

Program Goal: 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.

Measurable Objectives: In the domains of Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, and Perceptual, Motor, and Physical Development, 80% of enrolled children will be within widely held expectations (WHE) on the associated TS GOLD objectives, and 85% on objectives 1a-b, 3b, 8a-b, and 9a-b.

Preliminary levels and documentation for priority objectives and items 37 and 38 will increase in number and quality according to the documentation quality rubric as monitored by the Achievement Outcomes Team (AOT).

90% of observed Home Visits will demonstrate medium to high fidelity according to the Growing Great Kids Observation Tool.

Expected Outcomes:

Fewer and fewer children will be below widely held expectations over the course of the instructional year.

Indicator 7 data will show adequate growth for identified students with IEPs



School Readiness Goal:

Children will show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through successful Kindergarten matriculation.

Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
1. The Achievement Outcomes Team (AOT) will monitor TS GOLD every two weeks to ensure there is regular, quality documentation and preliminary levels-setting for each child.	1. AOT	1. Twice each month	1. 3 times per year	TS GOLD contract and systems; Instructional and FM	TS GOLD; Formative Quality and Frequency Rubric;

Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
2. Create a task force to reconsider aligned priority objectives from Preschool to Kindergarten and Indicator 7.	2. Assistant Director of Early Learning (ADEL)	2. Annually	2. Annually	Coaching FTE, CLASS coding budget; Creative Curriculum and digital resources; Growing Great Kids/Family Curricula; TTA budget for Task Force and CLASS Coding training and subs	ChildPlus; Enrich plans; Creative Curriculum Fidelity Checklist; FCE case management results
3. Establish the baseline for student growth and achievement in Indicator 7 measures now that our program integration will help us account for all days of instruction.	3. AOT, ADEL, Instructional Coaches, Disabilities Coordinator	3. Annually	3. Annually		
4. Create a Task Force of staff representatives to evaluate alignment of TS Gold raters across the program and make PD recommendations accordingly.	4. Representative Classroom staff and family mentors who take TS Gold data.	4. Fall 21	4. Once to Policy Council		
5. Create PLC for collaborative work on assessment tasks.	5. Coaches, Disabilities Coordinator, AOT	5. ongoing	5. To leadership		
6. The AOT will monitor after each assessment checkpoint to determine which children are below widely held expectations (WHE) in each domain.	6. Teaching Teams; AOT, ADEL, Instructional Coaches	6. 3 times per year	6. 3 x per year		
7. Teaching teams and families will make plans to address areas below WHE through all or some these processes: parent conferences, MTSS plans, Impact Team cycles, IEP meetings.	7. Teachers, coaches, ADEL	7. ongoing	7. 3 x per year		

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Measurable Objective:

CLASS coding score in the domain of Instructional Support will increase by 5% program wide in the 21-22 school year.

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.

90% of observed Home Visits will demonstrate medium to high fidelity according to the Growing Great Kids Observation Tool.

Expected Outcomes: Fewer and fewer children will be below widely held expectations over the course of the instructional year.

Indicator 7 data will show adequate growth for identified students with IEPs



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<p>1. Schedule CLASS coding and communicate plans/outcomes to stakeholders. - Train 5-7 teachers/paras as CLASS coders.</p> <p>2. Identify and implement elements of PD that will support all instructional/classroom instructional staff (including CLASS) and assess effectiveness using exit survey data.</p> <p>3. Fidelity Assessment tools will be used to evaluate implementation of classroom curriculum and home visiting curriculum program wide.</p>	<p>1. ADEL/ Leadership</p> <p>2. Classroom staff/coaches /leadership</p> <p>3. Leadership, Building administration, center directors</p>	<p>1. Annually</p> <p>2. Once each PD offering</p> <p>3. Annually</p>	<p>1. Annually</p> <p>2. Annually to leadership Team</p> <p>3. Annually</p>	<p>1. CLASS Coding Training and Subs</p> <p>2. Coach FTE,</p> <p>3. none</p>	<p>1. CLASS coding assessment tool</p> <p>2. Exit survey</p> <p>3. CC Fidelity Tool and GGK Fidelity Tool</p>
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Measurable Objective:

Maintain or increase attendance at parent events by offering some virtual and some in-person events throughout the year.

Expected Outcomes: 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 will be able to increase their ability organize and adapt to impact their child's future.



