



Head Start

SCHOOL READINESS IMPLEMENTATION INDICATORS AND ACTION PLAN

Element s	School Readiness Implementation Indicators for Developing and Maintaining an Effective School Readiness Plan	Action Plan	Person Responsible
Establish School Readiness Leadership Team	1. Team has a broad representation that includes at a minimum a teacher, administrator, education coordinator and a member with expertise in data analyses. Other team members might include parent, teaching assistant, local elementary school representative(s) and other program personnel.	Before the original School Readiness Plan was developed, meetings were held and information was obtained from LEAs, Three Rivers Community Action Board of Directors, Policy Council and Three Rivers Staff. To do: call together a group of the above to address changes in Head Start Performance Standards and new Head Start Early Learning Outcomes Framework so as to enhance our school readiness plan and goals.	Head Start Director, Staff, Coordinators, Policy Council, Board of Directors and LEA representatives.
	2. Team meets with local elementary school to learn about kindergarten entrance expectations.	Currently teachers and coordinators attend local Early Childhood Initiative, Pre-K to 3, and other meetings with local organizations to keep current with local kindergarten expectations.	Head Start Director, Coordinators and teaching staff
	3. Team has administrative support and leadership. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the school readiness plan.	Three Rivers supports 2 – 3 program coordinators to attend quarterly meetings of MHSA’s Child and Family Outcomes group (formerly Quality Assessment User Group and Parent, Family and Community Engagement Work Group. The School Readiness Goals project group has been folded into this group as well).	Head Start Coordinators
	4. Team has regular meetings. Team meetings are scheduled at least 2x per month for a minimum of 1 hour. Team member attendance is consistent.	The administrative team and Policy Council meet once a month for 1 - 4 hours at a time.	Head Start Director, Coordinators, Policy Council, LEA representatives and Board Members
	5. Team has established a clear mission/purpose to support children and families being ready for school. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.	To do	Head Start Director, Coordinators, Policy Council, LEA representatives and Board Members

	<p>6. Team develops a school readiness plan that includes all critical elements:</p> <ul style="list-style-type: none"> ✓ <i>School Readiness Team members</i> ✓ <i>School Readiness Goals</i> ✓ <i>High Quality Teaching and Learning</i> ✓ <i>Staff development plan</i> ✓ <i>Family engagement</i> ✓ <i>Evaluating Child Outcomes</i> ✓ <i>Supporting Transitions</i> <p>A written school readiness plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.</p>	<ol style="list-style-type: none"> 1. School Readiness Goals have been completed through the assistance of teachers, Policy Council Parents, Head Start Management Team and the Board of Directors. School Readiness Goals were approved and implemented in December 2011. Parent version of School Readiness Goals were added in Fall 2013. School Readiness goals were revised in 2015-16 to include birth – 5 and align with new Head Start Early Learning Outcomes Framework (HSELOF). To do: Revise parent version of new birth – 5 school readiness goals that are aligned with HSELOF. 2. Child outcomes are evaluated and shared in a summary report with Head Start staff, Policy Council three times per year after each finalization period. They are shared with the Three Rivers Board annually. 3. Data is evaluated and used to determine where further professional development is needed. This then becomes a part of our staff development plan or T/TA plan for the following program year. 4. High quality teaching is evaluated using the CLASS observation tool since its adoption in fall 2010. 5. Coach/mentors support ongoing staff development through all-staff training and individual professional development goals, including CLASS goals. 6. As a result of the self-assessment completed in June 2015, the process of engaging families in working with children at home was revised to include child-specific school readiness goals and a place for parents to give feedback about their child’s learning. 7. Child outcomes data is shared with families at Home Visits and Conferences to increase family engagement in their child’s school readiness. 	<p>HS Coordinators and Director</p>
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		8. Throughout the program year staff assist families with their transition process by supporting the parent/guardian's role as their child's first and most important teacher. Parents can set transition goals in areas they want to work on.	
Element s	School Readiness Implementation Indicators	Action Plan	Person Responsible
Shared vision and staff buy in	1. Staff are aware of and supportive of the need for a program wide system for improving child outcomes in order to close the achievement gap. Staff training provides information about disadvantage and disparities in an accessible manner to establish clarity of the mission and commitment from teachers. Available information about how their children are doing is shared.	<p>1. Through discussions with staff and evaluation of our curriculum and locally designed developmental observation system, we determined that we needed to enhance these areas by changing to a more inclusive system. In Fall 2011 we implemented the <i>Teaching Strategies Gold</i> (TS Gold) Observation and Assessment system. <i>Creative Curriculum</i>, 5th Edition was piloted in Fall 2012 and fully implemented across the program in Fall 2015.</p> <p>2. Trainings through the <i>Words Work</i> Project included information related to disadvantages and disparities in the achievement of school readiness. Almost all staff have completed the Portage Project's Family Service Credential which includes components on family resiliency, family resource mapping and research including the 30 million word gap and family literacy.</p> <p>3. Teachers use TS Gold to view individual child results around school readiness goals.</p>	HS Coordinators and Director
	2. Staff input and feedback is obtained throughout the process (e.g., coffee break with the director, focus group, suggestion box). Leadership team provides update on the process and data on the outcomes to program staff on a regular basis.	<p>1. Coordinators and the Director are committed to 'management by walking around' style, which allows staff the opportunity for informal communication and sharing of information.</p> <p>2. Focus Groups around education and school readiness were held in the 2012-13 program year.</p>	HS Coordinators and Director

