The program, in consultation with staff, governing bodies, policy groups, and other community organizations, routinely engages in a process of systematic planning that utilizes the results of the Community Assessment, Self-Assessment, and other information to develop long- and short-term goals for improvement and written plans for service implementation. 1304.51(a)(1), 1304.51(a)(1)(i), 1304.51(a)(1)(ii), 1304.51(a)(1)(iii), 1304.51(a)(2), 1305.3(d)(1), 1305.3(d)(2), 1305.3(d)(3), 1305.3(d)(4), 1305.3(d)(5), 1305.3(d)(6)
**School Readiness Plan**

Shippensburg Head Start School Readiness goals in each of the five domains have been determined by examination of the 2011-12 outcomes from Teaching Strategies GOLD.

Per our Program School Readiness Goals, When utilizing the Teaching Strategies GOLD assessment tool the following percentages will be expected within in the following core domains by the Spring 2012/2013 Assessment Checkpoint:

- **Social and Emotional Development**: 80% of children (program-wide) will either “Meet Expectations” or “Excel Expectations.” 10% of the children (program-wide) assessed will “Excel Expectations.” The remaining 10% of children (program-wide) will either be “Below Expectations”, “Meet Expectations”, or “Excel Expectations.”

- **Approaches to Learning**: 80% of children (program-wide) will either “Meet Expectations” or “Excel Expectations.” 10% of the children (program-wide) assessed will “Excel Expectations.” The remaining 10% of children (program-wide) will either be “Below Expectations”, “Meet Expectations”, or “Excel Expectations.”

- **Language and Literacy**: 75% of children (program-wide) will either “Meet Expectations” or “Excel Expectations.” 10% of the children (program-wide) assessed will “Excel Expectations.” The remaining 15% of children (program-wide) will either be “Below Expectations”, “Meet Expectations”, or “Excel Expectations.”

- **Cognition and General Knowledge**: 75% of children (program-wide) will either “Meet Expectations” or “Excel Expectations.” 10% of the children (program-wide) assessed will “Excel Expectations.” The remaining 15% of children (program-wide) will either be “Below Expectations”, “Meet Expectations”, or “Excel Expectations.”

- **Physical Development and Health**: 85% of children (program-wide) will either “Meet Expectations” or “Excel Expectations.” 10% of the children (program-wide) assessed will “Excel Expectations.” The remaining 5% of children (program-wide) will either be “Below Expectations”, “Meet Expectations”, or “Excel Expectations.”

This final percentage takes into account the projected number of children with special needs or who are considered to be “at risk” (including, but not limited to, children with IEP’s, mental health services, ESL, or children starting late in the school year).

**What are some examples of the grantee’s School Readiness goals in each of the 5 domains for preschool children?**

1. **Social Emotional:**
   1. Regulate own emotions and behaviors
   2. Establish and sustain positive relationships
   3. Participate cooperatively and constructively in group situations

2. **Approaches to Learning**:
   1. Demonstrate positive approaches to learning
   2. Explore the visual, dramatic and musical arts

3. **Physical Development and Health**:
   1. Demonstrate traveling and balancing skills
   2. Demonstrate gross-motor manipulative skills
   3. Demonstrate fine-motor strength and coordination

4. **Language and Literacy**:
   1. Listen to and understand increasingly complex language
2. Use language to express thoughts and needs
3. Use appropriate conversational and other communication skills
4. Demonstrates phonological awareness
5. Demonstrates knowledge of the alphabet, print and its uses
6. Comprehends and responds to books and other texts
7. Demonstrates emergent writing skills
8. ESL: Demonstrates progress in listening to/understanding and speaking English

5. Cognition and General Knowledge:
   1. Remembers and connects experiences
   2. Use classification skills, symbols and images to represent something not present
   3. Uses number concepts and operations
   4. Explores and describes spatial relationships and shapes
   5. Compares and measures
   6. Demonstrates knowledge of patterns
   7. Uses scientific inquiry
   8. Demonstrates knowledge about self

Resources provided to obtain goals: Staff and parent training on developmentally appropriate activities to address the various goals above. Reading materials, education newsletter, parent newsletter, share activities at each teacher and home visitor meeting. The Education Consultant’s observations and recommendations provided to the teachers and home visitors, as well as CLASS observations and recommendations.

Individual Child School Readiness Plan
Lesson Plans reflect individual goals, developmental needs, strengths, and interests of children in the classroom. Teachers/Home Visitors document how they individualize activities for children on the Individual Child School Readiness Plans. They document opportunities to embed goals for each child on the Individual Child School Readiness Plan, as well as the Lesson/Socialization Plans. Progress toward each child’s goals will be assessed and documented regularly through focused observations which will be summarized on the Individual Child School Readiness Plans. Progress on each child’s goals will be assessed and documented regularly and the appropriateness of goals will be evaluated and changed as needed. Parents/Guardians will be informed of their child’s progress in writing, at home visits, parent/teacher conferences, and phone calls. Parents/Guardians will be part of the decision-making process when goals/objectives need changed and/or updated. Each Teacher/Home Visitor is required to work on a minimum of one individualized goal per month per child (this allows for quality of work, rather than quantity).
Program School Readiness Goals

Shippensburg Head Start Program School Readiness Goals encompass six areas:

- Ready Schools
- Ready Families
- Ready Communities
- Ready Health
- Ready Staff
- Ready Systems

By meeting the goals in these six areas we will have “Ready Children”.

