**POUDRE SCHOOL DISTRICT**

# Early Childhood

**EDUCATION PROGRAM**

## Goals and Measurable Objectives

| Year 1 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
|---|---|---|---|
| **Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.** | For all ECE instructional staff (Home visitors, paras, teachers)<br><br>In the domain of Approaches to Learning, 80% of all enrolled children will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.<br><br>In the domain of Social and Emotional Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% on objectives 1a-b and 3b.<br><br>In the domain of Language and Literacy, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% will be within WHE on objectives 8a-b and 9a-b.<br><br>In the domain of Cognition, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives.<br><br>In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives | All children will grow across all school readiness goals and developmental domains consistently.<br><br>Children will demonstrate skills within widely held expectations by their entry into kindergarten as measured by the related priority TS GOLD objectives.<br><br>Across all GOLD checkpoints, instructional staff regularly input and set preliminary levels on formative documentation for priority objectives and items 37 and 38 for DLLs.<br><br>Fewer and fewer children will be below widely held expectations over the course of the instructional year.<br><br>Use of the classroom and home visiting curricula and procedures will be to fidelity as measured by fidelity checklists. | Instructional staff may need support to define and implement formative instructional practices.<br>• Tap district trainings and implement a wide variety of PLC options for all instructional staff.<br><br>Working as an Achievement Outcomes team, PLC and coaching opportunities will be available to all instructional staff.<br>• Processes and reporting will ensure equal focus on Prenatal to 36-month and 36-month to K transition supports and outcomes.<br><br>Instructional staff may need support with MTSS procedures to design and implement high quality interventions for students falling below widely held expectations.<br>• Continued professional development on MTSS procedures and best practices.<br>• Coaching connection to caseload data reports to support intervention plans |

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| **Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.** | Preliminary levels and documentation for priority objectives and items 37 and 38 for DLLs will increase in number and quality according to the documentation quality rubric.<br><br>For ECE classroom staff (paras and teachers), CLASS measures in Instructional Supports will increase by 4% program wide from 2020 to 2021 program-wide coding events.<br><br>To obtain a baseline in year one and to formulate objectives thereafter, data from exit surveys from parent events and trainings will be monitored and reported monthly.<br><br>Families input will help drive program adjustments and attendance at events and trainings will increase by 5% during the year. | Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase.<br><br>Families will increase their ability to organize and adapt to impact their child's future. | Classroom Instructional staff may need continued support in the implementation of Creative Curriculum with fidelity in its second year.<br>• Program-wide Fidelity Assessment to provide targeted coaching and professional development.<br>Turnover of classroom staff can create greater need for intensive on the job training that can complicate the planning and implementation of interventions for students.<br>• Strategic and responsive planning around new teacher/para training and ongoing support to provide best chances for a successful first year with independent skills moving forward.<br>Return rates on parent satisfaction surveys can often be low.<br>• Design a survey with various modes of responding to increase rate return will be advantageous.<br>• Design a quick and easy survey families can fill out at the end of an event that also gives valuable, usable feedback. |

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| Year 1 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
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| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | In Pre-K Programs, the program will decrease the number of students in the chronic absence category by 5% over the five-year grant cycle. | The program will see positive changes in attendance patterns for families receiving intervention for poor attendance.<br><br>Families will create strong attendance patterns to contribute to higher academic success in PK and beyond.<br><br>More students will have access to the program if the program drops students who have chronic unexcused attendance challenges and do not respond to intervention opportunities. Yearly, the program will actively seek opportunities for expansion to improve access for eligible children.<br><br>The number of sites will increase in multiple neighborhoods across the community.<br><br>The number of slots will increase. | Reaching families who have chronic absence challenges.<br>• Evaluate current methods of communications with families. Document attempts to find patterns about what works and doesn't work for specific families.<br>• Employ multiple strategies to communicate with families. Understanding what barriers are causing poor attendance patterns.<br>• Place an emphasis on factors that are within the control of the ECE program or family. Work with multi-department teams to problem solve. (i.e., health, transportation)<br>Limited pool of community partners applying during RFP process.<br>• Seek and invite new community partnerships during RFP process.<br><br>Locations of potential partners may not be where we need them the most.<br>• Explore new partnerships within the catchment areas that are high need/isolated. |
| | Of all chronically absent children placed on attendance improvement plans, 50% will improve their attendance within 30 days. | | |
| | Within the next five years, the program will increase the number of slots available to families by 10%. | | |

