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We will insert Year 1 here later.



Poudre School District FY21-26 Comprehensive Head Start Grant Goals, Measurable Objectives, Expected Outcomes/Progress, and Challenges

Year 2 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>In the domain of Cognition, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives.</p> <p>In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives.</p> <p>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.</p> <p>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.</p> <p>90% of observed Home Visits will demonstrate medium to high fidelity according to the Growing Great Kids Observation Tool.</p> <p>CLASS coding score in the domain of Instructional Support will increase by 5% program wide in the 21-22 school year.</p>	<p>Fewer and fewer children will be below widely held expectations over the course of the instructional year.</p> <p>Indicator 7 data will show adequate growth for identified students with IEPs</p>	<p>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:</p> <ul style="list-style-type: none"> • Quality documentation • Program alignment of ratings (rater reliability) • Regular and frequent data entry across the checkpoint period <p>Instructional staff may need support with MTSS procedures to design and implement high quality interventions for students falling below widely held expectations.</p> <p>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.</p> <p>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.</p>

			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.
	<p>Using baseline data from family exit surveys, improve parent events and trainings and monitor progress.</p> <p>Maintain or increase attendance at Parent Events by offering some virtual and some in-person events throughout the year.</p>	<p>Families will increase their ability to organize and adapt to impact their child's future.</p> <p>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.</p>	<p>Families may wish to skip or ignore surveys without consistent prompting.</p> <p>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.</p>



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Goals, Measurable Objectives, Expected Outcomes/Progress, and Challenges

Year 2 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 2: The PSD ECE program will ensure that eligible children and families access our Early Childhood programming.</p>	<p>In Pre-K and EHS programs, students will have 85% attendance or better.</p> <p>Identify and support all chronically absent (below 60%) students within the first 90 days with a follow up action plan.</p> <p>Develop an illness prevention plan to support program activities in response to public health crisis.</p>	<p>We will see an overall increase aggregate attendance above the 85% in all program areas. (EHS, HS, CPP, TB, ECSE)</p> <p>Increased attendance due to follow-up communication or check-ins related to attendance action plan.</p> <p>Program will act (increase bus requests, change classrooms, etc) to support a family with attendance leading to increased attendance for chronically absent students.</p> <p>Teams will develop, communicate, and support action plans created in response to pandemic. (Covid Responses teams, attendance follow-up team, classroom teams)</p>	<p>Due to the pandemic, getting to preschool is becoming increasingly difficult for families.</p> <p>Attendance procedure implementation varies across the system.</p> <p>Lack of engagement/shifting attention focus from families.</p> <p>Some of the supports we used to have are not available now. (Transportation)</p> <p>Fatigue and burnout for staff and families with constantly shifting information.</p>
	<p>Within the next five years, the program will increase the number of slots available to families by 10%. PSD ECE will monitor the transition <u>into the program</u> by increasing the number of applications by 10%.</p>	<p>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.</p> <p>Program will use baseline data from the Pre-K to K transition to add transition activities to support families and</p>	<p>There may not be funding, availability, or space for new slots.</p> <p>Pandemic related changes introduce new rules, regs, or</p>

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.

increase satisfaction.

PSD ECE will increase access to school via technology for remote connection when in person learning is not available.

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.