



2015-2016

Approach to School Readiness

Early Childhood Education & Parent, Family, and Community Engagement

The City of San Antonio (City) serves as Grantee for the San Antonio Head Start Program. The City provides direct program oversight and monitoring, and contracts with two education service providers (Providers), Edgewood Independent School District and San Antonio Independent School District. EISD and SAISD deliver direct program services that provide early learning opportunities for Head Start eligible children.

The City's Approach to School Readiness addresses the *Program Instruction* issued 11/08/11 (ACF-PI-HS-11-04) and the *Information Memorandum* (ACF-IM-HS-11-06) issued 09/26/2011 from the Office of Head Start, Administration for Children and Families, Department of Health and Human Services. Information in this narrative outlines the steps the City has implemented in order to comply with the *Improving Head Start for School Readiness Act of 2007*.

I. Adopt and align established OHS preschool child goals from the Early Learning Framework, establishing clear school readiness goals across domains

The City of San Antonio Head Start Program defines school readiness as children are ready for kindergarten, families are ready to support their learning and schools are ready to receive them. This is achieved through an ongoing holistic approach that integrates all aspects of child development and the family's well-being, educational, social, and emotional strengths and needs. Recognizing the importance of all Head Start service areas in promoting school readiness, the City values the unique role parents and families play in this process. Parent engagement, opportunities for education, ongoing training and technical assistance, community collaboration and high quality early childhood education are central to the school readiness approach.

The City of San Antonio uses multiple sources of information to establish and update school readiness goals. In addition to district plans and priorities, Providers utilize the Head Start annual Self-Assessment and Community Assessment reports, Five Year Strategic Planning goals, CLASS data, parent surveys, family needs assessments, on-going monitoring reports and child assessment outcome information to define and develop programmatic goals. School readiness is an ongoing process that evaluates needs, and documents activities with the children attending the Head Start program and their families.

Parents are an integral part of the process providing teachers with valuable information pertaining to their child's development and behavior. Information is shared through Ages & Stages Questionnaires (ASQ-3; ASQ-S/E), home visits, parent/teacher conferences and day-to-day interactions. School Readiness information is presented in various ways, including Head Start Parent Orientation, Policy Council meetings, Parent

Connection Committees, conferences, trainings and handouts to ensure all families are informed of the focus on school readiness. The City and Providers are committed to providing engagement opportunities for parents to help prepare their child to enter Kindergarten ready to learn and offer activities and events to support parents' well being and continual learning.

Both EISD and SAISD utilize curricula and assessment tools that are researched-based and align with the Head Start Early Learning Outcomes Framework and Texas Prekindergarten Guidelines (*see Table 1*).

Table 1: Curriculum and Assessment Tools

	Edgewood ISD	San Antonio ISD
Curriculum	<ul style="list-style-type: none"> • Scholastic Big Day for Pre-K • I am Moving, I am Learning • Cavity Free Kids 	<ul style="list-style-type: none"> • Frog Street Press • I am Moving, I am Learning • Cavity Free Kids
Assessments	<ul style="list-style-type: none"> • CIRCLE-C-PALLS • LAP-3 	<ul style="list-style-type: none"> • CIRCLE-C-PALLS • LAP-3 • High Scope Child Observation Record (COR)

The City sets the approach to school readiness by guiding conversations with the Providers and community partners. The *Approach* emphasizes the importance of the most current research and best practices, and continual improvement across all aspects of Head Start and all early education systems.

II. Create and implement a plan of action for achieving the established school readiness goals

The City of San Antonio works with EISD SAISD to establish the school readiness goals for each of the five domains. Both EISD and SAISD submit an annual program School Readiness Plan of Action according to the timeline and requirements provided by the City of San Antonio. Goals are identified within the five domains as outlined in the *Program Instruction* issued 11/08/11 (ACF-PI-HS-11-04): Language and Literacy, Cognition, Social and Emotional Development, Approaches to Learning and Perceptual, Motor, and Physical Development. In addition, goals are linked to specific outcomes as defined by the Parent, Family & Community Engagement Framework (PFCE) in *Information Memorandum* (ACF-IM-HS-11-06).

The Plan of Action includes PFCE Outcomes, program impact areas and alignment to the Head Start Early Learning Outcomes Framework, Texas Prekindergarten Guidelines and the district curriculum. In addition, the Plan of Action includes specific activities, responsible individuals, and measures of success related to the program impact areas.

Each Provider maintains a School Readiness Leadership Team that includes, at a minimum, teachers, site administrators, parents, and Education and Family Support staff. The School Readiness Leadership Teams meets at minimum twice per year to review, revise and discuss outcomes as applicable to the defined school readiness goals.

III. Assess child progress on an ongoing basis and aggregate and analyze data at multiple times throughout the year

Central to the Head Start philosophy and school readiness is *individualization*, for the child and family. Individualization in instruction consists of student-based activities, lessons and assessments that support learning and development based on an individual child’s strengths, needs, and interests with input from the child, his/her parents and data collected through formal and informal assessments.

Formal child assessment data is collected, aggregated, and analyzed three times per year, beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) (*see Table 2*). Formal assessment data is analyzed at the child, classroom, provider, and program level and used to adjust instruction, design professional development opportunities, share with parents, and/or make program adjustments for improvement and moving the children’s progress forward. BOY assessment data provides the baseline of each child’s strengths and needs and provides education staff with areas for additional support. MOY assessment data is compared with BOY data to determine gains and identify areas for continued support. EOY assessment data is used to identify student growth and program improvements. At the end of the program year, an analysis and comparison of BOY, MOY, and EOY is completed to identify patterns and trends that indicate student achievement, impact of service delivery, and school readiness goals for the upcoming program year.