| Year 1 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
|---|---|---|---|
| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | The number of absences due to transportation will be reduced by 5% over the five- year grant. | The number of slots that are most desirable for families will increase.<br><br>The funds in the budget will increase.<br>Increase the number of students attending neighborhood schools so that they can access PSD Transportation.<br><br>Most students would walk to their neighborhood school or access transportation routes to their neighborhood school.<br><br>Increase the number of students accessing district transportation to ECE program.<br><br>Improvement in attendance with "transportation" listed as a reason for school absences. | Recruiting efforts do not meet the newly acquired slots.<br>• Update the marketing/ recruitment/outreach plan (MRO) with insight from parent and community groups.<br>Limitation of equipment and personnel.<br>• Seek ongoing funds to purchase equipment and pay personnel.<br>Funding to pay for district transportation.<br>• Partner with district finance, transportation, leadership to problem solve.<br>Mismatch of family expectation for transportation and district expectations.<br>• Evaluate current communications to families about requirements for district transportation and adjust as needed. |
| | PSD ECE will monitor the transition into the program by increasing the number of applications by 10%. | | |
| | PSD ECE will monitor the transition from EHS to Pre- K and increase the number of families who have access to continued services by 10%. | | |
| | PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction. | | |

| Year 1 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
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| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | | Full enrollment across all funded sources.<br><br>Waitlist will grow for each program source.<br><br>Steady or increased program satisfaction. (surveys, feedback at PC)<br><br>Continued participation in services as children age through different stages.<br><br>Gather baseline information to inform future targets. | Qualifications change for families as they reapply.<br><br>• Expanded funding options so that families would maintain services in the program.<br>Application process is too challenging for families.<br><br>• Review and improve the application within the program. Variety of experiences based on personnel and sites.<br>• Continually check in with staff and offer opportunities to collaborate and share of best practices. |

| Year 2 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
|---|---|---|---|
| **Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.** | For all ECE instructional staff (Home visitors, paras, teachers)<br><br>In the domain of Approaches to Learning, 80% of all enrolled children will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.<br><br>In the domain of Social and Emotional Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% on objectives 1a-b and 3b.<br><br>In the domain of Language and Literacy, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% will be within WHE on objectives 8a-b and 9a-b.<br><br>In the domain of Cognition, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives.<br><br>In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives | Fewer and fewer children will be below widely held expectations over the course of the instructional year.<br><br>TBD as our organization learns from the previous year's work. Year 2 Changes: Indicator 7 data will show adequate growth for identified students with IEPs | TBD as our organization learns from the previous year's work. Year 2 Changes: Instructional staff are at different points along the continuum to mastery in the use of the assessment tool as a part of formative practice that will require PD and systemic supports that meet differing levels of experience in the areas:<br>• Quality documentation<br>• Program alignment of ratings (rater reliability)<br>• Regular and frequent data entry across the checkpoint period<br><br>Instructional staff may need support with MTSS procedures to design and implement high quality interventions for students falling below widely held expectations.<br><br>Classroom Instructional staff may need continued support in the implementation of Creative Curriculum with fidelity in its third year given the extraordinary nature of the instructional environment during the second year due to COVID. |

| Year 2 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
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| **Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.** | Preliminary levels and documentation for priority objectives and items 37 and 38 for DLLs will increase in number and quality according to the documentation quality rubric. | Families will increase their ability to organize and adapt to impact their child's future.<br><br>Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase. TBD as our organization learns from the previous year's work. | Year 2 Changes:<br>~~TBD as our organization learns from the previous year's work.~~<br>Turnover of classroom staff can create greater need for intensive on the job training that can complicate the planning and implementation of interventions for students.<br>Focus on CLASS has diminished in PD offerings in 2019-20 with the focus on other skills relevant to alternative teaching environments due to COVID response. |
| | Year 2 Changes:<br>~~To obtain a baseline in year one and to formulate objectives thereafter, data from exit surveys from parent events and trainings will be monitored and reported monthly.~~<br>In this third year of implementation, 80% of classrooms that utilize Creative Curriculum will have medium to high fidelity according to the Fidelity Tool for Administrators. | | |
| | Year 2 Changes:<br>~~Families input will help drive program adjustments and attendance at events and trainings will increase by 5% during the year.~~<br>90% of observed Home Visits will demonstrate medium to high fidelity according to the Growing Great Kids Observation Tool.<br>CLASS coding score in the domain of Instructional Support will increase by 5% program wide in the 21-22 school year. | | |

