anecdotal records, and teacher observations. In the Head Start classrooms children can be found making choices, with adults assisting children in developing decision making skills. The children talk outweighs the adults. There are many indications of a positive environment where the teacher and children engage in a warm
supportive relationship with each other. The teachers plan activities that allow for different developmental levels and individual interests which lead children to expand thinking and develop problem solving skills.

ASSESSMENT:

The purpose of the assessment has multiple facets. In implementing the assessment tool, it provides Head Start with vital information to all involved. Assessment tracks how much students learned in a specific period of time. Also the assessment informs how the tool can be utilized to help students learn more. The teachers can use the information for tutorial grouping, recognition of individual needs, determination of mastery, and reflections of effectiveness of strategies. The teachers and parents can use this information to reinforce skills and address weaknesses. The administrators can use assessment data to plan professional development and implement program improvement. At the beginning of the 2012-2013 analyses will be done by gender, race, language and disabilities.

The Dothan City Schools Head Start staff uses a series of assessments to track ongoing progress of students. The LAP-D is used as the developmental tool and given within 45 days. The Achenbach is used as the behavior assessment. The Preschool Progress Profile Assessment and the Language and Emerging Literacy Assessment are used to assess the goals and objectives outlined in the curriculum. We purchased the Galileo Assessment and entered the Child-Plus data results into the Assessment Technology System (Galileo) database. We were able to match skills from the Preschool Progress Profile with the Galileo Assessment in twenty areas of the six domains. The comparison provides a comparison of Dothan City Schools’ Head Start children with a national database of Head Start children that participate in the Galileo
Assessment Program. Head Start students will be assessed three times during the year (initial in the fall, mid-year in the winter, and final in the spring) using this assessment tool. Data is generated through the Child Plus.net online system. After the data is entered on each child, Child plus.net generates the Individual Performance Profile (report 5140), which becomes the child’s individualization plan. Base line data is gathered on the initial assessment administered in the fall. Individual gains for each child will be generated after the mid-year data in the winter and final data in the spring. The data will be disaggregated and analyzed after the mid-year and final data is collected. The education manager, lead teacher, and mentor coach will analyze the data with staff. The mentor coach will meet with each teacher and analyze individual data on students and make suggestions for improvements. The mentor coach will report these efforts to the education manager to ensure that improvement takes place for individual students. The teacher and the mentor coach will also determine what teaching strategies are needed to facilitate growth of skill where children are not showing progress. The end of the year assessment (Dothan City Schools Kindergarten Checklist) which aligns with the Dothan City Schools and Houston County kindergarten curriculum is administered at the end of the year and a copy placed in the child’s cumulative record. The assessment is sent to the child’s next school for the kindergarten teacher to know the child’s level of performance. Parents are encouraged to make suggestions through the use of the parent curriculum. Anecdotal records and work samples are maintained in the students red folder (portfolio) to show progress in areas observed by the classroom staff. The Dothan City Schools Head Start Preschool Progress Profile Assessment has been given for seven consecutive years to over 2800 preschool students in Dothan and Houston County. The Dothan City Schools Head Start Program is committed to on-going assessment and the belief that assessments should be done using a team approach. Parents contribute to this assessment
process through conferences, home visits, and contacts with the teaching staff. Teachers use the Preschool Progress Profile, Parent Curriculum, and Progress Reports to keep parents informed of their child’s progress toward the goal of being prepared for the next school environment, kindergarten. (See attached copy of the Preschool Progress Profile). The Head Start Program will also administer the Language and Early Literacy Assessment (LELA) twice yearly to all the Head Start children in collaboration with Alabama Pre-K and the Alabama Head Start Association Mandate.

**LESSON PLANS**

Head Start / Preschool teachers will plan lesson based on school readiness goals, Early Learning Framework, The Creative Curriculum, and the need and interests of the children and families. The research based Creative Curriculum will be the framework used for planning, selecting materials and guiding children’s learning. The Saxon Learning Program will be used along with The Creative Curriculum to provide teacher’s with additional support activities in all developmental areas. Lesson plans are based on the school readiness goals which are aligned with the Early Learning Framework, Alabama Developmental Standards for Preschool Children (State Pre-K), Early Learning Standards, and the local LEA Standards for Kindergarten. The teachers will use a variety of teaching strategies to support children learning by providing opportunities to learn through experimentation, inquiry, play, and exploration. A lesson plan format is required for Head Start Preschool teachers. Lesson plans will be aligned with Creative Curriculum and school readiness goals. Lesson plans will be reviewed by the Education Manager, Lead Teacher, or Mentor Coach prior to the week the lesson plan will be implemented. Teachers are required to turn lesson plans in the Wednesday prior to the week they will be
implemented. Each child will have an individualization plan (Child Plus 5140) based on The Preschool Progress Profile Assessment and the LELA on focus areas from the assessment and needs of the individualization plan. Lesson plans will include small Group and large group activities:

Individualization Activities
Morning Activities
Physical Education
Learning Centers/ Choice time (pull-out, observation)
Story time
Integration of other areas (nutrition, mental health, and health)
Theme based cooking experiences
Bibliography or resources used to develop the lesson plan
Music, finger plays, poems
Activities for volunteers
Home to school activities

PARENT, FAMILY, & COMMUNITY ENGAGEMENT

Families participating in the Dothan City Schools Head Start Program are offered a variety of opportunities to increase their child observation skills and their understanding of child growth and development. A workshop is presented early in the year as an orientation to the curriculum, and child growth, and development stages. An interactive workshop on school readiness goals will also be provided for parents. Follow up activities or home packets are shared with families and creative projects are sent home with the child for the family to enjoy. Families also receive a
classroom calendar that outlines activities for each day of the month that the child and family may enjoy together.

The classroom teacher makes two home visits and two conferences, at a minimum to discuss the progress of the children in the classroom. The classroom staff will schedule home visits and conferences at a convenient time for parents. Parents participate in planning the appropriate goals and objectives for their children utilizing the Parent Curriculum. The Parent Curriculum is organized around the domains in the Child Development and Early Learning Framework to allow teachers to explain the knowledge that children need to acquire for school readiness.

When parents are unable to attend conferences or home visits, teachers will find other means to communicate with parents about the progress of their children. Telephone calls, notes, e-mails and progress reports are other ways that can be utilized.

The approach to community engagement builds upon the recognition that Head Start families within the context of their communities and acknowledges that other agencies and programs work with the same families. The program also recognizes that in order to build a system of family centered services, and advocate for a community that shares responsibility for the healthy development of young children and their families, trusting partnerships with related agencies and organizations must be fostered. Therefore, the program takes an active role in community planning, leadership, interagency communication, and information sharing.
## PARENT and FAMILY ENGAGEMENT SCHOOL READINESS
### GOALS

#### Family Well-Being

<table>
<thead>
<tr>
<th>Goal: Parents and families are safe, healthy, and have increased financial security</th>
</tr>
</thead>
</table>

**Objectives to reach these goals:**

**Staff Will:**

- Ensure that support systems and resources are in place to address family well being
- Have an open-door policy that welcomes families, their family structures, sizes, and arrangements
- Plan appropriate training that includes child development, mental health, Parenting practices, father engagement, financial literacy, Adult Education, cross-cultural responsiveness, and other related topics
- Have reasonable case loads
- Promotes cross-service teamwork
- Develop and maintain relationships with community organizations that support family interests and needs
- Use family community partnerships agreements as a tool for building relationships, working with individual families, helping families identify interest, recognize strengths, and goal setting
- Link families with support systems and resources in the community
- Participate in community meetings, and initiatives that support and respond to the needs of families
- Use assessments, surveys, and family partnership process to understand community and families

#### Positive Parent-Child Relationships

<table>
<thead>
<tr>
<th>Goal: Beginning with transitions to parenthood, parents, and families develop warm relationships that nurture their child’s learning and development</th>
</tr>
</thead>
</table>

**Objectives to reach these goals:**

**Staff will:**

- Use assessments and resources to understand parenting practices and use this information to plan parenting education and parenting supports
- Gain knowledge about ways to engage fathers, effects of mental and wellness on families, communication styles, child development, and relationship building
- Hold the child and family in high regard and partner with different groups of parents
- Provide opportunities for parents to connect with other parents for reflection, information, ideas, and support
- Value the culture and language of families and recognize how different cultures influence family development
- Acknowledge parents as their child’s first teacher
- Work with families to help children overcome behavioral challenges

**Families as Lifelong Educators**

Goals:
1. Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities
2. Parents and families advance their own learning interests through education, training, and other experiences that support their parenting careers, and life goals

**Objectives to reach these goals:**

Staff will:
- Include classroom teachers and teaching assistants in Education Parenting sessions so teachers can share information about child development and the program curriculum
- Invite and encourage parents to volunteer in their child’s classroom
- Provide opportunities and support parents in working toward their own adult education goals
- Share approaches that promote positive child outcomes and school readiness goals
- Share child assessment data with parents and provide parents with opportunities to make suggestions on the parent curriculum and learn about their child’s progress
- Provides opportunities to connect with families to gather child information and parent observations to inform and share information about children’s social, emotional, and cognitive development and importance of the home language (with ESL and DLL children)
- Share information with families about resources and services available for children with disabilities
- Provide opportunities for parents to apply for jobs in the program
- Support family literacy activities between parents and children
- Partner with adult educators with creatively enhance education and training opportunities for families