Table 2: 2015-2016 Assessment and Data Analysis Report Due Dates

Assessment and Data Reporting	Due Date
Beginning of Year Assessment Checkpoint	11/13/2015
BOY Data Analysis Report	12/15/2015
Middle of the Year Assessment Checkpoint	2/12/2016
MOY Data Analysis Report	3/08/2016
End of the Year Assessment Checkpoint	5/13/2016
EOY Data Analysis Report	6/14/2016

IV. Examine data for patterns of progress for groups of children in order to revise, or develop and implement plans for program improvement

The City of San Antonio utilizes multiple data sources to inform, revise, and update the Approach to School Readiness, including the annual Self Assessment, Community Assessment, Parent Survey, formal and informal child assessments, CLASS scores, monitoring reports and site visit information. Providers work with their School Readiness Leadership Teams for continual improvement to review, revise and submit updates to the City (*see Table 3*).

Table 3: 2015-2016 School Readiness Goals Submission Due Dates

Education Service Provider School Readiness Goals	Due Date
2015-2016 School Readiness Plan of Action	09/01/2015
School Readiness Plan of Action - Progress Updates	12/15/2015
School Readiness Plan of Action - Analysis of Achievement	06/14/2016
2015-2016 School Readiness Plan of Action - Revision and Submission	08/01/2016

The Classroom Assessment Scoring System (CLASS) is a research and reliability based tool and is used within early childhood programs across the nation to assess the quality of teacher/child interactions. Reliability trainings are offered by qualified staff on the use and implementation of the CLASS tool.

The City has implemented a CLASS system and includes an observation period conducted during the program year. Data is analyzed to determine professional development and program improvement planning. Research has shown a relationship between high CLASS scores and positive child outcomes. Each Provider is required to include information specifically related to CLASS in the School Readiness Plan of Action.

The City will work with the Providers to coordinate opportunities for parents to learn more about the CLASS tool, measures and strategies that can be used at home to support ongoing positive adult/child interactions.

City staff will offer continual support to the Providers to assist with the development and review of the School Readiness Plan of Action and analysis of child assessment data and outcomes.

The following sources of information are used to inform the City of San Antonio School Readiness Plan of Action:

- Community Assessment
- 2015 5 Year Strategic Planning Goals
- Annual Head Start Self Assessment Report
- School District plans
- 2014-2015 Child Assessment and Data Analysis Reports
- Program level child assessment data
- 2014-2015 CLASS Scores
- Information obtained from parent and staff surveys
- Family Needs Assessments

City staff works to inform all stakeholders and the community of the Approach to School Readiness and progress of the children and families by presenting information to the Policy Council and Education Excellence Committee, and providing information on the City of San Antonio's Head Start website and in the Annual Report.



2015-2016 School Readiness Goals

Domain	Edgewood ISD	San Antonio ISD
Approaches to Learning	Children will follow classroom rules and routines with increasing independence.	Children will manage actions, words, and behavior with increasing independence.
Language & Literacy	Children will understand and use a wide variety of words for a variety of purposes.	Children will show understanding of word categories and relationships among words.
Social and Emotional Development	Children will engage in and maintain positive interactions and relationships with other children.	Child will express a broad range of emotions and recognizes these emotions in self and others.
Perceptual, Motor, & Physical Development	Children will demonstrate increasing control, strength, and coordination of small muscles.	Children will develop knowledge and skills that help promote nutritious food choices and eating habits.
Cognition	Children will ask questions, gather information and make predictions.	Children will measure objects by their various attributes using standard and non-standard measurement; will use differences in attributes to make comparisons.



2015-2016

School Readiness Plan of Action
Essential Domain: Approaches to Learning

School Readiness Goal

Children will follow classroom rules and routines with increasing independence.

Head Start Child Development & Early Learning Framework

Domain

Approaches to Learning

Sub-Domain

Emotional and Behavioral Self-Regulation

Parent, Family, & Community Engagement Outcome(s)

Families as Learners

Alignment to State Standards

Texas Prekindergarten Guidelines

Self-Control Skills (I.B.1.a child follows classroom rules and routines with occasional reminders from teacher)

Alignment to District Curriculum

Big Day for PreK

T1: 4,6,7,140,154, 156,202,206	T2: 4, 5, 6, 36, 40, 74, 76, 190, 202, 208, 222, 226	T3: 4, 6, 50, 52, 90, 94, 180, 202, 2206, 72, 274	T4: 3, 4, 5, 6, 7, 22, 34, 40, 58, 70, 112, 156, 170, 172, 180, 206, 220, 246, 272	T5: 4, 5, 6, 7, 26, 34, 40, 62, 74, 128, 154, 220, 246, 272	T6: 4, 5, 6, 7, 38, 74, 100, 114, 128, 206, 220, 224, 248	T7: 4, 5, 6, 7, 38, 88, 90, 92, 156	T8: 3, 4, 5, 6, 7, 50, 62, 72, 170
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Essential Domain: *Approaches to Learning*
Education Service Provider: *Edgewood Independent School District*