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| **Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.** | Year 2 Changes: Using baseline data from family exit surveys, improve parent events and trainings and monitor progress.<br><br>Year 2 Changes: Maintain or increase attendance at Parent Events by offering some virtual and some in-person events throughout the year. | Year 2 Changes: Families will increase their ability to organize and adapt to impact their child's future. Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase. | Year 2 Changes: Families may wish to skip or ignore surveys without consistent prompting. The nature of the event can determine the best format (online or in-person). Some events are difficult to predict as to which format would result in greater participation. |

| Year 2 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
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| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | Year 2 Changes: ~~In Pre-K Programs, the program will decrease the number of students in the chronic absence category by 5% over the five-year grant cycle.~~ In Pre-K and EHS programs, students will have 85% attendance or better. | Year 2 Changes: ~~TBD as our organization learns from the previous year's work.~~ We will see an overall increase aggregate attendance above the 85% in all program areas. (EHS, HS, CPP, TB, ECSE) Increased attendance due to follow-up communication or check-ins related to attendance action plan. Program will act (increase bus requests, change classrooms, etc) to support a family with attendance leading to increased attendance for chronically absent students. Teams will develop, communicate, and support action plans created in response to pandemic. (Covid Responses teams, attendance follow-up team, classroom teams) | Year 2 Changes: ~~TBD as our organization learns from the previous year's work.~~ Due to the pandemic, getting to preschool is becoming increasingly difficult for families. Attendance procedure implementation varies across the system. Lack of engagement/shifting attention focus from families. Some of the supports we used to have are not available now. (Transportation) Fatigue and burnout for staff and families with constantly shifting information. |
| | Year 2 Changes: ~~The number of absences due to transportation will be reduced by 5% over the five-year grant.~~ Identify and support all chronically absent (below 60%) students within the first 90 days with a follow up action plan. | | |
| | Year 2 Changes: Develop an illness prevention plan to support program activities in response to public health crisis. | | |

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| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | Within the next five years, the program will increase the number of slots available to families by 10%. | Year 2 Changes: ~~TBD as our organization learns from the previous year's work.~~ Program leadership goes after new slots whenever available and continue with the goal of expansion. TB slots will increase by 11, and leadership will apply for new slots. Program will use baseline data from the Pre-K to K transition to add transition activities to support families and increase satisfaction.<br><br>PSD ECE will increase access to school via technology for remote connection when in person learning is not available. | Year 2 Changes: ~~TBD as our organization learns from the previous year's work.~~ There may not be funding, availability, or space for new slots. Pandemic related changes introduce new rules, regs, or barriers for families. Availability of devices and connectivity and ordering/delivery dates are outside the control of the organization. User knowledge is variable across the system. |
| | PSD ECE will monitor the transition into the program by increasing the number of applications by 10%. | | |
| | Year 2 Changes: PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction. | | |
| | Year 2 Changes: PSD ECE will monitor transitions between remote and in-person learning to minimize drops during the pandemic. | | |

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| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | The number of absences due to transportation will be reduced by 5% over the five- year grant. | The number of slots that are most desirable for families will increase.<br><br>The funds in the budget will increase.<br>Increase the number of students attending neighborhood schools so<br>that they can access PSD Transportation.<br><br>Most students would walk to their neighborhood school or access transportation routes to their neighborhood school.<br><br>Increase the number of students accessing district transportation to ECE program.<br><br>Improvement in attendance with "transportation" listed as a reason for school absences. | Recruiting efforts do not meet the newly acquired slots.<br>&bull; Update the marketing/ recruitment/outreach plan (MRO) with insight from parent and community groups.<br>Limitation of equipment and personnel.<br>&bull; Seek ongoing funds to purchase equipment and pay personnel.<br>Funding to pay for district transportation.<br>&bull; Partner with district finance, transportation, leadership to problem solve.<br>Mismatch of family expectation for transportation and district expectations.<br>&bull; Evaluate current communications to families about requirements for district transportation and adjust as needed. |
| | PSD ECE will monitor the transition into the program by increasing the number of applications by 10%. | | |
| | PSD ECE will monitor the transition from EHS to Pre- K and increase the number of families who have access to continued services by 10%. | | |
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| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | | Full enrollment across all funded sources.<br><br>Waitlist will grow for each program source.<br><br>Steady or increased program satisfaction. (surveys, feedback at PC)<br><br>Continued participation in services as children age through different stages.<br><br>Gather baseline information to inform future targets. | Qualifications change for families as they reapply.<br><br>• Expanded funding options so that families would maintain services in the program.<br>Application process is too challenging for families.<br><br>• Review and improve the application within the program. Variety of experiences based on personnel and sites.<br>• Continually check in with staff and offer opportunities to collaborate and share of best practices. |