**Family Engagement in Transitions**

Goal: Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS, Preschool, and Kindergarten

**Objectives to reach these goals:**

Staff will:
- Conduct joint transition training with EHS and local Elementary schools
- Ensure families understand their rights under IDEA
- Coordinate services for children and families leaving Head Start through program-school partnerships and support the development of parent advocacy skills
- Provide ongoing opportunities to discuss child assessment data so families are prepared to participate in similar discussion with teachers in K-12
## Family Connections to Peers and Community

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

**Objectives to reach these goals:**

Staff will:
- Link families with meaningful support networks
- Provide regularly scheduled activities for parents
- Collaborate with community organizations that share parent concerns and interests

<table>
<thead>
<tr>
<th>Families as Advocates and Leaders</th>
</tr>
</thead>
</table>

**Goal:** Families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children’s development and learning experiences.

**Objectives to reach these goals:**

Staff will:
- Ensure that parents' opinions are heard and included in the program planning processes (Policy Council, Parent Committees, and Surveys)
- Create an environment that welcomes parent leadership and advocacy in the program
- Partner with parents to engage advocacy groups that work on issues related to child, family, and community needs
(SRG) School Readiness Goals, Domains and Process

The DCS school readiness goals domains are the parallel and equivalent to the Head Start Child Development Early Learning Framework domains. They are mathematic knowledge and skills, science knowledge & skills, physical development and health, social and emotional development, approaches to learning, language development, literacy knowledge & skills, logic and reasoning, social studies knowledge and skills, English language development and creative arts expression.

Process of developing goals

** The Dothan City Schools Head Start/Preschool goals are developed according to the initial, mid-year, and final assessments and the researched evidence of what is needed for the age group we serve and which is developmentally appropriate. The goals are outlined specially using the locally designed objectives created by the Lead Teacher. The teachers in turn develops lesson plans accordingly. Next, the teachers assess students and gather information to create individual goals for specific students who did not master a certain goals. The section of the lesson plan used for writing individual goals is copied on the next page.
### CHOICE TIME/PULL OUT – TIME: 9:45-10:20

<table>
<thead>
<tr>
<th>CHILDREN</th>
<th>ACTIVITY-MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MON 13</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2. Small Groups</td>
</tr>
<tr>
<td><strong>TUES 14</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2. Small Groups</td>
</tr>
<tr>
<td><strong>WED 15</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2. Small Groups</td>
</tr>
<tr>
<td><strong>THU 16</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2. Small Groups</td>
</tr>
<tr>
<td><strong>FRI 17</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2. Small Groups</td>
</tr>
</tbody>
</table>

### STORYTIME/SHARED READING–TIME: 12:40-1:00

<table>
<thead>
<tr>
<th>TITLE</th>
<th>CONCEPT-VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MON 13</strong></td>
<td>Animals, Animals By Eric Carle</td>
</tr>
<tr>
<td><strong>TUES 14</strong></td>
<td>The Foot Book By: Dr. Seuss</td>
</tr>
<tr>
<td><strong>WED 15</strong></td>
<td>The Grouchy Ladybug By: Eric Carle</td>
</tr>
<tr>
<td><strong>FRI 17</strong></td>
<td>Pancakes, Pancakes By: Eric Carle</td>
</tr>
</tbody>
</table>
SCHOOL READINESS DEFINITION:

Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. 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 is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, and social and emotional development, all of which are essential to children getting ready for school. (Information from ECLKC website)

Our Philosophy

The Dothan City Schools Head Start/Preschool philosophy is centered on the belief that if each child is given an opportunity he/she can learn. Teachers must make decisions on a daily basis to build a foundation for that child’s learning. In making decisions, teachers must first have an in-depth knowledge and identify the factors of early childhood education. Teachers should know the stages of child development, content knowledge, and appropriate instructional strategies.
School Readiness Team

1. DCS/Houston County Head Start/Preschool Project Director
2. DCS/Houston County Head Start/Preschool Education Manager
3. DCS/Houston County Head Start/Preschool Lead Teacher
4. DCS/Houston County Head Start/Preschool Mentor Coach (Alternate)
5. Wallace College Child Development Coordinator
6. DCS/Houston County Head Start/Preschool Teacher
7. Education Committee (Parents)
8. Representatives from LEA: Rehobeth, Faine, Selma Street Elementary Schools
9. Community Leaders

The Education Manager is responsible for monitoring the school readiness action Plan and reporting to the Project Director. The Education Manager will schedule meetings, prepare agendas, and initiate changes as needed.