

2014-2015
School Readiness Plan and Parent, Family and Community Engagement Plan
Cabarrus County Board of Education Head Start

School Readiness and PFCE Team Mission and Purpose

Mission Statement

The mission of Cabarrus County Board of Education Head Start is to become the leading choice of preschool education in which passionate, dedicated, and accomplished educators will foster and facilitate a safe, developmentally appropriate environment for the active and creative minds of Cabarrus County children.

Vision Statement

The vision of Cabarrus County Board of Education Head Start is to work in partnership with families and the community while enhancing the active and creative mind of the whole child for school readiness by closing the gap.

Demographics

Cabarrus County Board of Education Head Start is located at 310 Kerr Street, NW in Concord, North Carolina. The school serves pre-kindergarten children therefore; it is also licensed under North Carolina's Division of Child Development. In 2005, Long School received a five star rating from the Division of Child Development and has maintained this status, which is the highest available. The school is located in the center of Cabarrus County, providing a high quality of services to families of preschool children in an easily assessable area.

The Pre-K program in Cabarrus County is comprised of children enrolled in Head Start and NCPK. There are 176 preschool children. Head Start provides such services as, speech and language therapy, physical therapy, occupational therapy, assistive therapy, psychological and mental health services and developmental assessments. Supplemental services such as dental, audio logical, and vision screenings are provided. Cabarrus County Board of Education Head Start encompasses ten preschool classrooms, 3 of which are dually funded by Head Start and NC Pre K. The children attend five days a week, ten months a year. 100 % of our Head Start and NC Pre K teacher assistants are Highly Qualified in accordance with No Child Left behind (NCLB). 100% of the classroom teachers are licensed in Birth to Kindergarten Education. Of the 2 administrators on campus at Long School, one has a Master's degree, and one has a bachelor's degree. Additionally we have an Education and Disabilities Coordinator with a Master's degree in School Administration and Curriculum and Supervision with an additional license in English as a Second Language.

Due to lack of transportation the Long Head Start Program opened with only 130 students in attendance. 176 had been enrolled at end of the 2013 2014 school year. Demographics will be benchmarked at the end of the three assessment periods.

Disabilities Information:

	EC w/ IEP's Students out of 176	EC Concerns
BOY	8	13
MOY		
EOY		

English as a Second Language:

	LEP Students out of 176	Non LEP Students out of 176
BOY	72	104
MOY		
EOY		

Demographic Breakdown:

	African American	Caucasian (includes Hispanic)	Multi	Other
BOY	59	103	12	1
MOY				
EOY				

School Readiness Team

Janet Purser: Cabarrus County Board of Education Head Start Administrator

Alicianna Smith: Cabarrus County Board of Education NC-PreK Administrator

Connie Pilkinton	Chairperson
Kenneca Sloan	Head Start Teacher Rep
Michelle Stewart	Head Start Teacher Rep
Rosa Smith	NC PreK Teacher Rep
Crystal Cook	NC PreK Teacher Rep
Julia Walls	NC PreK Teacher Rep
Monica Martin	Head Start TA Rep
Uletha Oglesby	Head Start TA Rep
Teresa Bove	NC PreK TA Rep
Tracy Lindsey	NC PreK TA Rep
Alyeda Doyle	Head Start Family Service Rep
Melissa Hurst	Head Start Family Services Rep
Faith Tinker	Cafeteria Staff Rep
Diane West	Custodial Staff Rep
Deb Lewallen	EC Representative
Head Start Policy Council-Parent Representatives	

Scheduled Dates for Team Meetings: 9/18, 10/16, 11/20, 12/18, 1/15, 2/19, 3/19, 4/16, 5/21 at 3:20 pm at Long School

Committees:

Celebrations, Parent Engagement, Community Engagement

Celebrations: Monica Martin-Chair

Members: J. DeGroat, J. Wood, J. Walls, M. Shirah

Activities:

Spirit Week: October 28-31

Doyle Going Away Party: Nov. 4

Painting Party: 12/17/14 7-10 pm

Birthday Recognition: On-Going

Winter Holiday Celebration: Dec. 19 at 12:00 noon

Parent Engagement: Michelle Stewart-Chair

Members: B. Vereen, A. Armstrong, M. Hurst, J. Mason, U. Oglesby, M. Caban, S. Smith, A. Doyle, R. Smith, T. Bove, T. Lindsey

Activities:

McDonald's Night: Feb. 26th, 4-6 pm (Long only)

Book Fair: 12/8 – 12/12, 7:30 to 8:30 and 2:30 to 3:30; Online fair begins 11/17 (Long only)

At Home Calendar of Activities: Tentative 12/1 (All PreK)

Science/STEAM Fair: TBD (All PreK)

Coupon Class TBD (All PreK)

Friendship Dance: Tentative-info TBD (All PreK)