		3. Information is shared with staff individually and at group meetings (county meetings, all-staff) after checkpoints (three times/year).	
	3. Program leadership shares plan with other relevant stakeholders (e.g., local elementary school, community partners, etc.)	1. Information is shared with the public through the publication of the outcomes summary report on the agency website. 2. Information is also shared at Pre-K to 3 summit groups when opportunity is available to do so.	HS Coordinators and Director
Elements	School Readiness Implementation Indicators	Action Plan	Person Responsible
Family Engagement	1. Family input is solicited as part of the school readiness planning process. Families are informed of the school readiness focus and plan and are asked to provide feedback on program-wide adoption and mechanisms for promoting family engagement in the initiative.	1. Family input is solicited starting with initial paperwork and continuing throughout their involvement with Head Start. 2. Through the parent handbook, at parent meetings and at Policy Council, families are informed of the school readiness focus and plan, and are asked to provide feedback. 3. Families are encouraged to support their child's school readiness by engaging with their child in lifelong learning. Head Start staff and parents co-create ways to support the child's learning at home visits and conferences. At parent-child activity days and parent meetings, teachers model how to engage children in everyday learning.	Head Start staff and families
	2. There are multiple mechanisms for sharing the program wide school readiness plan and progress with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative and its importance.	Parents are first introduced to the concept of school readiness concept by walking through the parent handbook to complete enrollment paperwork. Staff continue to engage parents at the first home visit and throughout the year at parent meetings, home visits and conferences.	Head Start staff and families

	<p>3. Family engagement in the initiative is supported through a variety of mechanisms including information on supporting school readiness at home and in the community, and children’s progress toward school readiness goals. Information is shared through a variety of formats (e.g., parent-teacher conferences, meetings, family visit discussions, newsletters, open house).</p>	<p>1. Family engagement is supported through inviting and encouraging families to visit during class times where teachers can model activities that parents can do at home to encourage their child’s progress.</p> <p>2. Information is shared through parent-child activity days, conferences, home visits, parent meetings, open house and classroom newsletters.</p>	Head Start staff and families
	<p>4. Families are engaged in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff to develop learning plans for individual children including the development of strategies that may be used in the home and community.</p>	<p>1. At initial paperwork, families are introduced to the idea of being active partners in their child’s school readiness.</p> <p>2. Parents set school readiness goals for their child during the family partnership process. Throughout the year, teacher/family advocates track child progress. Parents set new goals for their child as previous goals are met.</p>	Head Start staff and families
Element s	School Readiness Implementation Indicators – Step One	Action Plan	Person Responsible
School Readiness Goals	<p>1. School Readiness Goals are established in the five essential domains: Social and Emotional; Approaches to Learning; Cognition and General Knowledge, Language and Literacy and Physical Health and Development.</p>	<p>School Readiness Goals encompassing all areas were established and approved by Policy Council and the Board of Directors in December 2011.</p>	<p>HS Coordinators and Director</p>
	<p>2. School Readiness Goals are written to articulate the desired child outcomes at the end of Early Head Start or Head Start. Goals are measurable. When School Readiness Goals are discussed, the application of expectations to teachers and other program staff are described.</p>	<p>School Readiness Goals and expectations are outlined in the School Readiness Plan and shared with Policy Council and the Board of Directors. Information is also posted on the Agency website for the public.</p>	<p>HS Coordinators and Director</p>