Program Impact Areas & Activities

Impact Area	Activities	Measure of Success	Persons Responsible
<p>Children will manage actions and behavior with support of familiar adults.</p> <p>Children will follow classroom rules and routines with increasing independence.</p> <p>Children will maintain focus and sustain attention with minimal adult support.</p>	<ul style="list-style-type: none"> Classroom procedures will be taught and reinforced to support children in managing their actions and behaviors. Visual schedules will be used in each classroom to support children in following an established routine independently. Schedules will be planned to address developmental needs of the students and encourage a gradual increase in attention to tasks. 	<p>EISD will exceed 78% in <i>Approaches to Learning</i> on the End of Year LAP-3 Assessment according to the 2011 Head Start/Lap-3 Alignment.</p>	<p>Teachers Site Managers Instructional Coaches</p>
<p>Families will use positive discipline and establish family routines.</p>	<ul style="list-style-type: none"> Reinforce the use of positive discipline during Home Visits and Parent Teacher Conferences. Conduct parent trainings on positive discipline. Parents will use Ready Rose program to encourage positive discipline and approaches to learning in the home. 	<p>100% Home Visit and PTC Documentation.</p> <p>10% Attendance of parents at parent trainings.</p> <p>Ready Rosie usage by 100% of parents.</p>	<p>Family Support Workers Teachers</p>
<p>Teachers will use appropriate and effective <i>Behavior Management</i> techniques and plan for optimal student <i>Productivity</i>, as measured by CLASS.</p>	<ul style="list-style-type: none"> Visual schedules will be used to develop and maintain predictable routines for children. Classroom activities will be developmentally appropriate for the attention span of the children, and will work toward increasing that attention span. 	<p>Achieve an average score of 5 in <i>Behavior Management</i> and 5.5 in <i>Productivity</i> during CLASS Classroom observations.</p>	<p>Teachers Instructional Coaches Site Managers</p>





2015-2016

School Readiness Plan of Action

Essential Domain: Social and Emotional Development

School Readiness Goal

Children will engage in and maintain positive interactions and relationships with other children.

Head Start Child Development & Early Learning Framework

Domain

Social and Emotional Development

Sub-Domain

Relationships with other Children

Parent, Family, & Community Engagement Outcome(s)

Parent-Child Relationships

Alignment to State Standards

Texas Prekindergarten Guidelines

Self-Competence Skills (1.C.1 Child uses positive relationships as modeled by his teacher for her own pro-social behaviors; 1.C.2 Child assumes various roles and responsibilities as part of a classroom community; 1.C.3 Child shows competence in initiating social interactions; 1.C.5. Child initiates problem solving strategies and seeks adult help when necessary; 1.C.6. Child demonstrates empathy and caring for others.)

Alignment to District Curriculum

Big Day for PreK

T1: 3, 4, 5, 6, 22, 24, 26, 34, 46, 50, 60, 62, 88, 90, 100, 112, 114, 126, 136, 140, 154, 158, 168, 170, 180, 192, 202, 204, 220, 232, 244, 246, 248, 256, 258, 260, 268, 270, 272	T2: 3, 4, 6, 138, 180, 194, 206, 220, 232, 246, 256, 260	T3: 3, 6, 36, 60, 126, 140, 166, 180, 192, 202, 204, 236, 246, 268	T4: 4, 6, 46, 52, 62, 90, 94, 100, 116, 166, 192, 204, 234, 244, 258, 260, 262, 268	T5: 5, 22, 28, 34, 48, 92, 128, 154, 158, 194, 244, 250	T6: 3, 6, 7, 50, 60, 64, 74, 76, 206, 220, 226, 248, 258, 262, 270, 272	T7: 24, 72, 74, 116, 124, 140, 156, 166, 194	T8: 7, 38, 60, 62, 178, 204
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Essential Domain: *Social & Emotional Development*
Education Service Provider: *Edgewood Independent School District*



Program Impact Areas & Activities

Impact Area	Activities	Measure of Success	Persons Responsible
<p>Children will use a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</p> <p>Children will take turns in conversations and interactions with other children.</p>	<ul style="list-style-type: none"> Plan and model learning opportunities for children that encourage conversations and interactions (NCQTL) Provide modeling and guidance for children in social situations to encourage conversation and interactions (NCQTL). 	<p>EISD will exceed 84% in <i>Social & Emotional Development</i> on the End of Year LAP-3 Assessment according to the 2011 Head Start/Lap-3 Alignment.</p>	<p>Teachers Paraprofessionals Wellness Support Staff</p>
<p>Families will use positive discipline.</p>	<ul style="list-style-type: none"> Parent training on positive discipline. Address social skills observations and growth/needs during Home Visits and Parent Teacher Conferences. Provide Wellness Support for students/families that may be struggling with the development of positive social interactions. 	<p>50% of parents will participate in trainings offered.</p>	<p>Family Support Workers Wellness Support Staff</p>
<p>Teachers will demonstrate high levels of <i>Teacher Sensitivity</i>, by providing comfort and assistance.</p>	<ul style="list-style-type: none"> Teachers will monitor students' social skills and respond in a manner that is sensitive to their needs and guide them toward positive and appropriate social interactions. 	<p>CLASS classroom observation average score of 5.5 in the dimension of <i>Teacher Sensitivity</i>.</p>	<p>Teachers Site Managers Instructional Coaches</p>





2015-2016

School Readiness Plan of Action Essential Domain: Language & Literacy

School Readiness Goal

Children will understand and use a wide variety of words for a variety of purposes.

