

## Duluth Head Start School Readiness Action Plan 2011

### Program Instruction

0. **Adopt and align established Office of Head Start (OHS) preschool child goals from the Head Start Child Development and Early Learning Framework, establishing clear school readiness goals across domains** (language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development):
  - Become familiar with the specific goals in the Head Start Child Development and Early Learning Framework (formerly the Head Start Child Outcomes Framework), State early learning standards, and Local Education Agency (LEA) expectations;
  - Compare OHS child outcome goals with the LEA expectations, and State Early Learning Goals;
  - Communicate with relevant partners;
  - Determine if and how program curriculum-targeted skills and knowledge address (align with) established goals;
  - Determine if and how ongoing child assessment tools and procedures address (align with) established goals.
  
- Our School Readiness goals are aligned with Head Start, our State and our local school district. We are continuing to refine our alignment with our school district. Currently, our Education Coordinator is serving on district wide committees charged with this task.
- Further, Duluth Head Start curriculums are aligned with our goals which can be assessed using our current assessment tools.
  
- Duluth Head Start is in the process of communicating our School Readiness goals to relevant partners. These partners include staff, parents, Policy Council Members, Governing Board members and our Education Advisory Committee members.
- Duluth Head Start has documentation detailing our alignment of curriculum targeted skills and ongoing assessment tools and procedures with our School Readiness goals.

**1. Create and implement a plan of action for achieving the established school readiness goals:**

- Improve quality of teacher-child interactions;
- Implement evidence-based teaching practices;
- Implement and assess your evidence-based curriculum;
- Increase engagement, communication, and inclusion of parents and families to support children's school readiness;
- Provide effective professional development so all staff understand how they support school readiness;
- Implement effective transitions and increase continuity through kindergarten and the primary grades.

- All Duluth Head Start teaching staff is trained on the CLASS Observation tool.
- All classrooms were videotaped in the fall of 2011 to establish a baseline CLASS score. As this is a review year, we will document the aggregated CLASS score as determined by the Review Team to determine progress. Thereafter we will determine the baseline scores for each classroom in the fall and follow up with late winter progress monitoring of CLASS scores. CLASS scores were discussed and analyzed with each classroom team in the fall of 2011. This information is used to determine professional development trainings needed to reach the standard of excellence in all areas of CLASS.
- Parents set initial child goals at first home visit. Progress toward goals discussed at fall conferences. During winter conferences, progress toward goals is discussed with parents and further goals from the 5 domains may be set as appropriate. Progress toward these goals is discussed on an ongoing basis as well as at year end home visit.
- Transition to kindergarten is facilitated in conjunction with our school district building based Kindergarten Round-ups held each spring. Parents and children are prepared, supported and accompanied by Head Start teachers and family advocates to these events, easing their move to kindergarten. In addition, we have developed procedures that allow us to share child data with kindergarten staff.

**2. Assess child progress on an ongoing basis and aggregate and analyze data at multiple times throughout the year:**

- Take advantage of mid-point aggregation and analysis so that the program has opportunities to make changes that can make meaningful school readiness

differences for currently enrolled children. The Office of Head Start believes it is important for programs to aggregate and analyze data at least three times per year, or two times for programs operating less than 90 days. Collect data that can be aggregated at the program level.

- Aggregate and analyze child assessment data at multiple points across the year and demonstrate program-level child progress using norms or criterion references.
  - Maintain the use of information from ongoing child assessment to inform teachers and parents how best to individualize for each child's continued development and learning, assessing child progress on an ongoing basis across domains.
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- Duluth Head Start collects child assessment data 3 times per year. This data is entered into our CHILDPLUS database and is aggregated into individual children, classroom and program wide reports.
  - We use our assessment tool and guidebook as references. Additionally, Minnesota Reading Corps members complete progress monitoring using Individual Growth and Development Indicators, (IGDIs) as needed to create intervention plans for children, insuring they are given every opportunity to make gains throughout the year.
  - We use our assessment tool and guidebook as a reference as we assess the progress of each child and the class and or program as a whole.

#### **4. Examine data for patterns of progress for groups of children in order to revise, or develop and implement plans for program improvement:**

- Program improvements may include professional development adjustments, including specificity, intensity, frequency, and type of training; improving communication and engagement with families; intensifying curriculum supports or implementation; or other similarly responsive efforts based on the analysis of program data.
- Examine the patterns of progress and outcomes (achieved goals) for groups of children served by the program. For example, this may include:
  - by age
  - by rates of attendance
  - by program settings and/or options
  - by language groups
  - by child, family, or community risk factors
- Duluth Head Start utilizes a variety of strategies to make program improvements including collecting and analyzing CLASS scores, child assessment data, Professional Learning Communities, program support from Minnesota Reading Corps members, Self

–Assessment data, parent and community input to make decisions regarding professional development.

- Duluth Head Start analyzes child data based on race, disability attendance, gender, classroom, age, number of years in Head Start, program options and language differences. These comparisons are shared with our Planning Team, Policy Council, relevant committees and others.