	<p>3. School Readiness Goals are developmentally appropriate and address the needs of children birth-five.</p>	<p>School Readiness Goals were created to align with TS Gold, MN Early Learning Standards and the Head Start Early Learning Outcomes Framework.</p> <p>The NCQTL <i>School Readiness Implementation Indicators and Action Plan</i> was completed in 2012 and updated in 2016 to determine action plans and procedures for the program's school readiness goals and plan.</p>	<p>HS Coordinators and Director</p>
	<p>4. School Readiness Goals align with the state's early learning guidelines/standards, and local Kindergarten entrance expectations.</p>	<p>School Readiness Goals were created to align with the TS Gold, MN Early Learning Standards and the Head Start Early Learning Outcomes Framework.</p>	<p>HS Coordinators and Director</p>
	<p>5. The leadership team communicates about the school readiness goals to relevant community programs including local elementary school(s).</p>	<p>School Readiness goals and information are shared in each community at Early Childhood Initiative Committee meetings, attended by the Director, Coordinators, or teaching staff.</p>	<p>HS Coordinators, Director, teachers</p>
	<p>6. School Readiness Goals are disseminated in written form to all staff.</p>	<p>School Readiness Goals were reviewed and distributed to staff in January 2011 during staff meetings. They are posted in all classrooms and available at any time on the Agency website.</p>	<p>HS Coordinators and Director</p>
	<p>7. All staff can articulate the program's School Readiness Goals.</p>	<p>School Readiness goals are discussed at staff meetings and are posted in all classrooms for staff to refer to. Staff can articulate what the goal of the program is and their purpose is.</p>	<p>HS Staff, Coordinators and Director</p>

Element	School Readiness Implementation Indicators- Step Two	Action Plan	Person Responsible
Strategies for high quality teaching and learning to achieve school readiness goals	1. Evidence-based curricula and teaching strategies aligned with school readiness goals are adopted and all teachers are trained as recommended by curriculum developers.	The <i>Curriculum, Assessment and Head Start Framework: An Alignment Review Tool</i> , completed on the Curriculum in 2011 showed that the current Curriculum meets most of these alignments. Staff received training from a certified trainer on <i>Creative Curriculum for Preschool</i> , 5 th edition at September 2015 preservice.	HS Coordinators and Director
	2. High quality teacher-child interactions support children’s emotional and intellectual growth on a daily basis.	Teachers are trained in the CLASS observation tool to understand the importance of high quality teacher-child interactions that support children’s growth on a daily basis. Teachers are evaluated using the CLASS tool twice per year and professional development goals are set to enhance areas of CLASS.	HS Coordinators and Director
	3. Teachers and program staff have well organized learning environments, stimulating and purposeful materials, and management skills that promote social-emotional development, guides appropriate behavior, and promote active engagement in learning activities.	<i>Creative Curriculum</i> , 5 th Edition provides guidance on setting up environments, materials used in the classrooms and management skills in the classroom. Teachers use <i>Second Step Curriculum</i> for social emotional development and <i>Creative Curriculum</i> to promote engagement in learning.	HS Coordinators and Director
	4. Teachers and program staff are proficient at teaching the curriculum and teaching school readiness skills within daily activities in a manner that is developmentally appropriate, meaningful to children and promotes skill acquisition and positive outcomes.	Teachers are trained on the use of the <i>Creative Curriculum</i> method for teaching school readiness skills. Teachers set up the environment and then interact with children through play to promote skill acquisition and positive outcomes. <i>Creative Curriculum</i> , 5 th Edition and TS Gold directly align with our school readiness goals.	HS staff, Coordinators and Director
	5. Teachers use valid and reliable assessments to determine where children are at the start of the program, to check regularly on how they are learning and share this information with families.	Children are screened at the beginning of the year to determine a base line for the child’s current level of development. Teachers use the TS Gold Observation and Assessment tool regularly throughout the year to assess the child’s progress. This data is shared with the families during Home Visits and Conferences to help parents know how their children are progressing toward achieving school readiness.	HS Coordinators, Teachers and Assistants