Head Start Child Development & Early Learning Framework

Domain

Language & Literacy

Sub-Domain

Vocabulary

Parent, Family, & Community Engagement Outcome(s)

Families as Learners

Alignment to State Standards

Texas Prekindergarten Guidelines

Vocabulary Skills (II.D.4 Child uses a large speaking vocabulary, adding several new words daily; II.D.6. Child increases listening vocabulary of object names and common phrases in English. (ELL))

Alignment to District Curriculum

Big Day for PreK

T1: 22, 26, 58, 60, 62, 64, 88, 90, 92, 102, 106, 112, 114, 118, 126, 136, 140, 142, 156, 178, 184, 202, 244, 258, 268	T2: 38, 40, 74, 90, 104, 114, 118, 140, 180, 184, 194, 206, 208, 232, 260, 262	T3: 5, 22, 36, 50, 60, 88, 100, 112, 192, 220, 222, 232, 234, 246, 256, 268	T4: 4, 46, 58, 92, 190, 224, 226, 244, 248, 250, 258, 260	T5: 22, 48, 52, 62, 74, 156, 246	T6: 4, 5, 34, 90, 104, 106, 112, 118, 128, 136, 168, 172, 192, 234, 238, 248, 258, 268, 270	T7: 22, 28, 60, 62, 70, 104, 112, 114, 128, 138, 154, 158, 160, 178, 180, 184, 190, 196, 202, 204, 208, 236	T8: 5, 24, 28, 46, 52, 62, 90, 94, 114, 118, 126, 130, 136, 156, 160, 170, 172, 180, 182, 202, 206, 222, 224, 226, 244, 246, 250, 270, 274
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Essential Domain: *Language & Literacy*

Education Service Provider: *Edgewood Independent School District*



Program Impact Areas & Activities

Impact Area	Activities	Measure of Success	Persons Responsible
Children will, with multiple exposures, use new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes.	<ul style="list-style-type: none"> • Encourage opportunities for language use and interaction by: <ul style="list-style-type: none"> ○ Providing rich and interesting activities. ○ Allowing quiet times to provide opportunity for children to initiate conversation. ○ Allowing children to interact with others using their new language in playful and purposeful ways. 	81% of EISD students transitioning to Kindergarten will score at or above the <i>AVERAGE</i> range on the LAP-3 in the <i>Language</i> domain.	Teachers Paraprofessionals Site Managers Instructional Coaches
Families will read with their child and provide a language-rich environment.	<ul style="list-style-type: none"> • Provide parenting training to emphasize the importance of the parents in language development. • Encourage parents to read with their child during Home Visits and Parent Teacher Conferences. 	80% of parents will turn in reading logs.	Family Support Workers Teachers
Teachers will demonstrate high levels of <i>Language Modeling</i> , through back and forth exchanges.	<ul style="list-style-type: none"> • Encourage rich conversations that allow children to utilize content vocabulary as a part of each unit of instruction. 	CLASS Classroom observation average score of 4 in <i>Language Modeling</i> .	Teachers Paraprofessionals Site Managers Instructional Coaches





2015-2016

School Readiness Plan of Action Essential Domain: Cognition

School Readiness Goal

Children will ask questions, gather information and make predictions.

Head Start Child Development & Early Learning Framework

Domain

Mathematics Development
Scientific Reasoning

Sub-Domain

Reasoning and Problem Solving

Parent, Family, & Community Engagement Outcome(s)

Families as Lifelong Educators

Alignment to State Standards

Texas Prekindergarten Guidelines

Physical Science Skills (VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects; VI.A.2. Child investigates and describes position and motion of objects; VI.A.3. Child uses simple measuring devices to learn about objects; VI.A.4. Child investigates and describes sources of energy including light, heat, and electricity.)

Alignment to District Curriculum

Scholastic Big Day for PreK

T1: 6, 168,
170, 172, 190

T2: 6, 136,
246, 248

T3: 258

T4: 48

T5: 6, 26, 38,
46, 50, 62, 90,
100, 102, 136,
154, 156, 220,
234

T6: 22, 34, 46,
48, 50, 182,
190

T7: 268

T8: 6, 178, 190

Essential Domain: *Cognition*

Education Service Provider: *Edgewood Independent School District*



T1: 48, 60,
180, 192, 222,
234

T2: 260

T3: 236

T4: 182, 204

T5: 4, 5, 22,
26, 34, 46, 48,
62, 70, 74, 88,
128, 136, 138,
140, 154, 158,
180, 194, 204,

T6: 50, 72,
224, 236, 248,
272

T7: 5, 50, 72,
92, 94, 116,
118, 136, 142

T8: 3, 4, 5, 6,
22, 38, 58, 88,
100, 112, 114,
128, 154, 158,
170, 178, 206,
232, 246

Program Impact Areas & Activities

Impact Area	Activities	Measure of Success	Persons Responsible
Children will ask questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”	<ul style="list-style-type: none"> Children will be exposed to a variety of manipulatives and objects to explore and foster questions. Big Day for PreK “Big Day Experiences” will provide content-based learning opportunities that include math activities and investigation activities. 	88% of students transitioning to kindergarten will score at above the <i>AVERAGE</i> range on LAP-3 in the <i>Cognitive</i> domain.	Teachers Site Managers Instructional Coaches.
Parents will provide language-rich experiences and read with their Child.	<ul style="list-style-type: none"> Parent training on providing language-rich experiences. Ready Rosie videos to encourage parent-child interactions. Parent training on reading with children. Reading logs to encourage and document reading activity. Reinforcement of the importance of language and reading during Home Visits and Parent-Teacher Conferences. 	80% of parents will document time spent reading with their child through reading logs 100% of parents will subscribe to Ready Rosie	Teachers Family Support Workers
Teachers will provide a variety of <i>Instructional Learning Formats</i> , including <i>Effective Questioning</i> . Teachers will encourage <i>Concept Development</i> , through why and/or how questions.	<ul style="list-style-type: none"> Plan learning center activities and experiences to give children opportunities to investigate objects and materials. Interact with children during exploration time and encourage conversations and questions about their investigations. 	Average CLASS scores for Classroom Organization will exceed 4.9	Teachers Site Managers Instructional Coach





2015-2016

School Readiness Plan of Action

Essential Domain: Perceptual, Motor, & Physical Development

School Readiness Goal

Children will demonstrate increasing control, strength, and coordination of small muscles.

