

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.

**2014-2015 School Improvement Assurances Checklist Sheet
Cabarrus County Schools**

Key Requirements for the School Improvement Plan	Indicate Yes or No
1. The School Improvement Team (SIT) and School Improvement Plan (SIP) for (school) meets all of the requirements set forth in North Carolina General Statute 115C-105.27.	Yes
2. The members of the SIT and their positions are included with this plan. <i>Minimum # of Parent and/or Community Representatives 0-750 students: 4; 751-1000 students: 5; 1001-1600 students: 6; 1601-2000 students: 7</i>	Yes
3. The school follows the district's safe schools plan and keeps an updated copy easily attainable in the office.	Yes
4. A duty free lunch period has been established for every teacher on a daily basis, a vote from the SIT not to have duty-free lunch, or there is a record of the SIT's plan.	NA
5. A duty-free planning time is provided for every teacher with the goal of providing at least five hours of planning time per week or there is a record of the current planning time allotted and why. (The duty-free instructional planning time shall be provided to the maximum extent that (i) the safety and proper supervision of children may allow during regular student contact hours and (ii) insofar as funds are provided for this purpose by the General Assembly.)	NA
6. Faculty and staff are aware of any teacher assistant positions that have been converted to teacher positions. Conversions may only happen through attrition.	Yes
7. An "open" meeting was held on 10-8-14 to address the SIP goals and strategies with parents and the community.	Yes
8. All eligible staff members were given the opportunity to vote on the SIP by means of a secret ballot on 10-8-14. The results of the vote were as follows: # 17 For # 0 Against # 0 Abstain	Yes

Signature of Principal: Janet Pinner

Date: 10-9-14

Signature of SIT Chairperson: Connie G. Pilkinton

Date:

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 Students out of 176	Non EC Students out of 176

Speech and Language Impaired Students	Developmentally Delayed

English as a Second Language:

LEP Students out of 176	Non LEP Students out of 176

Demographic Breakdown:

African American	Caucasian	Hispanic	Other

2012-2013 Attendance Data:

80% of 3 year old students had eight or more absences.

63.4% of 4 year old students had eight or more absences.

Average Daily Attendance 88.9%

Average Daily Attendance 93.2%

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

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

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

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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 Walk-throughs to measure fidelity of implementation	HS Director	Admin. Team	Teachers	Triennial in conjunction with student assessment benchmarks. Classroom Walk-through template	9-21-14		June 2015 EOY CWT 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.	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
	Disaggregate and analyze by 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>
<u>February 16th and 17th</u>	<p>Training: 1 day (16th) Technology and Engineering</p> <p>Technical assistance: 1 day (17th) Work with teachers who request assistance.</p>
<u>March 26th and 27th</u>	<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>
<u>April 6th</u>	TBA
<u>June 11th & 12th</u>	Close out Classrooms, Final Student Outcomes Reporting

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

Data Summary:

2013-2014 Creative Curriculum Data-BOY First Benchmark

Domain	Head Start: % of students meeting or exceeding	NCPre-K: % of students meeting or exceeding
Social-Emotional		
Physical-Gross Motor		
Physical-Fine Motor		
Language		
Cognitive		
Literacy		
Math		

Subgroups ESL versus Non ESL meeting expectation or exceeding

Objectives	Head Start		NC Pre-K	
	English	ESL	English	ESL
8A				
8B				
9A				
9B				
9C				
9D				
10A				
10B				
11A				
11B				
11C				
11D				
11E				
17A				

18A						
20A						
21A						
21B						
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 2: (Second Assessment February 6, 2014)

Data Summary: See attached data charts		
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 <i>Indicator</i>	Action Step	Person Responsible	Collaboration	Inform	Resources	Start Date	By When	Completed Measure of Success
Family Partnerships <i>Families are Partners in Developing and Achieving their Goals</i>	Meet regularly with families to create, update and expand Parent Partnership Goals/Plans and note family success when use of services leads to progress.	Family Services Staff	Parents and Teachers	Policy Council	Community Resources Booklet Child PLUS	9-2-14		Child PLUS Reports
Family Partnerships <i>Respectful, trusting relationships between Staff and Parents</i> -and- Community Partnerships <i>Commitment to Social Support Systems</i>	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 Classroom Community Partnerships Plan	Director HS Mgmt Team Parent Engagement Committee Community Partnership	Comm. Agencies, local businesses, etc. Community Agencies	Parents Staff Policy Council	Community Partners	9-21-14		PFCE Child Plus Reports

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:		
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 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.