	6. Teachers and program staff initiate the development of an individualized plan of emotional and instructional support strategies for children who are not making expected progress toward school readiness goals based on ongoing assessment information.	Teachers use information learned from the TS Gold Observation and Assessment system to create an individualized plan for each child. Individualizations encompass both emotional and instructional support strategies to help each child advance towards school readiness.	HS Staff
Staff Support Plan	1. A plan for providing ongoing, in classroom technical assistance on the adoption of quality teaching and learning (i.e., the House framework) is developed and implemented based on a needs assessment.	<ol style="list-style-type: none"> 1. Each staff person has a professional development plan. Teachers set goals which are reviewed three times a year. 2. Information from teachers' goals is used to determine training topics for the year. 3. The CLASS observation tool is also used to determine how the teachers are doing in the classroom. The T/TA network provides training in areas needing further support. 4. Coach/mentors provide ongoing support. The T/TA network early childhood specialist provides ongoing technical assistance to teaching staff and the management team. 	Director, HS coordinators, HS staff, T/TA network EC specialist
	2. Teachers (or other data collectors) are trained on assessment tools as recommended by tool developers and required reliability is achieved.	Coordinators, Teachers and Assistants are trained on the TS Gold Assessment System by the tools developers. All staff have passed the Inter-rater Reliability test and retake the test every 2 years to ensure fidelity.	HS staff
	3. Plans for ensuring new teachers are trained on the curriculum and assessments are in place.	All new staff members go through an initial training-orientation. They receive extra support and mentoring throughout the program year. New staff members who start mid-year enter the training group when they begin employment and continue on the training cycle until they have completed a full cycle. A new staff member entering the program mid-year also receives individualized mentoring to fill in information given prior to their joining the program.	HS Coordinators
	4. Teaching teams have dedicated and protected time to plan curricular activities together on a regular basis.	A minimum of four hours per week has been set aside for each teaching teams to plan activities together on Fridays and outside of class hours.	HS Staff

5. Staff responsible for facilitating quality teaching and learning support processes are identified and trained.	Among current Coordinators, many are trained in IMIL, SEEDs, Words Work, Math and Science Areas, Creative Curriculum, CLASS, Teaching Strategies Gold, Family Service Credential, and are registered trainers on the Minnesota Center for Professional Development. In areas where Coordinators are not certified trainers, outside training professionals provide the necessary training to help support staff in their professional development. Additional mentoring is done on an individual basis.	HS Coordinators
6. The program uses an evidence-based observational tool to document the quality of teacher-child interactions.	The program uses CLASS, an evidence based observational tool, as required by the Office of Head Start.	HS Coordinators
7. The program shares results from observations with individual teachers and provides aligned supports.	CLASS observations are performed twice per year. After these observations are conducted, a reflection meeting is held to discuss the results. Classroom teams set goals at this time.	HS Coordinators and Classroom Staff
8. The program uses aggregate data on teacher-child interactions to inform professional development offerings.	The information learned from the overall program scores is used to determine the need for professional development. This information is also used to determine individual professional development for staff member by setting and working on goals for improvement.	HS Coordinators and Classroom Staff
9. Individualized professional development plans include coaching support.	Staff members have goals for professional development. These goals are reviewed several times per year. Coaching may include mentoring, or additional outside trainings.	HS Staff and Coordinators
10. Staff who are providing training and ongoing support to teachers and co-teachers are trained in effective coaching strategies and support is provided to them on an ongoing basis.	County coordinators have been trained in practice-based coaching. Coaching is currently done on an individual and group level based on teachers' Professional Development Goals, Performance Evaluations, CLASS scores and progress towards school readiness outcomes.	HS Staff and Coordinators
11. The program tracks the quality of teacher-child interactions over time to assess success of Professional Development.	CLASS scores are tracked from year to year and the information is used to determine individual and program training needs for professional development.	HS Coordinators and Director
12. Incentives and strategies for acknowledging staff are identified (e.g. personally acknowledging people for their contributions; group celebrations for accomplishments; recognizing staff for their exemplary work, etc.).	Staff are encouraged to apply for Head Start Awards and Scholarships. At every staff meeting celebrations are highlighted. Management staff acknowledge professional excellence as additional opportunities for recognition occur.	HS Staff and Coordinators