Head Start Child Development & Early Learning Framework

Domain

Perceptual, Motor, & Physical Development

Sub-Domain

Gross Motor
Fine Motor

Parent, Family, & Community Engagement Outcome(s)

Family Well-Being

Alignment to State Standards

Texas Prekindergarten Guidelines

Fine Motor Development Skills (IX.B.1. Child shows control of tasks that require small-muscle strength and control; IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.)

Alignment to District Curriculum

T1: 3, 4, 7, 22, 70, 272	T2: 7, 38, 60, 72, 74, 166, 236	T3: 3, 4, 7, 62, 74, 126, 190, 206, 248	T4: 4, 7, 60, 100, 104, 128, 140, 143, 170, 206, 256	T5: 4, 7, 46, 58, 60, 62, 88, 90, 104, 116, 166, 182, 192, 206, 236, 244, 270	T6: 4, 7, 36, 38, 48, 72, 74, 104, 190, 204, 224, 256	T7: 3, 4, 7, 34, 100, 114, 170, 234, 248, 272	T8: 7, 46, 62, 74, 124, 140, 154, 166, 256
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Program Impact Areas & Activities

Impact Area	Activities	Measure of Success	Persons Responsible
Children will perform activities that coordinate hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.	Learning centers and small group activities will include opportunities for children to develop eye-hand coordination, including activities such as puzzles and other manipulatives.	95% of EISD students transitioning to Kindergarten will score at or above the <i>AVERAGE</i> range on the LAP-3 in the <i>Fine Motor</i> domain.	GMS Teachers Classroom Teachers Paraprofessionals
Families will establish active Family Routines, to include fine motor activities.	Implement Fit Family Challenge to encourage an active lifestyle for families and students.	80% of families will participate in the Fit Family Challenge.	Family Support Workers Teachers Site Managers
Teachers will demonstrate high levels of <i>Instructional Learning Formats</i> , through hands-on opportunities.	Encourage the use of motor skills to complete tasks and engage in active play. Provide opportunities to manipulate a variety of materials that require fine motor skills.	CLASS classroom observation scores in the dimension of <i>Instructional Learning Formats</i> will exceed 4.4.	Teachers Site Managers Instructional Coaches



2015-2016

School Readiness Plan of Action
Essential Domain: Approaches to Learning

School Readiness Goal

Children will manage actions, words, and behavior with increasing independence. (P-ATL 4)

Head Start Early Learning Outcomes Framework

Domain

Approaches to Learning

Sub-Domain

Emotional and behavioral self-regulation

Parent, Family, & Community Engagement Outcome(s)

- Positive Parent-Child Relationships; to develop warm relationships that nurture their child’s learning and development.

Alignment to State Standards

Texas Prekindergarten Guidelines

- 1.B.1.c Child regulates his own behavior with occasional reminders or assistance from teacher.

Alignment to District Curriculum

Frog Street Pre-K Curriculum

Teacher Guide 1: 24, 25, 26, 27, 28, 31, 33, 41, 45, 49, 51, 79, 99, 154

Teacher Guide 2: 22, 25, 28, 34, 37, 40, 43, 46, 49, 61, 64, 94, 153

Teacher Guide 3: 103, 105, 106, 112, 118, 141

Teacher Guide 4: 30, 34, 42, 43, 48, 51, 107, 108, 156

Teacher Guide 5: 14, 28, 58, 85, 100, 121

Teacher Guide 6: 28, 31, 34, 37, 45, 48, 60

Teacher Guide 7: 28, 61, 73, 79, 85, 94, 100, 111, 118, 142, 154;

Teacher Guide 8: 40, 63, 64, 100, 106, 112, 141, 145, 148, 151, 157

Teacher Guide 9: 28, 46, 131, 137, 141, 144, 145, 159.

Resources: Frog Street Café (Social/Emotional) box, Strategy Card —Calming Strategies; Daily Greeting Circle and Closing Circle

Essential Domain: *Approaches to Learning*

Education Service Provider: *San Antonio Independent School District – Head Start*