Community Engagement: Kenneca Sloan-Chair

Members: C. Cook, L. Allison, R. Coley, K. Albright, L. Gatlin, M. Flores, D. Cherry, A. Robles, L. Brown, T. Johnson, K. Hartsell, T. Safrit, J. Frazier, A. Alexander, T. Bridges, J. Tindal, P. Ledwell, V. McCready, S. Morrison, S. Thompson, T. Whitley

Activities:

Math Night: Jan. 29, 4:30 – 6:30 (All Prek)

Literacy Night: March 25th 4-6:30 (All PreK)

Pre-K Closet: On-Going at Long School (All PreK)

Box Tops On-Going (Long only)

Parent Partner Surveys: completed (All PreK)

Community Partnerships Drive: On-Going (All PreK)
Young Athletes: May 15 at Long (Long only)

School Readiness Information

In order to support school readiness for all students, we will use the following strategies to support the five domains using the following processes.

- Use North Carolina School Improvement planning process to develop school readiness goals for each of the five domains (Physical Development and Health, Social and Emotional Development, Approaches to Learning, Language and Literacy, Cognition and General Knowledge) . Goals should reflect the Head Start Child Development and Early Learning Framework, North Carolina Foundations and the North Carolina Department of Public Education. Parents are asked to participate in the School Improvement Planning process and the plan is approved by Policy Council and presented to the parent body.
- Use the North Carolina School Improvement Planning process to plan strategies, including staff development; timeline, and indicators of success for achieving the school readiness goals.

Focus Area: High Quality Teaching and Learning

Strategy: Implementation of Creative Curriculum with Fidelity

Head Start Domain (s): Physical Development and Health, Social and Emotional Development, Approaches to Learning, Language and Literacy, Cognition and General Knowledge

Data to Indicate Need: CLASS data, Head Start self-assessment

SMART Impact Goal: By June 2016, 100% of our students will perform in their age band in all domains as measured by Creative Curriculum Gold.

2013-2014	2014-2015	2015-2016
80%	90%	100%

SMART Fidelity Goal: By June 2016 100% of teachers are implementing CC with fidelity in all domains as measured by CWT data (CLASS and Creative Curriculum) and Creative Curriculum Assessment status report

	2013-2014	2014-2015	2015-2016
CC Status	80%	90%	100%
CWT	80%	90%	100%

Action Steps:

Critical Element Addressed	Action Step	Person Responsible	Collaboration	Inform	Resources	Start Date	By When	Completed/ Evidence
School Readiness Plan	School Readiness Plan will be shared with all stakeholders: Web Site Curriculum Nights	HS Director SIP Chairperson	Tara Natrass Community Agencies	Elementary Principals and Community Agencies	Time Training for all staff on School Readiness Plan	9-2-14		June 2015 Web Site HS Annual Report

Critical Element Addressed	Action Step	Person Responsible	Collaboration	Inform	Resources	Start Date	By When	Completed/ Evidence
	Policy Council							
Evaluating Child Outcomes Staff Support	Provide professional development on Project Based Learning and Content Area Objectives	HS Director	Teaching Strategies	Staff	Joe Appleton	9-17-14		Observational Reports Rosters and Handouts from Staff Development CARE Credits
High Quality Teaching and Learning Staff Support	Provide professional development to all staff members on: Project Based Learning Inquiry Based Science STEAM	HS Director	North Carolina Foundations Head Start Framework	Parents Parents	Joe Appleton	9-17-14		Rosters CARE Credits
High Quality Teaching and Learning	Implement Curriculum Map	HS Director	Curriculum Team	Teachers HS Mgmt Team	Curriculum Maps CC Gold	9-2-14		June 2015 Lesson Plans

Critical Element Addressed	Action Step	Person Responsible	Collaboration	Inform	Resources	Start Date	By When	Completed/ Evidence
High Quality Teaching and Learning	Conduct Teacher Evaluations measure fidelity of implementation	HS Director	Admin. Team	Teachers	Triennial in conjunction with student assessment benchmarks. PowerSchool	9-21-14		June 2015 EOY Reports Staff Meeting agendas
Staff Support Plan	Celebrate staff high yield performance and results.	Teachers and Parents Celebration Committee	HS Education Coord.	Principal HS Director Policy Coun	CCS Status Reports CWT Report	Nov. 20, 2013 Feb. 12, 2014	June 4, 2014	June 4, 2014 CCS Status Reports CWT Report
Evaluating Child Outcomes	Complete benchmarks of student progress in all domains as aligned to the curriculum maps and units	Teachers	Teacher Assistants PLC Teams	Parents School Readiness Team	CC Gold Time for assessments. Technology	See Curriculum Map Benchmark Dates		June 2015 GOLD Reports
Evaluation Child Outcomes	Plan, Do, Check, Act, Cycle (Aggregate and analyze data. Disaggregate and analyze by	Principal SIP Chairperson	Teachers PLC Teams	All Staff Parents Community	CC GOLD Reports Technology	See Curriculum Map Benchmark Dates		June 2015 GOLD Reports