Element	School Readiness Implementation Indicators- Step Three and Four	Action Plan	Person Responsible
Program Wide Implementation Data, Classroom quality data, Child Outcome Data Collected and Used for Continuous Improvement	1. Child assessment tool(s) have been selected that align with the School Readiness Goals; and the tools are appropriate, valid and reliable.	School Readiness Goals have been aligned with the Assessment tool, TS Gold. The <i>Curriculum, Assessment and Head Start Framework: An Alignment Review Tool</i> was completed on the TS Gold tool and it was found to be in alignment.	HS Coordinators
	2. Teachers' implementation of the HOUSE is assessed on a regular basis to ensure that effective practices are being implemented.	CLASS observations are conducted in the classrooms to observe how teachers use the house framework to guide their teaching.	Head Start Coordinators and Staff
	3. Periodic checks on assessment implementation are conducted and teachers (or other data collectors) receive necessary feedback and PD to improve data collection process.	Teaching staff complete Inter-rater reliability testing every 2 years.	Head Start Coordinators and teaching staff
	4. Teachers receive data (and help if needed with interpretation) from assessment information they gather in a timely manner to assist them in making curricular/instructional decisions.	<ol style="list-style-type: none"> 1. Three times a year, after checkpoint finalization dates, teachers meet with the School Readiness Coordinator to review program-wide data from the checkpoint. 2. In 2015-16, the SR Coordinator met individually with each teacher (or teaching team) to go over their classroom data. 3. In addition, teachers have access to data on the children in their classroom at any time with the TS Gold online tool. 4. Staff have been trained in data analysis and using data to make decisions. 	Head Start Staff and Coordinators
	5. Data Systems are created that allow for linkages to be made with child level data (e.g., attendance rates, birthdates, gender, language status and child assessment information for the same child can be linked).	Using Child Plus and TS Gold, the School Readiness Coordinator can link child outcomes and demographics.	School Readiness Coordinator
	6. Unique student identifiers are in place and coordinated with K-12 systems to allow tracking children's progress beyond Head Start.	As part of Parent Aware, Minnesota Head Start Association members have initiated conversations with the Department of Education in regards to the sharing of data that demonstrated children's progress after Head Start.	MHSA, Department of Education and Head Start Directors