| Year 3 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
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| **Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.** | For all ECE instructional staff (Home visitors, paras, teachers)<br><br>In the domain of Approaches to Learning, 80% of all enrolled children will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.<br><br>In the domain of Social and Emotional Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% on objectives 1a-b and 3b.<br>Year 3- took out objective 1b<br><br>In the domain of Language and Literacy, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% will be within WHE on objectives 8a-b and 9a-b.<br>Year 3- took out objective 8b and 9b, and added 15c.<br><br>In the domain of Cognition, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives. Year 3- added objective 12b<br><br>In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives | Fewer and fewer children will be below widely held expectations over the course of the instructional year.<br><br>Indicator 7 data will show adequate growth for identified students with IEPs | Instructional staff are at different points along the continuum to mastery in the use of the assessment tool as a part of formative practice that will require PD and systemic supports that meet differing levels of experience in the areas:<br>• Quality documentation<br>• Program alignment of ratings (rater reliability)<br>• Regular and frequent data entry across the checkpoint period<br><br>Instructional staff may need support with MTSS procedures to design and implement high quality interventions for students falling below widely held expectations.<br><br>Classroom Instructional staff may need continued support in the implementation of Creative Curriculum with fidelity in its third year given the extraordinary nature of the instructional environment during the second year due to COVID. |

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| **Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.** | Preliminary levels and documentation for priority objectives and items 37 and 38 for DLLs will increase in number and quality according to the documentation quality rubric.<br><br>In this third year of implementation, 80% of classrooms that utilize Creative Curriculum will have medium to high fidelity according to the Fidelity Tool for Administrators.<br><br>90% of observed Home Visits will demonstrate medium to high fidelity according to the Growing Great Kids Observation Tool.<br>CLASS coding score in the domain of Instructional Support will increase by 5% program wide in the 21-22 school year. | Families will increase their ability to organize and adapt to impact their child's future.<br><br>Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase. | Turnover of classroom staff can create greater need for intensive on the job training that can complicate the planning and implementation of interventions for students.<br><br>Focus on CLASS has diminished in PD offerings in 2019-20 with the focus on other skills relevant to alternative teaching environments due to COVID response. |

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| **Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.** | Using baseline data from family exit surveys, improve parent events and trainings and monitor progress.<br><br>Maintain or increase attendance at Parent Events by offering some virtual and some in-person events throughout the year. | Families will increase their ability to organize and adapt to impact their child's future.<br>Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase. | Families may wish to skip or ignore surveys without consistent prompting.<br>The nature of the event can determine the best format (online or in-person). Some events are difficult to predict as to which format would result in greater participation. |

| Year 3 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
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| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | In Pre-K and EHS programs, students will have 85% attendance or better. | We will see an overall increase aggregate attendance above the 85% in all program areas. (EHS, HS, CPP, TB, ECSE) Increased attendance due to follow-up communication or check-ins related to attendance action plan. Program will act (increase bus requests, change classrooms, etc) to support a family with attendance leading to increased attendance for chronically absent students. Teams will develop, communicate, and support action plans created in response to pandemic. (Covid Responses teams, attendance follow-up team, classroom teams) | Due to the pandemic, getting to preschool is becoming increasingly difficult for families. Attendance procedure implementation varies across the system. Lack of engagement/shifting attention focus from families. Some of the supports we used to have are not available now. (Transportation) Fatigue and burnout for staff and families with constantly shifting information. |
| | Identify and support all chronically absent (below 60%) students within the first 90 days with a follow up action plan. | | |
| | Year 2 Changes: Develop an illness prevention plan to support program activities in response to public health crisis. | | |