Critical Element Addressed	Action Step	Person Responsible	Collaboration	Inform	Resources	Start Date	By When	Completed/Evidence
	subgroups)							

2014 2015 Staff Development Plan

Date	Training
<u>September 17th and 18th</u>	<p>Technical Assistance: 2 days</p> <p>Visit identified classrooms, to make observations for formulating assistance plans and/or provide on-site assistance during visits. Technical Assistance may include room arrangement, schedules, oral language development (open-ended questions), or any other topic agreed upon before visits are made.</p>
<u>October 24th and 27th</u>	<p>Training: 2 days (24th and 27th)</p> <p>The Project Approach and STEAM Supporting Children’s Learning Through Scaffolding Supporting Children’s Scientific Exploration and Knowledge Project Design and Documentation (Teachers come prepared with topics their children have been excited about in the previous two weeks and begin to design a project.)</p>
<u>November 4th</u>	TBA
<u>November 26th</u>	Work in Classroom
<u>December 18th and 19th</u>	<p>Technical Assistance: 1 day (18th) Work with teachers who request assistance.</p> <p>Training: 1 day (19th) Arts at the Heart of STEAM Documenting Our Work and Preparing a Presentation</p>
<u>January 15th, 16th and 20th</u>	<p>Technical assistance: 1 day (15th) Work with teachers who request assistance.</p>

	<p>Training: 2 days (16th -1/2 day and 20th) Teacher Presentations STEAM and Best Practices for Literacy Supporting Children’s Mathematical Thinking and Expression</p>
<p><u>February 16th and 17th</u></p>	<p>Training: 1 day (16th) Technology and Engineering</p> <p>Technical assistance: 1 day (17th) Work with teachers who request assistance.</p>
<p><u>March 26th and 27th</u></p>	<p>Technical assistance: 1 day (26th ½ day) Work in classrooms with teachers on final presentations if necessary.</p> <p>Training: 1 day (27th) Celebrating STEAM: Teacher Presentations to Families, Superintendent, School Board, Principals</p>
<p><u>April 6th</u></p>	<p>TBA</p>
<p><u>June 11th & 12th</u></p>	<p>Close out Classrooms, Final Student Outcomes Reporting</p>

Check, Act, Plan, Do Cycle 1: (First Assessment October 31, 2014)

Data Summary:

See student outcomes chart at end of plan. One page is three year old students; one page is four year old students.

Strengths: (80+ %)

3 Year Olds	4 Year Olds
1a Manages Feelings 91%	1b Follows Limits 82%
7b Writing Tools 93%	3a Balances Needs and Rights 82%
9c Conventional Grammar 85%	4 Traveling Skills 81%
11e Flexible Thinking 88%	8b Follows Directions 84%
17a Uses Books 95%	18c Retells Stories 85%
17b Print Concepts 88%	
18a Interacts during Read Alouds 93%	
18b Emergent	

Opportunities for Improvement: (<50%)

3 Year Olds	4 Year Olds
1c Takes Care of Needs 47%	2a Relationships with Adults 44%*
2a Forms Relationships with Adults 43%*	2d Makes Friends 42%
8b Follows Directions 48%	3b Solves Social Problems 48%
10a Conversations 37%*	10a Engages in Conversation 39%*
10b Social Language Rules 27%	20b Quantifying: Counting and Number Recognition 60%*
12a Recognizes and Recalls 47%	

Information/Data needed:

Content Area Goals Outcomes:
Added 12-1-14

Subgroup Breakdown by ESL

Objective	3's		4's	
	Eng.	Span.	Eng.	Span.
2a	62% below	48% below	51% below	65% below
10a	59% below	68% below	43% below	63% below
20b	61% below	43% below	54% below	67% below

<p>Reading Skills 89%</p>		<p>15a Rhyme 26%</p> <p>15c Smaller Units 40%</p> <p>16a Letters 43%</p> <p>20b Quantifying: Counting and Number Recognition 55%*</p>		
		<p>*Both age groups have in common.</p>		

Action Steps for Improvement:

Action Steps	Persons Responsible	Evidence of Completion	Start Date	Completion Date	Completed? Yes/No
<p><i>For All Objectives: Refresher training to ensure knowledge of the developmental continuum.</i></p>	<p>Admin Teachers</p>	<p>Rosters</p>	<p>Dec. 1, 2014</p>	<p>Dec. 19, 2014</p>	
<p><i>2a. Establishes and sustains positive relationships: forms relationships with adults</i></p> <p><i>*CLASS Training for 4 staff members</i></p> <p><i>*Project Approach Training and Implementation</i></p>	<p>Admin Teachers and TA's</p>	<p>CLASS Certification</p> <p>Project Approach Training Rosters</p>	<p>Dec. 16, 2014</p> <p>See</p>	<p>same</p>	

