| Program Goal | Measurable Objectives | Expected Outcomes/Progress | Challenges |
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| **Goal 1: Children will show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through successful Kindergarten matriculation.** | For all EC instructional staff (Home visitors, paras, teachers)<br>• Preliminary levels and documentation for objectives 8a/b, 9a/b, 1a/b, and 3b (and items 37 and 38 for DLLs) will increase in number and quality according to a rubric (TBD) monitored every two weeks by the Achievement Outcomes Team to ensure there is regular, quality documentation and preliminary levels-setting for each child. Outcomes will be reported to staff, schools, district, and PC monthly.<br>For EC classroom staff (paras and teachers)<br>• CLASS measures in Instructional Supports will increase by 4% program wide from 2019 to 2020 program-wide coding events. | • The new curriculum will be used to fidelity in year one and beyond by all teaching teams in PSD classrooms.<br>• Across all GOLD checkpoints, instructional staff regularly input and set preliminary levels on formative documentation for objectives 8a, 8b, 9a, 9b, 1a, 1b and 3b<br>• Curriculum training will result in increased ability of instructional staff 36 months to K transition to use formative processes as evidenced by the measurable objective.<br>• Family Mentors will have clarity on how their formative and summative assessment work is used on behalf of children and families. | 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 <u>all</u> instructional staff.<br><br>Working as an Achievement Outcomes team, PLC and coaching opportunities will be available to <u>all</u> 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>• |
| | Using TS Gold data, instructional staff will analyze and report on growth of students for objectives 8a/b, 9a/b, 1a/b, and 3b (and items 37 and 38 for DLLs) connected to their caseload in a coaching cycle, or a PLC process with a consistent reporting product to contribute to program progress metric. | Fewer and fewer children will be below widely held expectations over the course of the instructional year.<br><br>The program will use this data to inform our future practices around student academic growth. | Key leadership and coaches need training in formative processes.<br>• Identify training for ECE Leadership Team, Parent Educator, and Family Mentor Coaches |

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| **Goal 2: The PSD ECE program will educate families about the importance of attendance to develop habits that prioritize school access.** | Monthly, the Attendance Impact Team will report overall absences broken down by excused and unexcused absences to the leadership team and to Policy Council. Tardies and early pick-ups will not be included. | The program will report fewer unexcused absences.<br><br>Family organization strategies around communicating about absences will increase and improve. | 1. Many staff members are contributing to attendance. Evaluate current staffing to see if there are other ways to more efficiently run attendance processes.<br><br>2. How do we learn about the family habits portion of this goal? Explore the idea of surveys to gather information from families. |
| | Monthly, PSD ECE will report the absences in the following categories: no call/no show, vacation, other, transportation, personal day, and no reason entered to leadership, Policy Council, schools, staff, and families with unexcused absences.<br><br>The number of unexcused absences unrelated to illness and family crisis will decrease by 15% from 2018-19 to 2019-20. | Families would build awareness of the importance of informing the program about absences. | 1. Messaging to families in multiple languages can be a challenge. We are going to provide messaging with texts in English and Spanish. We will explore other options for additional languages.<br><br>2. We have so many people/departments working on attendance, the room for error and redundancy is large. Explore staffing options for an attendance clerk. |

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| **Goal 3: The PSD ECE Program will collaborate with community stakeholders and district partners to ensure program quality and school readiness for all children by promoting successful transitions in each program phase through Kindergarten.** | Monthly, the PSD ECE Leadership team will monitor applications, enrollment, screening, and placement of children to ensure qualifying children have access to the program.  This information will be shared monthly with Policy Council, schools, and staff. | Complete application, screening, and placement processes will ensure students have access to the program.<br><br>Enrollment numbers for each funding source will be met as well as maintaining a robust waitlist. | 1.CPP qualifying factors have made it difficult to fill CPP slots with 3-year-olds.<br><br>To address these challenges, we will be meeting with our state CPP representative for technical assistance.<br><br>2. Our waitlist is still not sufficient to fill all slots.<br><br>To address these challenges, we will need to work on diverse recruiting opportunities.<br><br>3. Limited transportation availability may limit placement for families.<br><br>To address these challenges, we are going work internally with transportation to support as many families as possible. Explore potential expansion. |
| | Monthly, PSD leadership will monitor the following internal transitions:<br>Pre-natal to birth<br>Birth to program participation<br>EHS center-based to other<br>EHS home-based to other<br>EHS to HS<br>IFSP progress | The program will be able to anticipate and plan for transitions.<br><br>Students will access the appropriate program for their needs.<br>Fluctuations in enrollment will allow for more students to access | 1.  Is the appropriate placement for each child available within a 30-day window?<br><br>Our ERRF and Enrollment teams will work to find the best available placement children on an on-going basis. |

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| | IFSP to IEP<br>IEP progress<br>Post-placement student needs<br>Post-placement family needs<br>Transition in funded source | the program as people move around.<br><br>Classrooms and schools are ready to receive new students. | 2. Transportation<br><br>Explore potential expansion. |
| | Quarterly, ECE Leadership will monitor the transition from Pre-K to K<br><br>Yearly, the ECE Leadership will evaluate the transition process from Pre-K to Kindergarten.<br><br>The number of students within widely held expectations will remain or increase between Pre-K final checkpoint and the first checkpoint in Kindergarten. | Integration with district schools and departments will increase around PK-K transition. | 1. Different evaluators may yield different results<br>We will require interrater relatability training. We will also offer ongoing training with the new curriculum adoption.<br><br>2. Data – We need to be able to track K TS gold data and Pre-K data<br><br>We will work with the district data team to support schools with integrating this data. |

Keep in mind the acronym "BROAD" as you write your goals: Bold—Beyond current expectations, Responsive, Organization-wide, Aspirational, and Dynamic. Then use these BROAD qualities to inform the goals you write.

Objectives are elements of goals. Like goal statements, they are written as things to be accomplished. Objectives support the attainment of a goal by breaking the goal down into Specific, Measurable, Attainable, Realistic, and Timely elements, often represented by the mnemonic SMART. If goals are your destination, objectives are your mile markers along the way.