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		Cycle 3	
	Status	Comments/Evidence	Status	Comments/Evidence	Status	Comments/Evidence
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.						
2. The School Improvement Plan (SIP) reflects the priority of the school's efforts and work.						
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 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)						
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.						
6. The Goal Teams meet at least monthly to check progress on the plan, update as necessary, and carry out steps of the SIP.						
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.						

2014 2015 Student Outcomes

Objective	HS English-Fall	HS Spanish-Fall	HS English-Winter	HS Spanish-Winter	HS English-Spring	HS Spanish-Spring
1 Regulates own emotions and behaviors						
a. Manages feelings						
b. Follows limits and expectations						
c. Takes care of own needs appropriately						
2.Establishes and sustains positive relationships						
a. Forms relationships with adults						
b. Responds to emotional cues						

c. Interacts with peers						
d. Makes friends						
3. Participates cooperatively and constructively in group situations						
a. Balances needs and rights of self and others						
b. Solves social problems						
4. Demonstrates traveling skills						
5. Demonstrates balancing skills						
6. Demonstrates gross-motor manipulative skills						
7. Demonstrates fine-motor strength and coordination						
a. Uses fingers and hands						
b. Uses writing and drawing tools						
8. Listens to and understands increasingly complex language						
a. Comprehends						

language						
b. Follows directions						
9. Uses language to express thoughts and needs						
a. Uses an expanding expressive vocabulary						
b. Speaks clearly						
c. Uses conventional grammar						
d. Tells about another time or place						
10. Uses appropriate conversational and other communication skills						
a. Engages in conversations						
b. Uses social rules of language						
11. Demonstrates positive approaches to learning						
a. Attends and						

engages						
b. Persists						
c. Solves problems						
d. Shows curiosity and motivation						
e. Shows flexibility and inventiveness in thinking						
12. Remembers and connects experiences						
a. Recognizes and recalls						
b. Makes connections						
13. Uses classification skills						
14. Uses symbols and images to represent something not present						
a. Thinks symbolically						
b. Engages in sociodramatic play						
15. Demonstrates phonological awareness						

a. Notices and discriminates rhyme						
b. Notices and discriminates alliteration						
c. Notices and discriminates smaller and smaller units of sound						
16. Demonstrates knowledge of the alphabet						
a. Identifies and names letters						
b. Uses letter-sound knowledge						
17. Demonstrates knowledge of print and its uses						
a. Uses and appreciates books						
b. Uses print concepts						
18. Comprehends and responds to books and other texts						
a. Interacts during read-alouds and book						

conversations						
b. Uses emergent reading skills						
C . Retells stories						
19.Demonstrates emergent writing skills						
a. Writes name						
b. Writes to convey meaning						
20. Uses number concepts and operations						
a. Counts						
b. Quantifies						
c. Connects numerals with their quantities						
21. Explores and describes spatial relationships and shapes						
a. Understands spatial relationships						
b. Understands shapes						
22. Compares and measures						
23. Demonstrates knowledge of patterns						

24. Uses scientific inquiry skills						
25. Demonstrates knowledge of the characteristics of living things						
26. Demonstrates knowledge of the physical properties of objects and materials						
27. Demonstrates knowledge of Earth's environment						
28. Uses tools and other technology to perform tasks						
29. Demonstrates knowledge about self						
30. Shows basic understanding of people and how they live						
31. Explores change related to familiar people or places						
32. Demonstrates						

simple geographic knowledge						
33. Explores the visual arts						
34. Explores musical concepts and expression						
35. Explores dance and movement concepts						
36. Explores drama through actions and language						
37. Demonstrates progress in listening to and understanding English						
38. Demonstrates progress in speaking English						