			Training Calendar		
<p><i>10a. Uses appropriate conversational and other communication skills: engages in conversations</i></p> <p><i>*Inquiry Based Questions: Project Approach Training and Implementation</i></p> <p><i>*Starting With Science book as resource</i></p> <p><i>*more open ended activities and materials</i></p> <p><i>*Research supporting conversations for Pre-k</i></p> <p>*Parent Support: Take Home Calendar</p>	<p>Admin Teachers and TA's</p>	<p>Project Approach Training Rosters</p> <p>Lesson Plans</p> <p>Observations</p> <p>PLC Minutes</p> <p>Calendar</p>	<p>See Training Calendar</p> <p>On-going</p> <p>Aug. 2014</p> <p>Jan. 2015</p> <p>Dec. 18, 2014</p>	<p>June 2015</p> <p>Jan. 2015</p> <p>For ongoing use</p>	
<p>20b Uses number concepts and operations: Quantifies</p> <p>*Optimize opportunities to count, graph, estimate, etc.</p> <p>*Parent Support: Take Home Calendar</p> <p>*Smart Board: Math Quantifying and Number Recognition Game</p> <p>*Project Approach Training and Implementation</p>	<p>Admin Teachers and TA's</p>	<p>Lesson Plans, Observations</p> <p>Calendar</p> <p>Observations, Lesson Plans</p> <p>Lesson Plans/Observation</p>	<p>Ongoing</p> <p>Dec. 18, 2014</p> <p>Ongoing</p> <p>Ongoing</p>	<p>For ongoing use</p>	

*Apple iTunes Acct for Program for IPAD apps.		IPAD Apps loaded by tech facilitator	Dec. 18, 2014	For ongoing use.	

Check, Act, Plan, Do Cycle 2: (Second Assessment February 6, 2014)

Data Summary:		
Strengths:	Opportunities for Improvement:	Information/Data needed:

Action Steps for Improvement:

Action Steps	Persons Responsible	Evidence of Completion	Start Date	Completion Date	Completed? Yes/No

Check, Act, Plan, Do Cycle 3: (Third Assessment June 3, 2014)

Data Summary:		
Strengths:	Opportunities for Improvement:	Information/Data needed:

Action Steps for Improvement:

Action Steps	Persons Responsible	Evidence of Completion	Start Date	Completion Date	Completed? Yes/No

Parent, Family and Community Engagement Plan

Focus Area: Family and Community Engagement Plan and Process
 Strategy/Focus Area: Parent and Community Partnerships

Head Start Domain (s): Social and Emotional Development

Data to Indicate Need: Head Start Parent, Family and Community Engagement Digital Markers of Progress, Head Start Self-Assessment, Attendance Data

SMART Impact Goal:

By June 2016, 100% of parents, in conjunction with community support, will engage in one or more activities to support their child’s success in school as measured by the CCS BOE HS Parent Engagement/Community Partners Effective Public Relations Rubric.

2013-2014		2014-2015		2015-2016	
Parent Engagement	80%		90%		100%

SMART Fidelity Goal:

By June 2016, 100 of activities will be proceeded by each PR element as measured by CCS BOE HS Parent Engagement/Community Partners Effective Public Relations Rubric.

2013-2014		2014-2015		2015-2016	
PR Elements	80%		90%		100%

Critical Element Addressed <i>Indicator</i>	Action Step	Person Responsible	Collaboration	Inform	Resources	Start Date	By When	Completed Measure of Success
Family Partnerships <i>Respectful, Trusting Relationships between Staff and Parents</i>	Create an easy to use system that documents the quality of relationships between staff and parents, which includes feedback from families, documentation of reflective supervision efforts, and perspectives from community partners that are skilled in providing family support and mental health and use the data collected to enhance relationships.	HS Mgmt Team	Parents	Parents	CHILD PLUS	9-2-14	Follow 3 Assessment Period Benchmarks	Child Plus Reports

Critical Element Addressed	Action Step	Person Responsible	Collaboration	Inform	Resources	Start Date	By When	Completed
<i>Indicator</i>								Measure of Success
<p>Family Partnerships</p> <p><i>Families are Partners in Developing and Achieving their Goals</i></p>	<p>Meet regularly with families to create, update and expand Parent Partnership Goals/Plans and note family success when use of services leads to progress.</p>	<p>Family Services Staff</p>	<p>Parents and Teachers</p>	<p>Policy Council</p>	<p>Community Resources Booklet Child PLUS</p>	<p>9-2-14</p>		<p>Child PLUS Reports</p>
<p>Family Partnerships</p> <p><i>Respectful, trusting relationships between Staff and Parents</i></p> <p>-and-</p> <p>Community Partnerships</p> <p><i>Commitment to Social Support Systems</i></p>	<p>Provide opportunities for peer networking, support and learning opportunities among parents, with parent input into the design process. Opportunities may include peer networking, volunteer activities, internships, and school support</p> <p>Classroom Community Partnerships Plan</p>	<p>Director HS Mgmt Team Parent Engagement Committee</p> <p>Community Partnership</p>	<p>Comm. Agencies, local businesses, etc.</p> <p>Community Agencies</p>	<p>Parents Staff</p> <p>Policy Council</p>	<p>Community Partners</p>	<p>9-21-14</p>		<p>PFCE Child Plus Reports</p>