| Year 3 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
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| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | Within the next five years, the program will increase the number of slots available to families by 10%. | Program leadership goes after new slots whenever available and continue with the goal of expansion. TB slots will increase by 11, and leadership will apply for new slots. Program will use baseline data from the Pre-K to K transition to add transition activities to support families and increase satisfaction. PSD ECE will increase access to school via technology for remote connection when in person learning is not available. | There may not be funding, availability, or space for new slots. Pandemic related changes introduce new rules, regs, or barriers for families. Availability of devices and connectivity and ordering/delivery dates are outside the control of the organization. User knowledge is variable across the system. |
| | PSD ECE will monitor the transition into the program by increasing the number of applications by 10%. | | |
| | PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction. | | |
| | PSD ECE will monitor transitions between remote and in-person learning to minimize drops during the pandemic. | | |

| Year 3 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
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| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | The number of absences due to transportation will be reduced by 5% over the five- year grant. | The number of slots that are most desirable for families will increase.<br><br>The funds in the budget will increase.<br>Increase the number of students attending neighborhood schools so that they can access PSD Transportation.<br><br>Most students would walk to their neighborhood school or access transportation routes to their neighborhood school.<br><br>Increase the number of students accessing district transportation to ECE program.<br><br>Improvement in attendance with "transportation" listed as a reason for school absences. | Recruiting efforts do not meet the newly acquired slots.<br>• Update the marketing/ recruitment/outreach plan (MRO) with insight from parent and community groups.<br>Limitation of equipment and personnel.<br>• Seek ongoing funds to purchase equipment and pay personnel.<br>Funding to pay for district transportation.<br>• Partner with district finance, transportation, leadership to problem solve.<br>Mismatch of family expectation for transportation and district expectations.<br>• Evaluate current communications to families about requirements for district transportation and adjust as needed. |
| | PSD ECE will monitor the transition into the program by increasing the number of applications by 10%. | | |
| | PSD ECE will monitor the transition from EHS to Pre- K and increase the number of families who have access to continued services by 10%. | | |
| | PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction. | | |

| Year 3 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
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| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | | Full enrollment across all funded sources.<br><br>Waitlist will grow for each program source.<br><br>Steady or increased program satisfaction. (surveys, feedback at PC)<br><br>Continued participation in services as children age through different stages.<br><br>Gather baseline information to inform future targets. | Qualifications change for families as they reapply.<br>• Expanded funding options so that families would maintain services in the program.<br>Application process is too challenging for families.<br>• Review and improve the application within the program. Variety of experiences based on personnel and sites.<br>• Continually check in with staff and offer opportunities to collaborate and share of best practices. |

| Year 4 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
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| **Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.** | For all ECE instructional staff (Home visitors, paras, teachers)<br><br>~~In the domain of Approaches to Learning, 80% of all enrolled children will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.~~<br>In all domains of Approaches to Learning, 80% of students will make adequate progress toward demonstrating meeting or exceeding widely held expectations for development.<br><br>~~In the domain of Social and Emotional Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% on objectives 1a-b and 3b.~~<br>Year 3 took out objective 1b<br><br>In the domain of Social Emotional Development, 80% of students will make adequate progress toward demonstrating meeting or exceeding widely held expectations for development.<br><br>~~In the domain of Language and Literacy, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% will be within WHE on objectives 8a-b and 9a-b.~~<br>Year 3 took out objective 8b and 9b, and added 15c.<br>In the domain of Language and Literacy, 80% of students will make adequate progress toward demonstrating meeting or exceeding widely held expectations for development. | Fewer and fewer children will be below widely held expectations over the course of the instructional year.<br><br>Indicator 7 data will show adequate growth for identified students with IEPs | Instructional staff are at different points along the continuum to mastery in the use of the assessment tool as a part of formative practice that will require PD and systemic supports that meet differing levels of experience in the areas:<br>• Quality documentation<br>• Program alignment of ratings (rater reliability)<br>• Regular and frequent data entry across the checkpoint period<br><br>Instructional staff may need support with MTSS procedures to design and implement high quality interventions for students falling below widely held expectations.<br><br>~~Classroom Instructional staff may need continued support in the implementation of Creative Curriculum with fidelity in its third year given the extraordinary nature of the instructional environment during the second year due to COVID.~~<br>.<br>Turnover of classroom staff can create greater need for intensive on the job training that can complicate the planning and implementation of interventions for students. |