Program Impact Areas & Activities

Impact Area	Activities	Measure of Success	Persons Responsible
<p>Child will demonstrate control over actions and words in response to a challenging situation with peers.</p>	<ul style="list-style-type: none"> • Child will participate in activities based on Conscious Discipline. • Child will practice Brain Start Smart routines when transitioning. • Child will practice the self-regulation skill of composure. • Child will practice reducing and managing stress by using Conscious Discipline composure techniques of S.T.A.R. breathing, Drain, Balloon and Pretzel. 	<p>Establish baseline for the number of referrals to the ECE Behavior Specialist.</p>	<p>Teachers Behavior Specialist</p>
<p>Families will develop strategies on how to develop warm relationships that nurture their child’s learning and development.</p>	<ul style="list-style-type: none"> • Parents may participate in ECE/Head Start parent engagement activities focused on nurturing, learning and child development available at all (4) HS Centers: Fall/Spring 2015-16. • Parents from HS satellite campuses will be invited to attend all workshops held at the 4 HS Centers. 	<p>Increase in attendance at ECE Parent Academies by 10%.</p>	<p>Teachers Family Support Workers Mental Health Coordinator Behavior Specialist</p>
<p>Teachers will be consistently responsive to students and match his/her support to their needs and abilities. Rules and expectations for behavior will be clear and consistently enforced.</p>	<ul style="list-style-type: none"> • Teachers will attend professional development to improve strategies for Emotional Support and Classroom Organization. • Teachers will participate in Conscious Discipline training for classroom strategies; to include the “Safe Place” strategy. • Will set up a well-organized classroom. • Will develop rules and routines that can be consistently followed. 	<p>Teachers will increase their CLASS scores in <i>Teacher Sensitivity</i> to 5.2.</p>	<p>Teachers Education Specialists Behavior Specialist</p>



2015-2016

School Readiness Plan of Action
Essential Domain: Social and Emotional Development

School Readiness Goal

Child will express of a broad range of emotions and recognizes these emotions in self and others. (P-SE 6)

Head Start Early Learning Outcomes Framework

Domain

Social and Emotional Development

Sub-Domain

Emotional Functioning

Parent, Family, & Community Engagement Outcome(s)

- Families as Lifelong Educators – Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school and in their communities

Alignment to State Standards

Texas Prekindergarten Guidelines

- 1.B.2.a. Child begins to understand difference and connection between feelings and behaviors

Alignment to District Curriculum

Frog Street Pre-K Curriculum

Teacher Guide 1: 71, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 150, 151

Teacher Guide 2: 22, 28, 30, 40, 46, 58, 94, 100, 106, 113, 136

Teacher Guide 3: 28, 64, 112, 136, 142

Teacher Guide 4: 22, 28, 29, 76, 101, 112, 118

Teacher Guide 5: 22, 28, 34, 58, 82, 112, 154

Teacher Guide 6: 28, 40, 46, 64, 100, 112, 118, 130, 136, 142

Teacher Guide 7: 28, 46, 64, 82, 94, 112, 130, 136, 154

Teacher Guide 8: 58, 70, 82, 94, 100, 112, 154

Teacher Guide 9: 28, 34, 45, 64, 70, 76, 82, 94, 112, 118, 130, 136, 142, 143, 144, 145, 148, 154

Essential Domain: *Social & Emotional Development*

Education Service Provider: *San Antonio Independent School District - Head Start*



Program Impact Areas & Activities

Impact Area	Activities	Measure of Success	Persons Responsible
<p>Child will recognize and label basic emotions in books or photographs; use words to describe own feelings; and use words to describe the feelings of adults or other children.</p>	<ul style="list-style-type: none"> • Child will practice Conscious Discipline strategies during Morning Message, Read Alouds and throughout the day. • Child will practice expressing emotions that are congruent with situations. • Child will use words to express feelings about specific events • Child will verbalize understanding that all feelings are okay even though some behaviors may not be okay. • Child will use sign language, a picture system or an adaptive/assistive device as appropriate. 	<p>SAISD will meet or exceed 84% on the EOY LAP-3 Assessment in the <i>Social and Emotional</i> domain according to the 2011 Head Start/Lap-3 Alignment.</p>	<p>Teacher</p>
<p>Families will develop positive parent-child relationships and will promote and participate in the everyday learning of their children at home, school and in their communities.</p>	<ul style="list-style-type: none"> • Parents will participate in ECE/Head Start Parent Engagement activities for Mental Health, Wellness and Nurturing available at all (4) HS Centers: Fall/Spring 2015-16. • Parents from HS satellite campuses will be invited to attend all workshops held at the 4 HS Centers. • Families will participate in strategies to help children overcome behavioral challenges. 	<p>Participation and attendance in Parent Engagement activities will increase by 10% over last year's attendance based on workshop sign-in sheets.</p>	<p>Family Support Supervisors Family Support Workers SAISD Mental Health Coordinator COSA Wellness Coordinator SAISD Family Services Coordinator</p>
<p>Teachers will monitor and redirect children using verbal and nonverbal cues, and clearly and consistently state which kind of behaviors he or she expects from a child.</p>	<ul style="list-style-type: none"> • Teachers will participate in professional development for Conscious Discipline strategies. • Teachers will use activities that involve children in discussions about emotions and how to react to them. • Teachers will engage children in discussions of difference between feelings and behaviors. • Teachers will model and encourage children to express and act out different feelings. • Teachers will model appropriate verbalization of emotions during everyday events. • Teachers will acknowledge and validate children's emotions 	<p>CLASS scores for <i>Behavior Management</i> will increase to 5.25.</p>	<p>Teachers Education Specialist Behavior Specialist</p>



2015-2016

School Readiness Plan of Action Essential Domain: Language & Communication

School Readiness Goal

Children will show understanding of word categories and relationships among words. (P-LC 7)

Head Start Early Learning Outcomes Framework

Domain

Language & Communication

Sub-Domain

Vocabulary

Parent, Family, & Community Engagement Outcome(s)

- Families as Lifelong Educators – Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school and in their communities

Alignment to State Standards

Texas Prekindergarten Guidelines

- II.D.5. Child uses category labels to understand how the words/objects relate to each other