Critical Element Addressed <i>Indicator</i>	Action Step	Person Responsible	Collaboration	Inform	Resources	Start Date	By When	Completed Measure of Success
<i>within Program and with Larger Community</i>		Committee		STaff	Booklet			

Check, Act, Plan, Do Cycle 1: (First Assessment October 31, 2014)

Data Summary: See Parent and Community Engagement Effective Public Relations Rubric		
Strengths: Costume Parade: 96 families participated Parent Communication: flyers, connected messages, website, marque	Opportunities for Improvement: Channel 21 (or other) Parent Attendance	Information/Data needed: Who will staff and collect money for book fair-schedule. One night time for book fair.

Action Steps for Improvement:

Action Steps	Persons Responsible	Evidence of Completion	Start Date	Completion Date	Completed? Yes/No
Parent Survey	Parent Engagement Subcommittee	Tally of responses reported to SLT	Dec. 2014	Jan 2015	

Check, Act, Plan, Do Cycle 2: (Second Assessment February 6, 2014)

Data Summary:		
Strengths:	Opportunities for Improvement:	Information/Data needed:

Action Steps for Improvement:

Action Steps	Persons Responsible	Evidence of Completion	Start Date	Completion Date	Completed? Yes/No

Check, Act, Plan, Do Cycle 3: (Third Assessment June 3, 2014)

Data Summary:		
Strengths:	Opportunities for Improvement:	Information/Data needed:

Action Steps for Improvement:

Action Steps	Persons Responsible	Evidence of Completion	Start Date	Completion Date	Completed? Yes/No

In addition to those strategies listed above, in order to evaluate student outcomes and plan additional strategies, data will be analyzed in order to:

- Prepare for parent conferences
- Plan for individualized and small group instruction as well as reteaching and enrichment
- Determine interventions as needed

Data sources will include: Dials, PLC Formative Assessments, Creative Curriculum Gold, and Language for Learning,

Finally, in addition to the specific strategies listed above, the core components used to ensure school readiness are described below.

High Quality Teaching and Learning

The Cabarrus County Board of Education Head Start has an evidence-based curriculum and teaching strategies aligned with school readiness goals are adopted and all teachers are trained as recommended by curriculum developers. These curriculums and strategies include Language for Learning, Conscious Discipline, and Creative Curriculum.

The program strives for high-quality adult-child interactions that support children's emotional and intellectual growth on a daily basis through such efforts as:

- Well-organized learning environment and proactive teaching strategies
- Instructional support (fostering children's thinking, using the scientific method, scaffolding children's learning, engaging conversations, etc.)
- Social-emotional support (building emotional literacy, fostering connections with children, recognizing and supporting children who are experiencing difficulties) through the implementation of Conscious Discipline

In addition, the teachers and program staff have well-organized learning environments, stimulating and purposeful materials, and management skills that promote social-emotional development, guide appropriate behavior, and promote active engagement in learning activities through the use of CLASS and Conscious Discipline.

Teachers and program staff are proficient at teaching the curriculum and teaching school readiness skills within daily activities in a manner that is developmentally appropriate, meaningful to children, and promotes skill acquisition and positive outcomes. This is recognized through the North Carolina Teacher Evaluation Tool and CLASS Walk-Throughs.

Teachers use valid and reliable screening and assessments to determine where children are at the start of the program, check regularly on how they are learning, and share this information with families - assuring their assessments include/detect progress toward SR (or lack thereof) for children who are dual language learners and children with special needs. This is done by using Dials, PLC Formative Assessments, Creative Curriculum Gold, and Language for Learning.

Staff Development Plan

The Cabarrus County Board of Education Head Start Team has written a school readiness plan to guide its work. The team reviews the plan and updates its progress at each monthly meeting. The team identifies action steps to ensure achievement of goals that could be part of the education service plan and that include all critical elements:

- School readiness team members
- School readiness goals
- High quality teaching and learning
- Staff development plan
- Family engagement plan
- Process to evaluate child outcomes
- Process to supporting transitions.
- Shared vision and staff buy-in

The Cabarrus County Board of Education Head Start uses the PLC model to support a program-wide system for improving child outcomes to close the achievement gap. Staff training provides information about disadvantage and disparities in an accessible manner to establish clarity of the mission and commitment from teachers throughout the year. Staff shares information about how their children are doing.