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| | ~~In the domain of Cognition, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives.~~ Year 3- added objective 12b<br><br>In the domain of Cognition, 80% of students will make adequate progress toward demonstrating meeting or exceeding widely held expectations for development.<br><br>~~In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives~~<br><br>In the domain of Perceptual, Motor, and Physical Development, 80% of students will make adequate progress toward demonstrating meeting or exceeding widely held expectations for development. | |

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| **Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.** | Preliminary levels and documentation for priority objectives and items 37 and 38 for DLLs will increase in number and quality according to the documentation quality rubric. Year 4- Maintain Objective<br><br>In this ~~third~~ fourth year of implementation, 80% of classrooms that utilize Creative Curriculum ~~will~~ have medium to high fidelity according to the Fidelity Tool for Administrators according to our results in April 2022. The "use' score in the Fidelity Tool for Administrators was significantly low.<br><br>Classrooms will increase their Use score on the Fidelity Tool for Administrators by 10%?<br><br>Objective met based on Self-Assessment data<br><br>Year 4- Maintain 90% of observed Home Visits will demonstrate medium to high fidelity according to the Growing Great Kids Observation Tool.<br><br>~~CLASS coding score in the domain of Instructional Support~~ ~~will be maintained.~~~~will increase by 5% program wide in the 21-22 school year.~~ ~~Year 4- Maintain objective~~ **Objective Met** | Families will increase their ability to organize and adapt to impact their child's future.<br><br>Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase. | ~~Focus on CLASS has diminished in PD offerings in 2019-20 with the focus on other skills relevant to alternative teaching environments due to COVID response.~~<br><br>Year 4- Classroom Instructional staff continue to need support in the implementation of Creative Curriculum with fidelity based on the fidelity checklist data from Year 3 |

| Year 4 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
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| **Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.** | Using baseline data from family exit surveys, improve parent events and trainings and monitor progress.<br><br>Year 4- The program will receive a minimum of a 10% response rate on family exit surveys.<br><br><br>Maintain or increase attendance at Parent Events by offering some virtual and some in-person events throughout the year.<br>Year 4- Maintain objective | Families will increase their ability to organize and adapt to impact their child's future.<br><br>Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase. | Families may wish to skip or ignore surveys without consistent prompting.<br><br>The nature of the event can determine the best format (online or in-person). Some events are difficult to predict as to which format would result in greater participation.<br><br>Currently there is no formal process for families to complete exit surveys as they transition between program levels (EHS to HS, HS to Kinder). |

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| Year 4 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
|---|---|---|---|
| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | In Pre-K and EHS programs, students will have 85% attendance or better. | We will see an overall increase aggregate attendance above the 85% in all program areas. (EHS, HS, ~~CPP~~, UPK, TB, ECSE) | Due to the pandemic, getting to preschool is ~~becoming increasingly~~ difficult for families due to high incidence of upper respiratory illness (COVID, FLU, RSV) in the community. |
| | Identify and support all chronically absent (below 60%) students within the first 90 days with a follow up action plan. | Increased attendance due to follow-up communication or check-ins related to attendance action plan. | Attendance procedure implementation varies across the system. Different schools have different attendance procedures. |
| | ~~Year 2 Changes:~~ ~~Develop an illness prevention plan to support program activities in response to public health crisis.~~ This objective is complete. | Program will act (increase bus requests, change classrooms, etc) to support a family with attendance leading to increased attendance for chronically absent students.<br><br>Evaluate district attendance processes and licensing requirements to streamline health and attendance procedures.<br><br>Teams will develop, communicate, and support action plans created in response to pandemic. (~~Covid Responses teams~~, Health team and site based nursing teams, attendance follow- up team, classroom teams) | Lack of engagement/shifting attention focus from families.<br><br>Some of the supports we used to have are not available now. (Transportation)<br><br>Fatigue and burnout for staff and families with constantly shifting information. |

