

**Program Goal:** Children will show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through successful Kindergarten matriculation

**Objective:** For all EC instructional staff (Home visitors, paras, teachers), 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.

For EC classroom staff (paras and teachers)  
CLASS measures in Instructional Supports will increase by 4% program wide from 2019 to 2020 program-wide coding events.

**Expected Outcome:** The new curriculum will be used to fidelity in year one and beyond by all teaching teams in PSD classrooms. 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. 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. Family Mentors will have clarity on how their formative and summative assessment work is used on behalf of children and families.



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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. Identify the Achievement Outcomes Team (AOT)	1. Asst. Dir. Of Early Learning (ADEL)	1. Once	Annually	TS GOLD contract; GOLD systems; Instructional and FM Coaching FTE, CLASS coding budget	TS GOLD; Home Visit Plan; Lesson Plans, Formative Quality and Frequency Rubric; ChildPlus;
2. Schedule AOT meetings/monitoring	2. ADEL	2. 2x/mo.			
3. Create rubric for monitoring	3. AOT	3. Once			
4. Identify elements of PD that will support all instructional/classroom instructional staff (including CLASS)	4. ADEL/Leadership	4. Quarterly			
5. Implement training and assess effectiveness	5. ADEL/Leadership	5. Quarterly			
6. Schedule CLASS coding	6. ADEL	6. 1x/yr.			
7. Communicate plans/outcomes to stakeholders	7. Leadership	7. Quarterly			

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**Objective:** 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 (TBD). to contribute to program progress metric

**Expected Outcome:** Fewer and fewer children will be below widely held expectations over the course of the instructional year. The program will use this data to inform our future practices around student academic growth.



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<ol style="list-style-type: none"> <li>AOT will create the Program Progress metric document using current assessment tool documents as a guide.</li> <li>AOT will collect and analyze caseload progress documents and share results with Leadership.</li> <li>Leadership and staff will use the data to inform next steps for professional development and Action Planning for the new 5 Year Grant.</li> <li>Create systems and training to support the development of IEP goals and objectives using the assessment tool used program-wide to support use of consistent progress monitoring.</li> </ol>	<ol style="list-style-type: none"> <li>AOT</li> <li>AOT and Leadership</li> <li>Leadership and ECE Staff</li> <li>IS liaison, IT staff and ADEL</li> </ol>	<ol style="list-style-type: none"> <li>Once</li> <li>GOLD checkpoints</li> <li>Ongoing Program Planning Cycle</li> <li>Ongoing</li> </ol>	Annually	TS GOLD Data Technician salary; Administrator salaries; IS salaries	TS GOLD ChildPlus Enrich Program Progress Metric

**Program Goal:** The PSD ECE program will educate families about the importance of attendance to develop habits that prioritize school access.

**Measurable Objective:** Monthly, the attendance impact team will report overall absences by excused and unexcused categories to the leadership team and policy council. Tardies and early pickups will not be included.

**Expected Outcomes:** The program will report fewer unexcused absences. Family organization strategies around communicating about absences will improve.



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1. The AIT will create and implement a monthly attendance information blast with progressive messages to increase understanding and reinforce good habits for staff, children, and families. The AIT will measure the effects of the blasts and our new absence reporting system through short social media surveys.	Responsible: Attendance Impact Team, Project Manager	Monthly	Monthly	None	-Attendance campaign resources - ChildPlus attendance data -Website -Facebook - Text
2. The AIT will review attendance for those in the chronically absent category and track follow up contacts from the program to support family education about attendance.	Responsible: Attendance Impact Team, Family Mentors	Monthly/Annually	Annually	None	- ChildPlus Attendance data dashboard -Family mentor notes about contacts,
3. The PSD ECE program will streamline attendance reporting through a single attendance line.	ERSEA, Attendance Impact Team, Teachers, mentors, leadership, office staff	Monthly	Monthly	Magnets, staffing to support attendance duties	-Child Plus attendance, voicemail
4. The PSD ECE program will create and monitor new methods of communicating with families about attendance.	Leadership, Attendance Impact Team, Staff		Annually		Child Plus, Texting, phone calls, letters, meetings, video

**Program Goal:** The PSD ECE program will educate families about the importance of attendance to develop habits that prioritize school access.

**Measurable Objective:** Monthly, PSD ECE will report absences in the following categories: no call/no show, vacation, transportation, personal day, and no reason to Leadership, Policy Council, Schools, Staff, and families with unexcused absences. The number of unexcused absences will decrease by 15% from 2018-2019 and 2019-2020.

**Expected Outcomes:** Families will build awareness of the importance of informing the program about absences.



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1. Review attendance data monthly, to monitor: <ul style="list-style-type: none"> <li>That No Call/No Show (NC/NS) procedures are implemented to fidelity and absence reporting</li> <li>Mentor and Teacher follow-through procedures are implemented to fidelity</li> </ul>	Responsible: Attendance Impact Team	Monthly	Monthly to Leadership, Quarterly program-wide	None	-ChildPlus -AIT Monthly report form
2. Provide individual support and supervision for Family Mentor implementation of attendance procedures.	Responsible: FCE Coord., AIT Participants: FMs	Monthly	Quarterly	None	-ChildPlus
3. Provide continued support and training for ECE staff and their supervisors on implementation of new attendance procedures	AIT, Director, Teacher Supervisors	Weekly/Monthly	Quarterly	None	-ChildPlus -Employee Attendance
4. Meet monthly to review data input and attendance reports, with follow up actions for staff.	Responsible: Attendance Impact Team	Monthly	Quarterly/Annually	None	-ChildPlus and Staff monitoring
5. Update all program staff on attendance goals, procedures, and monitoring process at all-staff training, beginning spring 2019.	Responsible: AIT, Leadership (supervisors of those implementing procedures)	Once annually	Annually beginning at this year's last All-Staff training	None	-Training sign-in sheet

**Program Goal:** The PSD ECE Program will collaborate with community and district partners to ensure program quality and school readiness for all children by prompting successful transition in each program phase through kindergarten.