By using the PLC model, teachers and program staff initiate the development of an individualized plan of emotional and instructional support strategies for children who are not making expected progress toward school readiness goals based on ongoing assessment information. Teaching teams receive additional support, as needed, in planning and implementing services for children with disabilities and dual language learners. Individualization is also documented on the lesson plan form weekly.

The True North Logic Teacher Evaluation system provides a plan for providing ongoing, in-classroom monitoring and technical assistance on the adoption of quality teaching and learning based on the NC Teacher Evaluation Standards from which each teacher is assessed and a PDP (Professional Development Plan) is developed.

Teachers (or other data collectors) are trained on screening and assessment tools as recommended by tool developers, and required fidelity is achieved. This occurs annually.

Plans for ensuring new teachers are trained on the curriculum and assessments are in place. This occurs annually. New teachers are required to meet regularly with a mentor and all teachers participate in PLC meetings in which planning and data analysis occur.

The Cabarrus County Head Start Program strives to obtain the most qualified trainer for facilitating quality teaching and learning. The Cabarrus County Head Start Program uses the CLASS an evidence-based observational tool to document the quality of teacher-child interactions. The Cabarrus County Head Start Program shares results from observations with individual teachers and provides aligned supports. These results help to inform professional development offerings in the future. Each staff member has an individualized professional development plans which include evidence-based coaching support. New teachers have the support of a mentor teacher as well. The program tracks the quality of teacher-child interactions over time to assess success of professional development using the walk through tool.

Family Engagement Plan

During home visits and parent conferences the team solicits family input as part of the school readiness planning process. Team informs families of the school readiness focus and Parent Engagement plan and requests feedback on program-wide adoption and mechanisms for promoting family engagement in the initiative.

The programs uses multiple mechanisms for sharing the program-wide school readiness plan and progress with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative and its importance. The program supports family engagement by providing information about supporting school readiness at home and in the community and children's progress toward school readiness goals. Individual families receive information through a variety of formats (e.g., parent-teacher conferences, meetings, family visit discussions, open house.

****Please see additional PFCE plan for more information.

Process to Evaluate Child Outcomes

The program identifies incentives and strategies for acknowledging staff; these include personally acknowledging people for their contributions, group celebrations for accomplishments, staff recognition and exemplary work. This is done through the daily newsletter and the paw print program

The program selects child assessment tool(s) that align with school readiness goals. The tools are appropriate, valid, and reliable.

Classroom walkthroughs and the True North Logic evaluation system monitor teachers regularly for quality teaching strategies and instruction.

The program conducts periodic checks on assessment implementation, and teachers (or other data collectors) receive necessary feedback and professional development to improve the data collection process.

Teachers receive data (and help if needed with interpretation) from assessment information they gather in a timely manner to assist them in making curricular/instructional decisions – providing direction/support/resources for teaching teams to help them understand needs/plan services that can promote progress for the population served. Data is automatically generated.

Student outcomes data and school readiness results are shared with the school board and community through the School Improvement Plan, Annual Report, and school website.

The program uses child outcome and classroom quality data for ongoing monitoring, problem solving, and program improvement. This data is used to generate the School Readiness Plan.

Process to Support Transitions

The program has summative information regarding children's progress toward school readiness goals and illustrates connections to planned program improvement activities. These are sent to the feeder school. The program holds a transition event where all stakeholders are involved.

The program engages in multiple activities that foster the family school connection, such as discussing concerns, providing information, and connecting families and staff at the next setting. The program engages in multiple activities that foster the child-school connection, such as arranging visits and describing what the next setting will be like.

Parent and Community Engagement Effective Public Relations Rubric										
	BOY									
Event	Parent Committee	Character Costume Parade	Parent Conferences							
Date	10/28/14	10/31/14	11/7 & 10							
Connect Ed calls went out more than once	No	Yes	NA							
Flyers went out multiple times	Yes	Yes	NA							
Teachers reminded students in their newsletters about the event	Yes	Yes	Yes							
Teachers reminded students verbally about the event	Yes	Yes	NA							
The event was posted on the website	Yes	Yes	Yes							
The event was posted on the marquee	No	Yes	YES							
The event was posted on Channel 21.	No	no	No							
Number of families to attend event:	41	96	168 of 173 required. 5 refused.							
Percentage of families to attend the event:	24%	55%	97%							
Methods of improvement for next event:	Utilize connected									
Community Partner Event	Concord Airport	Concord Fire Dept	Kohls							
Date	10/07/14	10/16/14	9/9/14							

Details of Event	Presentat ion to teach children different types of aviation	Taught children about fire safety	Delivery/d onation of books to classrooms							
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Cabarrus County Schools SIP Structure and Support Evaluation

Directions: In responding to each item below, please use the following response scale:

- N- Not Started- the activity occurs less than 24% of the time
- I- In Progress- the activity occurs approximately 25-74% of the time
- A- Achieved- the activity occurs approximately 75-100% of the time
- M- Maintaining- the activity was rated as achieved last time and continues to occur approximately 75-100% of the time

For each item below, please write the letter of the option (N, I, A, M) that best represents your Leadership Team's response in the column labeled "Status." In the column labeled "Comments/Evidence," please write any comments, explanations and/or evidence that are relevant to your team's response.