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| Year 4 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
|---|---|---|---|
| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | Within the next five years, the program will increase the number of slots available to families by 10%. | Program leadership goes after new slots whenever available and continue with the goal of expansion. TB slots will increase by 11, and leadership will apply for new slots. Program will participate in newly adopted state UPK program in support of the goal to increase overall slots in the program. It will also increase demand for collaboration community wide, and additional training for staff and families. | There may not be funding, availability, or space for new slots. Adding a new funding source, UPK has it's own set of rules. We must navigate a changing landscape and see how the programs work together to follow state and federal rules. |
| | PSD ECE will monitor the transition into the program by increasing the number of applications by 10%. | | Collaboration community wide with the new UPK system means that we have to operate in systems that we don't set the rules. |
| | PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction. | Program will use baseline data from the Pre-K to K transition to add transition activities to support families and increase satisfaction. In conjunction with the district communications team, ECE will promote Kinder registration. Mentors will support families by following up about kinder registration. | As we expand, the staffing challenges become more apparent. This includes classroom staff, but also building and program support staff. Pandemic related changes introduce new rules, regs, or barriers for families. Changes in district timelines and personnel in communications had shifted how the district has communicated kinder transition in the past. ECE has had to adapt our focus to serving our current students with transition, but could look at ways to expand our support. How can we support neighborhood providers or families outside the PSD system? |
| | ~~PSD ECE will monitor transitions between remote and in-person learning to minimize drops during the pandemic.~~ Due to no remote shifts in the 22-23 school year, this is no longer relevant. | ~~PSD ECE will increase access to school via technology for remote connection when in person learning is not available.~~ | Availability of devices and connectivity and ordering/delivery dates are outside the control of the organization. User knowledge is variable across the system. |

| Year 4 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
|---|---|---|---|
| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | The number of absences due to transportation will be reduced by 5% over the five- year grant.<br><br>PSD ECE will monitor the transition into the program by increasing the number of applications by 10%.<br><br>~~PSD ECE will monitor the transition from EHS to Pre-K and increase the number of families who have access to continued services by 10%.~~<br><br>Objective met.<br><br>PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction. We will increase the participation of our family survey responses by 5% from year 3 to year 4. | The number of slots that are most desirable for families will increase.<br><br>The funds in the budget will increase at a level that keeps up with inflation.<br><br>Increase the number of students attending neighborhood schools so that they can access PSD Transportation.<br><br>Most students would walk to their neighborhood school or access transportation routes to their neighborhood school.<br><br>Increase the number of students accessing district transportation to ECE program. | Recruiting efforts do not meet the newly acquired slots.<br>• Update the marketing/ recruitment/outreach plan (MRO) with insight from parent and community groups.<br><br>Limitation of equipment and personnel.<br>• Seek ongoing funds to purchase equipment and pay personnel.<br><br>Funding to pay for district transportation.<br>• Partner with district finance, transportation, leadership to problem solve.<br>Even with funding available, a lack of staffing has lead to decreased number of routes available throughout the pandemic and beyond.<br><br>**Vaccination mandate from Head Start has crippled our ability to find bus drivers willing to vaccinate or test weekly.**<br><br>Mismatch of family expectation for transportation and district expectations. |

| | | Improvement in attendance with "transportation" listed as a reason for school absences. | • Evaluate current communications to families about requirements for district transportation and adjust as needed. |
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Improvement in attendance with "transportation" listed as a reason for school absences.

Survey response from families at transition points in the program will increase.

The program will implement suggestions found in the comments of surveys about student transition.

Full enrollment across all funded sources.

Waitlist will grow for each program source.

Steady or increased program satisfaction. (surveys, feedback at PC)

Continued participation in services as children age through different stages.

Gather ~~baseline~~ information to inform future targets through survey comments.

• Evaluate current communications to families about requirements for district transportation and adjust as needed.

Some of the family satisfaction comments are related to one classroom, and not program. We can problem solve but there are some areas of the system that we can only influence, but ECE is not the final decision maker.

Qualifications change for families as they reapply.
• Expanded funding options so that families would maintain services in the program.

We have one funding source going away (CPP) and another funding source coming aboard (UPK). Qualifying factors for funding sources have changed.

Application process is too challenging for families.
• Review and improve the application within the program. Variety of experiences based on personnel and sites.
• Continually check in with staff and offer opportunities to collaborate and share of best practices.