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1. Data from exit surveys from parent events and trainings will be monitored and reported to leadership monthly and annually to the Policy Council. <ul style="list-style-type: none"> • Create and implement an EHS family satisfaction survey to be given in the spring of 2021 and each spring thereafter. 	1. FCE Coordinator and Parent Engagement Specialist	1.Monthly	1.Monthly to leadership; Annually to Policy Council	1. None	1. Parent satisfaction/ perception survey Event exit surveys Program Progress Metric

<p>2. Create family orientation and education opportunities to support families from all funding sources with Classroom Staff and Family Mentor input.</p> <ul style="list-style-type: none"> • program expectations • behavior management • pre-school preparation • health • volunteering • technology access <p>3. Working from our Family Support Survey, provide more opportunities for:</p> <ul style="list-style-type: none"> • parent volunteering • family engagement. <p>4. Based on the Family Support Survey, given twice a year, identify areas of greatest family need and respond with targeted professional development for family mentors to increase their effectiveness as educators. Community partners which serve these need areas will be invited to FCE team meetings and parent events.</p>	<p>2. FCE Coordinator, ERSEA Coordinator, ADEL, Teachers and FM</p> <p>3. FCE Coordinator, Parent Engagement Specialist, Operations Manager</p> <p>4. FCE Coordinator, FCE Coach</p>	<p>2. Twice annually, fall/spring</p> <p>3. Twice annually, fall/spring</p> <p>4. Twice annually</p>	<p>2. Twice annually to Leadership</p> <p>3. Twice annually to Leadership</p> <p>4. Annually to Leadership</p>	<p>2. FCE and ERSEA budget, information packet and flyers</p> <p>3. ChildPlus contract</p> <p>4. FCE T/TA</p>	<p>2. Surveys/ Family Support Survey</p> <p>3. Program calendar of events</p> <p>4. FCE meeting agendas and individual PD plans</p>
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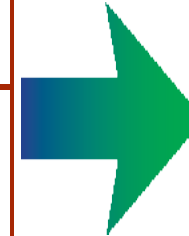
Program Goal: The PSD ECE program will ensure that eligible children and families have adequate access to Early Childhood programming.

Measurable Objective: Monthly, the program will educate, monitor, and intervene to ensure strong access to the program through student attendance as measured by overall attendance rates, individual student attendance rates, and attendance plan data.

Expected Outcomes: The program will demonstrate strong overall attendance rates. (85% or better)

The program will see positive changes in attendance patterns for families receiving intervention for poor attendance.

The program will create and implement an illness prevention plan to respond to public health crisis



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Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
1. Program will provide attendance procedure training for all staff and review during communications throughout the year.	Responsible: Leadership team	Monthly	Yearly, updates as necessary	None	-ChildPlus attendance data -Central attendance line data
2. Review attendance data monthly and monitor overall attendance	Responsible: Attendance Impact Team (AIT), Mentors, front office	Monthly	Monthly to Policy Council	None	-ChildPlus follow ups - AIT Monthly Report Form -Attendance Dashboard
3. Identify families who fall in the chronic absence range of <60%. Contact and offer support to families.	Responsible: AIT Participants: Family Mentors, teachers	Monthly	Monthly to Policy Council	None	-ChildPlus

<p>4. Identify families who remain in chronically absent category for 2 or more months despite check-in. Evaluate if absences are excused or unexcused. Consider placing on attendance plan.</p>	<p>Responsible: AIT, Teacher, Family mentors</p>	<p>Monthly</p>	<p>Monthly to Policy Council</p>	<p>None</p>	<p>-ChildPlus</p>
<p>5. Provide initial and on-going education about the importance of attendance and access to school</p>	<p>Responsible: AIT, ERSEA team, Family Education Specialist, Family mentors, classroom teams, Leadership</p>	<p>On-going annually</p>	<p>In-letters, social media blasts, website support, family mentor coaching, open house/first center visit</p>	<p>None</p>	<p>-Facebook page, ChildPlus, surveys for parent involvement</p>
<p>6. Develop an illness prevention plan to support program activities in response to public health crisis.</p>	<p>Responsible: District, Covid Responses Teams, Health Coordinator, Nursing staff, Classroom Staff, Site administration, Leadership</p>	<p>On-going</p>	<p>On-going, Monthly updates at Policy Council, Annually at Self-assessment</p>	<p>Covid relief funds, general funds,</p>	<p>Covid tracking dashboard, attendance line data, attendance follow-ups, facebook, ChildPlus, letters to families about required health topics.</p>

Program Goal: The PSD ECE program will ensure that eligible children and families have adequate access to Early Childhood programming.

Measurable Objective: Yearly, the program will actively seek opportunities for expansion to improve access for eligible children.

Expected Outcomes: The number of sites will increase in multiple neighborhoods across the community. The number of slots will increase. The number of slots that are most desirable for families will increase. (Full day) The funds in the budget will increase.