**Measurable Objective:** 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.

**Expected Outcome:** Complete application, screening and placement processes will ensure students have access to the program. Enrollment numbers for each funding source will be met as well as maintaining a robust waitlist.



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<ol style="list-style-type: none"> <li>Identify data sets to monitor monthly including 1) Outreach and recruitment results; 2) Incomplete and complete applications; 3) Wait list; 4) Screening; 5) Placement; 6) Family qualifying factors</li> <li>Operations will identify quarterly needs/ targets and present at Leadership retreats</li> <li>Continue reporting to Policy Council on monthly enrollment and attendance</li> <li>Identify any additional metrics or communications needed.</li> </ol>	<p>Operations Team</p> <p>Leadership team</p>	Monthly Monitoring	Quarterly reporting and planning at leadership retreat	ERSEA Team Staffing; costs for outreach and recruitment; printing and system expenses for reporting	Monthly Monitoring Report, Childplus database reports for gathering the data; ERSEA placement spreadsheet; Enrich
<ol style="list-style-type: none"> <li>Operations will anticipate and prepare for important student count and transitions dates including 1) First day of school; 2) CPP count; 3) ECSE count; 4) Re-enrollment; 5) Summer Session; 6) Transition to K events</li> <li>Operations and Leadership will identify “hot topics” and communication plans for these important dates.</li> </ol>	<p>Operations</p> <p>ECE Leadership</p>	Monthly	<p>To staff: weekly update 1 month prior to the event.</p> <p>Annually – Self Assessment</p>	ERSEA Team Staffing; costs for outreach and recruitment; printing and system expenses for reporting	Yearly, ECSE, and CPP Counts, re-enrollment and Kindergarten enrollment based on attendance reports in ChildPlus and Synergy databases

**Program Goal:** The PSD ECE Program will collaborate with community and district partners to ensure program quality and school readiness for all children by prompting successful transition in each program phase through kindergarten.

**Measurable Objective:** Monthly, PSD ECE leadership will monitor the following internal transitions: pre-natal to birth, birth to program participation, EHS transitions, IFSP to IEP, post placement transitions.

**Expected Outcome:** Students will access the appropriate program for their needs, fluctuations in enrollment will allow more students to access the program and classrooms and schools are ready to receive new students.



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<ol style="list-style-type: none"> <li>To be Monitored in Operations: prenatal-birth, birth to program, EHS to pre-K, IFSP to IEP and post-placement transitions.</li> <li>Surveying involved parties in student transition</li> <li>Reporting of survey results: quantity, quality of transitions including successes and opportunities with the transitions.</li> <li>Identify prioritized transition collaborations to support and improve the transition process.</li> </ol>	Operations Team, Staff involved in transitions	Monthly	Annually	Staffing costs for all involved, training, survey or software support	Child Plus, Enrich, TS Gold, Power BI, Child Find reporting, and PIR
<ol style="list-style-type: none"> <li>From prioritized collaborations, identify workgroups, responses and resources at the Leadership quarterly retreats.</li> <li>Report progress at the following Leadership retreat.</li> </ol>	Leadership team, staff members, PSD Departments, families, community members	Quarterly	Annually	Staffing costs for all involved	Quarterly retreat minutes and products; Workgroup meeting minutes and products;

**Program Goal:** The PSD ECE Program will collaborate with community and district partners to ensure program quality and school readiness for all children by prompting successful transition in each program phase through kindergarten.

**Measurable Objective:** Quarterly, ECE leadership will monitor the transition for PK to K. Yearly, ECE leadership will evaluate the transition process. We will establish a baseline for students to determine whether, within widely held expectations, students remain or increase from their PK final checkpoint and their first checkpoint in kindergarten.

**Expected Outcome:** Integration with school will increase in the PK to K transition.



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<ol style="list-style-type: none"> <li>1. Early Childhood Leadership will continue to work with partners to prompt use of TS GOLD for community data sharing,</li> <li>2. Identify any additional metrics or communications needed.</li> </ol>	<p>Director of Early Childhood, Operation Manager and Assistant</p> <p>Director for Early Learning, Inst. Coaches</p>	Quarterly	Annually	Staffing costs for all involved	Child Plus, TS Gold, Enrich, and Power BI
<ol style="list-style-type: none"> <li>1. Create a comprehensive plan to educate and communicate with families about kindergarten transition activities such as: registration, open houses, school of choice, transportation, and IEP transitions.</li> </ol>	Leadership team, district and community partners	Quarterly	Quarterly	Staffing costs for all involved Printing costs	Quarterly retreat minutes and products; Workgroup meeting minutes and products;
<ol style="list-style-type: none"> <li>2. Evaluate the comprehensive Kindergarten transition plan to identify strengths and opportunities.</li> </ol>	Leadership Team	Yearly	Yearly	Staff costs for all involved; Communications Department costs and staffing	Connections survey, parent input and feedback, staff input and feedback, community input and feedback, feedback through self-assessment