	<p>7. Data systems are created that allow for linkages to be made between child level data, program structural features (full day vs. half day); classroom quality (CLASS scores); curriculum implementation, and teacher education level and experience, etc.</p>	<p>1. Reports are run from the TS Gold online system to look at the linkages in child level data. The following reports are used:</p> <ul style="list-style-type: none"> - Snapshot Report –Overall program - Snapshot Report – 4 year olds - Snapshot Report – 3 year olds - Snapshot Report – English only - Snapshot report – ELL only - Snapshot report – Girls - Snapshot Report – Boys - Snapshot report – IEP children - Snapshot report – Non IEP children <p>The information in these reports is then looked at as an overall program.</p> <p>2. Future Plans include looking at the correlation between CLASS scores and individual classroom data.</p> <p>3. During the 2012-13 program year, two classroom are piloting the Creative Curriculum for Preschool 5th Edition, Preschool Kit. We will be looking at the data from these classrooms in comparison to others to determine the need for incorporating this system into all classrooms throughout the program.</p> <p>4. In collaboration with the MHSA Quality Assessment Group and the School Readiness Group, our data will also be reviewed in the areas of:</p> <ul style="list-style-type: none"> - CLASS scores in relationship to child data - Teachers Education and Experience in correlation to child data and CLASS - Program options to outcomes - Number of hours per day to outcomes - Reading core and outcomes - Coached classrooms versus non-coached classrooms along with amount of time coached - Mixed classrooms versus 3 or 4 year old classrooms - Number of paid versus nonpaid staff - -CLASS areas by domain in relationship to child outcomes - IEPs and child outcomes 	
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	8. Program has an individual on staff or a consultant who builds, links, and accesses data system.	All Coordinators have access to the data system and can run reports. A coordinator is in charge of reviewing and compiling a data summary for the program. A consultant is working with the MHSA to analyze data from organizations that participate in the School Readiness project. He correlates and finds linkages within the child level data systems both as individual children and programs and as a state.	HS Coordinators
	9. Transparent policies and statements that articulate how programs ensure the security of the data and the privacy and confidentiality of personally identifiable information are established.	Policies and Procedures are in place for data privacy and these policies are shared with all participants.	HS Classroom Staff, Coordinators, and Director
	10. Data is aggregated, and examined for groups of children and specific variables associated with progress or lack thereof. Information is shared with stakeholders including board, policy council, teachers and families in a timely manner.	The School Readiness Coordinator reviews and compile a data summary for the program. This Summary report is shared with the Board, Policy Council, and teachers and is posted on the Agency website for the public within 2 weeks of data finalization. Data is also shared with families during home visits, conferences and parent meetings.	HS Coordinators and Teachers
	11. Process for measuring implementation of the School Readiness plan is developed.	<ol style="list-style-type: none"> 1. Goals are measured using TS Gold and data collected. 2. Information is presented in the following formats: Summary report posted on the website and shared with the Board, Policy Council, and families on a tri-annual basis. 3. This data is then used to determine needs for professional development and individual development of children for growth or additional needed support. 4. School Readiness Plan will be reviewed annually and updated as action plans change or have been completed based on the NCQTL School Readiness Implementation guide. 	HS Coordinators and Director
	5. Process for data quality assurances is developed to ensure child outcome and classroom quality data are reliable and valid.	Teachers complete Inter-rater reliability every 2 years. School Readiness Coordinator may use a data quality assessment tool developed by MHSA's Quality User Group to spot-check the data teaching staff base their child outcomes finalizations on.	Head Start Coordinators and Teachers

	<p>6. Child outcome and classroom quality data are used for ongoing monitoring, problem solving, and program improvement.</p>	<p>As child outcomes and classroom quality data becomes more readily available, the management staff uses it to determine strengths and weakness in the program. This system is under constant revision as everyone becomes more proficient in analyzing the data we collect.</p>	<p>HS Coordinators, Director</p>
	<p>7. Program establishes MOU with local elementary schools to receive information about how their children do on kindergarten readiness assessments and this information is considered as part of school readiness plan effectiveness.</p>	<p>We are part of several groups that work with the State’s Department of Education and MHTA to develop a systematic approach to sharing data. To do: establish MOUs with local elementary schools to share child outcomes</p>	
	<p>8. Program has summative information regarding children’s progress toward School Readiness goals and illustrates connections to planned program improvement activities (<i>e.g., analysis of child outcome data indicates children are not making expected progress in math so program has planned intensive PD focus with coaching support on teaching math strategies; sub group analysis demonstrates that children being served in family childcare programs are not making good enough progress in language development so program plans intensive PD with virtual coaching support on language modeling to family childcare partners</i>).</p>	<ol style="list-style-type: none"> 1. In the initial stages of developing our school readiness plan, our data showed that we needed strengthening in the areas of Math and Science. With this in mind, Coordinators created Math and Science kits and trained staff on their use. Staff also attended an outside training on Math and Science in the Fall 2010. 2. In the 2011-12 program year we saw that our literacy scores were not up to our expectations, so enhanced the area of literacy through refresher training for new and returning teachers, including best practice for SEEDS, Words Work, and STEP Circle. 3. In the 2011-12 program year, data showed that Dual Language Learners were lower in some areas. We planned for additional professional development in this area based on lessons learned from our transitional bi-lingual education on Spanish speaking preschoolers and early literacy development. 4. The T/TA network provided training on “High Five Mathematize” during the 2012-13 program year because math scores remained low. 5. The T/TA network provided technical assistance to the management team on the Planned Language Approach in Fall 2015 and trained teachers in December 2015. 	<p>Director, HS coordinators</p>