Ready Schools

GOAL: Promote the seamless transition to schools that are responsive to the individual strengths and needs of children.

Objective: Improve School's responsiveness to the individual strengths and needs of each child in all five domains through 1) educating parents and the community on quality learning and developmentally appropriate practices, measured by 25% attendance at school readiness events and a 50% increase in scores on pre/post survey on child development and 2) improved teacher/home visitor understanding of child development and developmentally appropriate practices, measured by 75% of children assessed will “Meet Expectations” or “Excel Expectations” on Teaching Strategies GOLD assessment by the Spring checkpoint.

GOAL: Increase understanding and improve scores in all three domains of the CLASS with a concentration in instructional support.

Objective: 75% of teaching staff will have understanding of all domains and dimensions of the CLASS through ongoing staff development, measured by individual classroom scoring a minimum of 1 point above the national average in each of the CLASS dimensions.

Ready Families

GOAL: Provide to all families information on school district engagement opportunities and requirements to continue the emphasis of the parent as the child’s first teacher.

Objective: Prepare parents and guardians of each kindergarten bound child to support the school district expectations in reference to the completion of clearance forms and volunteering. 100% of the child’s next placement (elementary schools, private schools) will be contacted regarding information on volunteer opportunities and policies, clearance forms and special events and provided to parents by May of each Program year.

GOAL: Provide innovative and customized trainings for parents on developmentally appropriate activities to use with their children and advocate the importance of engagement in their child’s education.
Objective: Train parents and guardians to engage in their child’s education through the implementation of developmentally appropriate activities throughout the year in various events and meetings in the 5 domain areas. Measured by increased attendance at planned activities to at least 40% of enrolled families for each targeted event or meeting by May 2015.

Ready Communities

GOAL: To network with the community stakeholders (to include social service providers, churches, SRC, elected officials, libraries, mental health providers, nutritionist, medical/dental providers, school officials and parents) to provide awareness, support and resources that foster united efforts to meet the identifiable needs of the Head Start children and families.

Objective: Increase community awareness by 25% of existing Head Start services and Program outcomes by the Spring of 2014, measured by survey.

Objective: Increase Head Start parent's knowledge of community resources by 25% by the Spring of 2014, which will be measured by annual community resource survey.

GOAL: To provide more early education and care to more children ages 0-5 in the Shippensburg, Newville, Boiling Springs, Newburg, and Carlisle Areas.

Objective: Build collaborative partners in the community to strategically plan for Pre-K Counts grant applications and Early Head Start grant applications.

GOAL: Increase the development of social capital to build a learning community with Head Start.

Objective: Network and increase communication with community leaders and campus leaders to improve systems and find new initiatives with Head Start to continue quality services and programming to Head Start children, families and staff by May 2015.

Ready Health

GOAL: Provide information and support to all families about school district health requirements for entry into school and to ensure all children receive a physical and dental exams.

Objective: Raise awareness of the importance of yearly well-child checks measured by 6 methods of intervention and work with families to obtain physical and dental screening and track follow up within 90 days of child entry.

Objective: To participate in the statewide project to obtain comprehensive physical/oral health services, especially follow-up treatment, for all enrolled children. To ensure the opportunity to achieve better health care coordination/case management services between Medicaid Managed Care Organizations (MCOs), dental/medical providers in our service area, and Shippensburg Head Start Health Manager by November 2013.
GOAL: Provide information and support on nutrition, physical activity and mental health to Staff and Head Start parents to decrease obesity and increase mental health well-being.

Objective: Develop healthy eating habits and physical activity habits with children through improved quality of educational activities in the classroom and socializations. Measured by decreases in BMI that are in obese/morbidly obese range. Increase in physical development and health assessment outcomes by May 2013.

Objective: Increase staff knowledge on building protective factors in children. 90% of the children will be assessed at “typical or strength” in post-DECA assessment by May 2013.

Ready Staff

GOAL: Develop and Prepare staff to provide quality service delivery to Head Start children and their families within the Federal, State and local regulations and the Head Start Performance Standards/ Head Start Act.

Objective: Increase Staff understanding of developmentally appropriate practice, best practice and how to be a reliable child assessor each year with using a variety of trainers and training methods by May 2014.

Objective: Ensure all staff has a clear understanding of program requirements, tracking and forms to provide services that meet Federal, State and local regulations and Head Start Performance Standards by November 2013.

Objective: Increase staff communication skills when working with families, community, and fellow staff through a series of staff training topics by January 2015.

Ready Systems

GOAL: Ensure all systems are aligned to assist and monitor staff, program services and activities, safety, funds, governance, and regulations.

Objective: Utilize PROMIS 2012 and increase staff usage by May 2014

Objective: Ensure all form revisions, policies and procedures and tracking forms are updated and aligned with monitoring, ERESA, communication, planning, record keeping, reporting, human resources, fiscal, program governance, transportation and safety by November 2013.

Objective: To ensure transportation is safe and reliable for children by obtaining new buses by May 2015.