	Cycle 1		Cycle 2		Cycle3	
	Status	Comments/ Evidence	Status	Comments/ Evidence	Status	Comments/Ev idence
Consensus: Comprehensive Commitment and Support						
1. The school leadership provides coaching; support and active involvement with the School Improvement Team and Goal Team meetings to implement the School Improvement Plan using Plan do Check Act.	A					
2. The School Improvement Plan (SIP) reflects the priority of the school's efforts and work.	A					
Infrastructure Development: Data Collection & Team Structure						
3. The School Improvement Team has a regular meeting schedule for problem solving activities, a two-way communication loop	A					

with Goal Teams and addressing the school's resources.						
Implementation: Three-Tiered Intervention System and Problem-Solving Process						
4. Goal teams complete Plan-Do-Check-Act cycle as part of School Improvement Plan (SIP)	A					
5. Goal Teams self-evaluate their progress with the SIP process by completing the Plan/Do rubric at the beginning of the year and the Check/Act rubric for at least one cycle.	A					
6. The Goal Teams meet at least monthly to check progress on the plan, update as necessary, and carry out steps of the SIP.	A					
7. Feedback on the outcomes of the SIP is provided to the parents and community at least annually and has a two-way communication process with the SIT.	A					

2014 2015 Student Outcomes

Three Year Olds

Creative Curriculum Objectives and Dimensions	BOY (Fall)			MOY (Winter)			EOY (Spring)		
	Bellow %	Meeting %	Exceeding %	Bellow %	Meeting %	Exceeding %	Bellow %	Meeting %	Exceeding %
Objective									
1 Regulates own emotions and behaviors									
a. Manages feelings	8	83	8						
b. Follows limits and expectations	40	60							
c. Takes care of own needs appropriately	53	47							
2.Establishes and sustains positive relationships									
a. Forms relationships with adults	57	43							
b. Responds to emotional cues	14	61	25						

c. Interacts with peers	5	65	30						
d. Makes friends	12	63	25						
3. Participates cooperatively and constructively in group situations									
a. Balances needs and rights of self and others	22	52	27						
b. Solves social problems	38	62							
4. Demonstrates traveling skills									
	28	70	2						
5. Demonstrates balancing skills									
	37	63							
6. Demonstrates gross-motor manipulative skills									
	47	53							
7. Demonstrates fine-motor strength and coordination									
a. Uses fingers and hands	35	63	2						
b. Uses writing and drawing tools	7	93							
8. Listens to and understands increasingly complex language									
a. Comprehends language	20	80							
b. Follows directions	52	48							
9. Uses language to express thoughts and needs									
a. Uses an expanding expressive vocabulary	42	58							
b. Speaks clearly	40	60							
c. Uses conventional grammar	15	85							
d. Tells about another time or place	39	61							
10. Uses appropriate conversational and other communication skills									
a. Engages in conversations	63	37							
b. Uses social rules of language	73	27							

11. Demonstrates positive approaches to learning									
a. Attends and engages	40	35	25						
b. Persists	33	67							
c. Solves problems	42	58							
d. Shows curiosity and motivation	45	55							
e. Shows flexibility and inventiveness in thinking	12	88							
12. Remembers and connects experiences									
a. Recognizes and recalls	53	47							
b. Makes connections	32	68							
13. Uses classification skills	30	70							
14. Uses symbols and images to represent something not present									
a. Thinks symbolically	28	58	13						
b. Engages in sociodramatic play	2	98							
15. Demonstrates phonological awareness									
a. Notices and discriminates rhyme	74	26							
b. Notices and discriminates alliteration	32	68							
c. Notices and discriminates smaller and smaller units of sound	60	40							
16. Demonstrates knowledge of the alphabet									
a. Identifies and names letters	57	43							
b. Uses letter-sound knowledge	44	56							
17. Demonstrates knowledge of print and its uses									
a. Uses and appreciates books	5	95							
b. Uses print concepts	12	88							

18. Comprehends and responds to books and other texts									
a. Interacts during read-alouds and book conversations	7	93							
b. Uses emergent reading skills	12	84	5						
c. Retells stories	21	79							
19. Demonstrates emergent writing skills									
a. Writes name	43	55	2						
b. Writes to convey meaning	46	54							
20. Uses number concepts and operations									
a. Counts	43	57							
b. Quantifies	55	45							
c. Connects numerals with their quantities	53	47							
21. Explores and describes spatial relationships and shapes									
a. Understands spatial relationships	81	19							
b. Understands shapes	36	64							
22. Compares and measures	27	55	18						
23. Demonstrates knowledge of patterns	63	37							