Alignment to District Curriculum

Frog Street Pre-K Curriculum

Teacher Guide 1: 24, 26, 30, 32, 37, 38, 42, 44, 50, 60, 62, 67, 74, 78, 80, 83, 84, 96, 98, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158

Teacher Guide 2: 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 85, 86, 98, 102, 104, 108, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 146, 152, 157, 158

Teacher Guide 3: 24, 30, 36, 38, 60, 62, 72, 80, 104, 110, 116, 120, 122, 134, 139, 157, 158;

Teacher Guide 4: 25, 26, 30, 32, 44, 48, 50, 60, 62, 64, 68, 72, 74, 80, 96, 98, 103, 110, 114, 138, 156, 158

Teacher Guide 5: 25, 42, 50, 66, 68, 74, 84, 116, 122, 132, 144, 146, 157, 158

Teacher Guide 6: 26, 32, 37, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 86, 96, 98, 102, 104, 108, 110, 114, 121, 122, 133, 138, 140, 144, 146, 150, 152, 157, 158

Teacher Guide 7: 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 134, 151, 158

Teacher Guide 8: 24, 26, 60, 72, 74, 78, 79, 80, 84, 85, 86, 98, 104, 108, 110, 115, 116, 121, 133, 138, 140, 145, 146, 151, 156, 158

Teacher Guide 9: 24, 26, 30, 31, 36, 42, 44, 49, 67, 85, 115, 116, 134, 145

Essential Domain: *Language & Communication*

Education Service Provider: *San Antonio Independent School District – Head Start*



Program Impact Areas & Activities

Impact Area	Activities	Measure of Success	Persons Responsible
Children will categorize words or objects; will discuss new words in relation to known words and word categories; identify shared characteristics among people, places, things or actions; identify key common antonyms; and show an ability to distinguish similar words.	<ul style="list-style-type: none"> • Child will answer questions using new words learned from other classroom or learning centers. • Child will answer questions at circle time using a new word learned from the pretend and learn hardware store. • Child will practice sorting and labeling materials during play and throughout the day. • Child will label and describe different kinds of objects in centers and throughout the day. • Child will identify which objects are in a specific category. 	District average will meet or exceed 66% on the EOY LAP-3 Assessment in the <i>Language Development</i> domain according to the 2011 Head Start/Lap-3 Alignment.	Teachers
Families will promote and participate in the everyday learning of their children at home, school, and in the community.	<ul style="list-style-type: none"> • Parents will have an opportunity to participate in ECE Parent Academies with SA Public Library conducting “Every Child Ready to Read” Parent Workshop Series at all (4) Centers. Parents from satellite campuses will be invited to attend. • Parents will be encouraged to use Ready Rosie at home and in the community and participate in “extension activities” from school. • Parents will share with teachers information about language and communication style and development through completion of ASQ screening tools. • Parents will participate in conversations with teachers during Parent Conferences/Home Visits where child assessment data is shared and parents learn about their child’s progress. 	Baseline data collection for SA Public Library Parent Workshop using Sign-In Sheets and Workshop Evaluations. Increase the number of 5-Star Ready Rosie users by 10%.	Teachers Family Support Workers Family Support Supervisors SAISD Family Service Coor.
Teachers will increase Instructional Learning Format scores by facilitating language and literacy learning opportunities based on the District’s ECE Curriculum Guides.	<ul style="list-style-type: none"> • Teachers will attend professional development and training on how to use the District’s Curriculum Guides. • Teachers will have opportunity to participate in professional development on language/vocabulary development. • Teachers will label and provide category names of the different ideas or objects that appear in storybooks, other written text and in the “Morning Message.” • Teachers will provide opportunities for children to manipulate items into different categories, and will have children share their collections by verbally labeling each item and the category name. • Teachers will establish a “Letter Wall” and use for multiple activities throughout the day. 	CLASS score for <i>Instructional Learning Formats</i> will increase to 5.	Teachers Education Specialists

Essential Domain: *Language & Communication*

Education Service Provider: *San Antonio Independent School District – Head Start*



2015-2016

School Readiness Plan of Action

Essential Domain: Cognition

School Readiness Goal

Children will measure objects by their various attributes using standard and non-standard measurement; will use differences in attributes to make comparisons. (P-MATH 8)

Head Start Child Development & Early Learning Framework

Domain

Cognition

Sub-Domain

Measurement

Parent, Family, & Community Engagement Outcome(s)

- Families as Lifelong Educators – Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school and in their communities

Alignment to State Standards

Texas Prekindergarten Guidelines

- V.D.1 Child will recognize and compare heights or lengths of people or objects

Alignment to District Curriculum

Frog Street Pre-K Curriculum

Teacher Guide 2: 39, 43, 63, 75, 111

Teacher Guide 3: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 39, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 116, 117, 135, 144, 147

Teacher Guide 4: 33, 73, 86, 87, 104, 115, 138, 144, 145, 159

Teacher Guide 5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 153, 158, 159

Teacher Guide 6: 38, 62, 63, 68, 69, 80, 81, 86, 87, 110

Teacher Guide 7: 93, 153, 157, 159

Teacher Guide 8: 39, 45, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158

Teacher Guide 9: 44, 49, 87, 98, 117, 133, 134, 135, 140, 141, 147

Essential Domain: *Cognition*

Education Service Provider: *San Antonio Independent School District – Head Start*