The addition of UPK applications means additional STEPS for families to become eligible for the program. We will need to support the UPK online enrollment system, matching system, in addition to our own enrollment process.

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| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | Increase understanding of demographics in the program in order to identify systemic bias that hinders program access for certain groups of children. | Program reflects positive growth slopes in all demographics and subgroups. Increased access for subgroups of student groups. Increased participation in professional development and parent education around topics related to bias. | The pool of workforce is very limited and while hiring a diverse workforce is a priority, hiring a workforce takes higher priorities.<br><br>The Head Start vaccine mandate limits our workforce choices.<br><br>Deep seeded cultural wounds from past school experiences with our families make it difficult to establish trust.<br><br>Staff members or community members might not agree that anti-bias education does not belong in public education.<br><br>Competing demands for time with UPK implementation has decreased availability to plan and implement an equity team |

| Year 5 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
|---|---|---|---|
| **Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.** | For all ECE instructional staff (Home visitors, paras, teachers) In the domain of Approaches to Learning, 80% of all enrolled children will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.<br><br>In the domain of Social and Emotional Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% on objectives 1a-b and 3b.<br><br>In the domain of Language and Literacy, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% will be within WHE on objectives 8a-b and 9a-b.<br>In the domain of Cognition, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives.<br><br>In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives. Preliminary levels and documentation for priority objectives and<br>Items 37 and 38 for DLLs will increase in number and quality according to the documentation quality rubric. | Fewer and fewer children will be below widely held expectations over the course of the instructional year. TBD as our organization learns from the previous year's work. | TBD as our organization learns from the previous year's work. |
| | To obtain a baseline in year one and to formulate objectives thereafter, data from exit surveys from parent events and trainings will be monitored and reported monthly. | Families will increase their ability to organize and adapt to impact their child's future. | TBD as our organization learns from the previous year's work. |

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| | Families input will help drive program adjustments and attendance at events and trainings will increase by 5% during the year. | TBD as our organization learns from the previous year's work. | |

| Year 5 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
|---|---|---|---|
| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | In Pre-K Programs, the program will decrease the number of students in the chronic absence category by 5% over the five-year grant cycle. | The program will see positive changes in attendance patterns for families receiving intervention for poor attendance.<br><br>Families will create strong attendance patterns to contribute to higher academic success in PK and beyond.<br><br>More students will have access to the program if the program drops students who have chronic unexcused attendance challenges and do not respond to intervention opportunities. Yearly, the program will actively seek opportunities for expansion to improve access for eligible children. | TBD as our organization learns from the previous year's work. |
| | Of all chronically absent children placed on attendance improvement plans, 50% will improve their attendance within 30 days. | | |

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| | Within the next five years, the program will increase the number of slots available to families by 10%. | The number of sites will increase in multiple neighborhoods across the community.<br><br>The number of slots will increase. | |

| Year 5 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
|---|---|---|---|
| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | The number of absences due to transportation will be reduced by 5% over the five- year grant. | The number of slots that are most desirable for families will increase.<br><br>The funds in the budget will increase.<br>Increase the number of students attending neighborhood schools so that they can access PSD Transportation. | TBD as our organization learns from the previous year's work. |
| | PSD ECE will monitor the transition into the program by increasing the number of applications by 10%. | | |
| | PSD ECE will monitor the transition from EHS to Pre- K and increase the number of families who have access to continued services by 10%. | Most students would walk to their neighborhood school or access transportation routes to their neighborhood school. | |

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| | PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction. | Increase the number of students accessing district transportation to ECE program.<br><br>Improvement in attendance with "transportation" listed as a reason for school absences. | |

| Year 5 Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
|---|---|---|---|
| **Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** | | Full enrollment across all funded sources.<br><br>Waitlist will grow for each program source.<br><br>Steady or increased program satisfaction. (surveys, feedback at PC)<br><br>Continued participation in services as children age through different stages.<br><br>Gather baseline information to inform future targets. | Qualifications change for families as they reapply.<br><br>• Expanded funding options so that families would maintain services in the program.<br>Application process is too challenging for families.<br><br>• Review and improve the application within the program. Variety of experiences based on personnel and sites.<br>• Continually check in with staff and offer opportunities to collaborate and share of best practices. |