Four Year Olds

Creative Curriculum Objectives and Dimensions	BOY (Fall)			MOY (Winter)			EOY (Spring)		
	Bellow %	Meeting %	Exceeding %	Bellow %	Meeting %	Exceeding %	Bellow %	Meeting %	Exceeding %
Objective									
1 Regulates own emotions and behaviors									
a. Manages feelings	30	70							
b. Follows limits and expectations	16	82	2						
c. Takes care of own needs appropriately	30	70							
2.Establishes and sustains positive relationships									
a. Forms relationships with adults	56	44							
b. Responds to emotional cues	32	68							
c. Interacts with peers	13	71	16						
d. Makes friends	42	42	16						
3. Participates cooperatively and constructively in group situations									
a. Balances needs and rights of self and others	16	82	2						
b. Solves social problems	52	48							
4.Demonstrates traveling skills	19	81							
5.Demonstrates balancing skills	36	64							
6.Demonstrates gross-motor manipulative skills	44	56							
7. Demonstrates fine-motor strength and coordination									
a. Uses fingers and hands	42	58							

b. Uses writing and drawing tools	21	73	6						
8. Listens to and understands increasingly complex language									
a. Comprehends language	46	54							
b. Follows directions	16	84							
9. Uses language to express thoughts and needs									
a. Uses an expanding expressive vocabulary	39	59	3						
b. Speaks clearly	39	57	4						
c. Uses conventional grammar	32	67	2						
d. Tells about another time or place	41	59							
10. Uses appropriate conversational and other communication skills									
a. Engages in conversations	52	39	9						
b. Uses social rules of language	37	60	4						
11. Demonstrates positive approaches to learning									
a. Attends and engages	32	68	1						
b. Persists	43	54	4						
c. Solves problems	48	52							
d. Shows curiosity and motivation	32	68							
e. Shows flexibility and inventiveness in thinking	23	77							
12. Remembers and connects experiences									
a. Recognizes and recalls	48	52							
b. Makes connections	33	66	1						
13. Uses classification skills	20	78	2						
14. Uses symbols and images to represent something not present									
a. Thinks symbolically	20	73	6						

b. Engages in sociodramatic play	17	79	4						
15.Demonstrates phonological awareness									
a. Notices and discriminates rhyme	87	12	1						
b. Notices and discriminates alliteration	50	49	1						
c. Notices and discriminates smaller and smaller units of sound	42	58							
16.Demonstrates knowledge of the alphabet									
a. Identifies and names letters	26	61	13						
b. Uses letter–sound knowledge	42	58							
17.Demonstrates knowledge of print and its uses									
a. Uses and appreciates books	35	65							
b. Uses print concepts	45	55							
18.Comprehends and responds to books and other texts									
a. Interacts during read-alouds and book conversations	29	71							
b. Uses emergent reading skills	40	60							
C . Retells stories	14	85	1						
19.Demonstrates emergent writing skills									
a. Writes name	28	70	2						
b. Writes to convey meaning	35	64	1						
20. Uses number concepts and operations									
a. Counts	58	39	3						
b. Quantifies	60	40							
c. Connects numerals with their quantities	60	38	3						
21. Explores and describes spatial relationships and shapes									

a. Understands spatial relationships	52	48							
b. Understands shapes	54	41	4						
22. Compares and measures	64	36							
23. Demonstrates knowledge of patterns	40	60							

Content Area Goals: Three Year Olds BOY

		EMERGING	ACCOMPLISHED
24. Uses scientific inquiry skills		100	
28. Uses tools and other technology to perform tasks		100	
25. Demonstrates knowledge of the characteristics of living things		100	
26. Demonstrates knowledge of the physical properties of objects and materials		100	
27. Demonstrates knowledge of Earth's environment		100	
29. Demonstrates knowledge about self		100	
30. Shows basic understanding of people and how they live		100	
31. Explores change related to familiar people or places		100	
32. Demonstrates simple geographic knowledge		100	
33. Explores the visual arts		98	2
34. Explores musical concepts and expression		100	
35. Explores dance and movement concepts		100	
36. Explores drama through actions and language		100	

Content Area Goals: Four Year Olds BOY

		EMERGING	ACCOMPLISHED
24. Uses scientific inquiry skills		92	8
28. Uses tools and other technology to perform tasks		92	8
25. Demonstrates knowledge of the characteristics of living things		96	4
26. Demonstrates knowledge of the physical properties of objects and materials		96	4
27. Demonstrates knowledge of Earth's environment		96	4
29. Demonstrates knowledge about self		88	12
30. Shows basic understanding of people and how they live		88	12
31. Explores change related to familiar people or places		99	1
32. Demonstrates simple geographic knowledge		87	13
33. Explores the visual arts		83	17
34. Explores musical concepts and expression		82	18
35. Explores dance and movement concepts		83	17
36. Explores drama through actions and language		78	22