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Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
1. Implement EHS and CPP Requests for Proposals (RFP), PSD with processes that invite community partnerships in neighborhoods across our catchment area	Director, Operations Manager, Finance Department	On-Going	Annually	PSD Finance and Contracts; EHS and CPP funds; ECCLC supports; Curricula and Training.	CPP and EHS Contracts processes; ChildPlus; TS GOLD; Curricula
2. Explore duration and full day expansion options in all funded sources.	Director, Operations manager, ERSEA Coordinator, Assistant Director	On-going	Annually	HS, CPP, ECSE, Tuition-Based and as-yet-to-be-	Enrollment data Grant Budget (\$) Annual reporting for grants

	for Early Learning			identified funded slots.	Student count day
<p>3. Capture new funded slots for students.</p> <p>-Actively partner with neighborhood schools to increase classroom space for ECE.</p>	Leadership, Administration	On-Going	Annually	HS, CPP, ECSE, Tuition-Based and as-yet-to-be-identified funded slots, such as District General Fund, Ongoing and One-time grants, and Local Grants/funds	Enrollment data Grant Reporting (yearly)
4. Report slot type, totals versus waitlist and enrollment numbers.	Operations team, ERSEA coordinator	Weekly (Operations and weekly program update)	Monthly (Policy council)	ChildPlus, Power BI,	
5. Report expansion numbers yearly to the policy council	Leadership team	Annually	Annually	Grant funding, ECSE funding, non-federal share	Enrollment numbers, capacity.

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Program Goal: The PSD ECE program will ensure that eligible children and families have adequate access to Early Childhood programming.

Measurable Objective: The number of absences due to transportation will be reduced by 5% over the five-year grant.

Expected Outcomes: Increase the number of students attending neighborhood schools, increase the number of students accessing district transportation to the ECE program, improvement in attendance with transportation listed as a reason for student absence.

Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
1. Monthly collaboration meetings with the PSD transportation department to improve services and access for families.	ERSEA, Disabilities Coordinator, Operations Manager, Transportation director, transportation team	Monthly	Annual	Non-federal share	Meeting agendas Child Plus—the number of students with transportation, attendance data
2. Develop a priority list of students who have access to transportation during the pandemic.	Operations, Transportation, ERSEA Coordinator	On-going	Annual	Non-federal share	Child Plus, Bus Routing Software
3. Create/Revise the PSD ECE Family Transportation Communication Plan, detailing who qualifies, when to apply, and when they will know about transportation. Publish on website, include in initial paperwork and welcome packets. -Provide staff education/training about the district transportation requirements.	ERSEA, Disabilities Coordinator, Operations Manager, Transportation director, transportation team, front office team, family mentors	On-going	Annual		Communication Transportation applications, percentage
4. Increase the number of students attending neighborhood schools.	ERSEA, Disabilities Coordinator, Assistant Director of	On-going	Monthly at Policy Council		Percentage of children attending their neighborhood

	Early Learning				school.
5.Explore/encourage other options for transportation beyond district resources	Policy Council and Leadership	On-going	Annually at self-assessment		Child Plus, Application Data

6. Monitor attendance for unexcused absences related to transportation	ERSEA, AIT, Quality Data Tech	On-Going	Month at Policy Council		Percentage of unexcused absences with transportation as the reason.
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Program Goal: The PSD ECE program will ensure that eligible children and families have adequate access to Early Childhood programming.
Measurable Objective: Collaborate with the ECE program, community, and district stakeholders before, during and after the ECE program to ensure continued access to education.
Expected Outcomes: Full enrollment across funded sources, steady or increased program satisfaction, continued participation in services as children age through different stages.



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Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
1. The ECE program will monitor the transition into the program through the application process. -Track the number of applications -Track the number of new placements -Share recruitment and outreach results -Establish robust waitlists and track the waitlists for each funded source. -Survey families as they enter the program to evaluate their experience.	ERSEA, front office	Monthly at Operations	Monthly at Policy Council	ERSEA staffing; ChildPlus	Child Plus, Front office tracking, alpha tracking,

<p>2. The ECE program will monitor transitions within the program.</p> <p>- As a family ages out of services or changes funded source/service within the program, staff will assist with the transition.</p> <p>-Survey families at in-program transition to evaluate their experience.</p>	<p>ERSEA, FCE Coordinator, Family Mentors</p>	<p>Monthly at Operations</p>	<p>Annually</p>		<p>Retention percentage and reasons.</p>
<p>3. The ECE program will monitor the transition to Kindergarten.</p> <p>-Survey families at kindergarten transition to evaluate their experience.</p> <p>-Using survey information from families and staff members, improve communications, activities, and documents to support kindergarten transition.</p>	<p>ERSEA, Leadership, Classroom staff, mentors, District and Community Partners</p>	<p>On-Going</p>	<p>Annually</p>	<p>District Departments and community partners</p>	<p>Child Plus Synergy Policy Council Agenda – Kinder information night.</p>
<p>4. Compare achievement data for ECE children who transition to District schools for kindergarten. Evaluate trends, progress.</p>	<p>Leadership, Policy Council, District partners</p>	<p>Annually</p>	<p>Annually at Self-Assessment</p>	<p>District Departments; GOLD contract</p>	<p>TS GOLD</p>
<p>5.PSD ECE program will monitor shifts from in person learning to remote education to minimize drops during pandemic related shifts.</p>	<p>Leadership, classroom staff, mentors, ERSEA, Health, District Partners</p>	<p>As needed</p>	<p>As Needed at Policy Council, reviewed at self-assessment</p>	<p>COVID relief grants, local funds, and technology dollars</p>	<p>Enrollment, attendance, TS GOLD</p>