Program Impact Areas & Activities

Impact Area	Activities	Measure of Success	Persons Responsible
<p>Children will measure using the same units, will compare or place in order 5 objects based on their measurable attributes, and will use comparative language.</p>	<ul style="list-style-type: none"> • Will tell who is taller when comparing the height of 2 or more friends. • Will place 2 – 10 objects from shortest to tallest or tallest to shortest on the table. • Will use measurement words that can describe height. • Will draw 2 – 10 objects or people in varying heights or lengths. • Will use building blocks to show that 1 long block can be made up of 2 or more smaller blocks. 	<p>SAISD will meet or exceed 63% on the EOY LAP-3 Assessment in the <i>Mathematics Knowledge & Skills</i> domain according to the 2011 Head Start/Lap-3 Alignment.</p>	<p>Teachers</p>
<p>Families will promote and participate in the everyday learning of their children at home, school, and in the community.</p>	<ul style="list-style-type: none"> • Parents will have an opportunity to participate in ECE Parent Academies focusing on Special Needs Populations and Services. Parents from satellite campuses will be invited to attend. • Parents will be encouraged to use Ready Rosie at home and in the community. • Will participate in extension activities from school. • Will participate in conversations with teachers where child assessment data is shared and parents learn about children’s progress. 	<p>Increase the number of 5-Star Ready Rosie users by 10%.</p>	<p>Teachers Family Support Workers Family Support Supervisors SAISD Disability Coordinator SAISD Family Services Coordinator</p>
<p>Teachers will increase Concept Development skills by planning and facilitating mathematic learning opportunities following the District ECE Curriculum Guides.</p>	<ul style="list-style-type: none"> • Teachers will attend professional development and training on how to use the District’s ECE Curriculum Guides. • Will have opportunity to participate in professional development on mathematic skills development. 	<p><i>Concept Development</i> scores for CLASS observations will increase to 2.75.</p>	<p>Teachers Education Specialists</p>



2015-2016

School Readiness Plan of Action

Essential Domain: Perceptual, Motor, & Physical Development

School Readiness Goal

Children will develop knowledge and skills that help promote nutritious food choices and eating habits. (P-PMP 5)

Head Start Early Learning Outcomes Framework

Domain

Perceptual, Motor, & Physical Development

Sub-Domain

Health, Safety, and Nutrition

Parent, Family, & Community Engagement Outcome(s)

- Families as Lifelong Educators – Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school and in their communities
- Family Well-being – Parents and families are safe, healthy, and have increased financial security

Alignment to State Standards

Texas Prekindergarten Guidelines

- VI.D.3 Child identifies good habits of nutrition and exercise

Alignment to District Curriculum

Frog Street Pre-K Curriculum

Teacher Guide 1: 26, 27, 28, 40, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111

Teacher Guide 2: 33, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155 Teacher Guide 3: 84, 85, 114

Teacher Guide 4: 24, 34, 35, 36, 39, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 112, 113, 114, 115, 117, 118, 119, 120, 123, 137, 141, 146, 147

Teacher Guide 5: 28, 30, 32, 33, 51, 75, 105, 120, 147

Teacher Guide 6: 37, 45, 63, 65

Teacher Guide 7: 33, 39, 51, 95, 96, 99

Teacher Guide 8: 39, 63, 99, 105, 111, 159

Teacher Guide 9: 63, 135

Essential Domain: Perceptual, Motor, & Physical Development

Education Service Provider: *San Antonio Independent School District – Head Start*



Program Impact Areas & Activities

Impact Area	Activities	Measure of Success	Persons Responsible
Children will identify a variety of healthy and unhealthy foods; and demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> • Child will participate in I am Moving, I am Learning activities • Child will identify and discuss nutritious healthy snacks • Child will participate in family style meals and associated learning activities • Child will discuss the fact that some substances are not good for the body • Child will demonstrate and discuss the need for exercise and rest to stay healthy 	District average will meet or exceed 83% on the EOY LAP-3 Assessment in the <i>Physical Development & Health</i> Domain according to the 2011 Head Start/Lap-3 Alignment.	Teachers
Families will promote and participate in the everyday learning of their children at home, school, and in the community.	<ul style="list-style-type: none"> • Parents may participate in ECE Parent Academies - Health & Nutrition Parent Workshop Series at all (4) Centers. Parents from satellite campuses will be invited to attend. • Parents may participate in ECE Parent Academies - Healthy Me, Healthy We Fitness Classes at all (4) Centers. Fall/Spring 2015-16. Parents from satellite campuses will be invited to attend. • Parents will be encouraged to use Ready Rosie at home and in the community • Parents will assist children in preparing healthy nutritious snacks at home • Parents will participate in extension activities from school 	Parents will increase their participation and attendance by 10% at Health & Nutrition Parent Workshops and Fitness classes.	Family Support Supervisors Family Support Workers SAISD Nutrition Coordinator SAISD Family Services Coordinator SAISD Health Coordinator
Teachers will implement <i>I Am Moving, I Am Learning</i> activities to increase child's knowledge about making healthy choices in nutrition, exercise and rest. Teachers will make connections to the real world, relate lessons to students' lives, and integrate with previous knowledge.	<ul style="list-style-type: none"> • Teachers will individually conference with SAISD Nutritionist on "My Plate.org" tools for use in the classroom centers and instruction • Teachers will engage children in creating charts, class-made books, and collages of healthy and not so healthy foods • Teachers will engage children in gross motor activities of active play, games, and exercise 	<i>Concept Development</i> scores for CLASS observations will increase to 2.75.	Teachers Educations Specialists SAISD Nutrition Coordinator