Element	School Readiness Implementation Indicators – Transition to Kindergarten	Action Plan	Person Responsible
Supporting Transition to Kindergarten	<ol style="list-style-type: none"> 1. Program convenes and/or participates in local community transition team with members from Head Start, local child care, elementary school(s), and community partners (such as Children’s museum, library, etc.) 	<ol style="list-style-type: none"> 1. During a child’s involvement with Head Start, staff members are an active partner in the IEP process. Information on the children in our program that are moving on to Kindergarten, is shared with the local school districts throughout the program year and specifically at the end of the program year. 2. We share information with parents throughout their child’s involvement with Head Start about local community events and activities related to their child’s transition into Kindergarten. <p>To do: work with school districts to strengthen partnerships and collaborations to be a stronger part of each child transition into Kindergarten through local community events and activities.</p>	HS Teachers, Coordinators and Director

	<p>3. Program engages in multiple activities that foster the family school connection, such as:</p> <ul style="list-style-type: none"> ○ Talking to families about their transition concerns. ○ Sending families information on the expectations of elementary school. ○ Helping families use data to describe their children’s accomplishments, strengths, and challenges. ○ Obtaining consent from families to release children’s information to elementary schools. ○ Telling families about upcoming kindergarten registration events. ○ Telling families about local parent-teacher associations to get them involved in the elementary school. ○ Connecting families to other families (incoming and/or existing) in the elementary school. 	<ol style="list-style-type: none"> 1. We engage families in multiple activities that foster family-school connections. Teaching staff emphasize the important role parents play in advocating their child’s learning. Parents can use what they have learned about their child’s learning styles and development as they advocate for their child. 2. Teaching staff inform Head Start families about school activities for preschoolers and their families so families can become familiar with the school and meet other families. 4. As families transition out of Head Start and into the school system, teachers encourage families to participate in Kindergarten registration evenings, Kindergarten camps and other transition events. 5. As parents build their skills, knowledge and understanding of their child’s development and education, they are better able to advocate for and understand their own child’s developmental and progress 	
	<p>6. Program engages in multiple activities that foster the child-school connection, such as:</p> <ul style="list-style-type: none"> ○ Arranging for children to visit a kindergarten in the spring. ○ Co-plan and attend “literacy nights” with local kindergarten. ○ Read books about going to kindergarten. ○ Having alumni visit the Head Start and talk about going to kindergarten. ○ Have a slow start each fall that allows Head Start teachers an opportunity to visit last year’s preschool children at kindergarten and touch base with all families. 	<ol style="list-style-type: none"> 1. We collaborate with school districts to plan and attend community events such as math and literacy nights as well as Kindergarten Registration nights. 2. The libraries at each Head Start location contain children’s books about going to Kindergarten. 3. Many teachers use the <i>Creative Curriculum’s</i> “kindergarten” study that prepares children for kindergarten. 4. Teaching staff connect with their local school districts to invite a Kindergarten Teacher to attend a parent meeting, visit the classroom, or take a field trip to an elementary school. <p>To do: strengthen and formalize these collaborations and expand them to all LEAs in our service area.</p>	<p>HS Coordinators, teaching staff and LEA staff</p>

	<p>7. Program engages in multiple activities that foster the Head Start-school connections, such as:</p> <ul style="list-style-type: none"> ○ Providing written records of the child's progress in Head Start to kindergarten teachers. ○ Conducting joint professional development with kindergarten teachers to establish continuity of curriculum, standards and assessment. ○ Providing information about a specific child who may struggle with suggestions for support. ○ Planning joint summer orientation or kindergarten camps for incoming kindergarten children. 	<p>To do: strengthen the Head Start-school connection.</p>	
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