

**Bear River**



**headSTART**

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SCHOOL READINESS

## Executive Statement

### Bear River Head Start Preschool Head Start Center Based School Readiness Plan

prepared by Krista Useche & Jan Stevens

Bear River Head Start is dedicated to improving the quality of teaching to maximize children's learning and school readiness. This is accomplished through concrete program school readiness goals and strategies, as well as whole group and individual teacher training geared to promote and improve teaching strategies.

Whole group training allows teachers to come together to hear the latest theories in education and how they apply to the classroom. Teachers are able to share ideas they have tried and receive feedback from peers and child development experts. Training is hands-on and led to have many ideas that can be immediately implemented into the classroom.

At Bear River Head Start, we have long recognized the importance of mentoring. We have had a mentor coach on staff for at least eight years. This position has allowed us to make enormous strides in improving teaching skills within our classrooms. We have been using the CLASS observation tool for the past four years. We have found it effective in documenting teachers' strengths and areas that need improvement. This year we had a team of people trained to use the CLASS observation tool. The CLASS team rotates through the classrooms. Each of the classrooms receives a visit from one of the team members three times a year. This procedure allows fresh eyes, and perspectives to view the classrooms. At the end of the day, the evaluator meets with the teaching team to consult with them about the observation. The CLASS evaluator pointing out the teaching teams strengths and areas of improvement. We also review HSCDEL Framework data from their classroom answering any questions they may have. We review how the CLASS observation and the HSCDEL Framework are linked. Together they brainstorm strategies to improve teaching. The teaching team writes goals that are worked on during the month and are reviewed during the next month observation meeting. Once a week the CLASS team meets together to go over the reliability of the observation. Teachers have been very receptive to the mentor done through the use of the CLASS tool. Teachings skills are improving rapidly.

We consider the CLASS observation and HSCDEL Framework linked to improve mentoring of teachers and providing school readiness skills for young children. HSCDEL Framework data is analyzed, and reports generated three times a year. Reports are used at parent-teacher conferences and home visits, to expand parents understanding of their child's development over time. Where the child's development is at the present and where we want to go in the future. Parents and teacher use this information to formulate goals for the child future development.

PHS Center Based  
School Readiness Goals  
2014-2015

**Language and Literacy**

**Goal #1**

**Provide more opportunities for large and small group read alouds and increasing vocabulary, phonemic awareness, and conversations.**

Implementation

- Increase vocabulary through listening and participating in read alouds
- Increase the number of books for the library and the classrooms
- Provide literacy training to all child development staff
- Continue in-class observations and mentoring
- Discuss with each teacher strategies for expanding the word wall
- Set goals with teachers as needed

Outcome

- Staff will have an increased knowledge base about the importance of language and literacy
- Children will expand their vocabulary through the use of language and literacy in the classroom through books and the word wall

Measures

- Mentor Coach will make monthly visits to each classroom and meet with the child development staff
- CLASS team will also do observations and help teachers to set goals and help with the professional development plan

Documentation

- CLASS Observations, Training sign-in sheets, Professional Development Plan, Teacher goals, Child outcomes

## **Goal #2**

**Continue to provide support to English Language Learners by individualizing services in all domains of the Framework including the acquisition of English**

### Implementation

- Provide training to all child development staff on English Language Development
- Provide mini Spanish lessons to all child development staff during team meetings
- Continue to involve parents to support children in the classroom with English Language Development as well as heritage language maintenance

### Outcome

- Staff will have an increased knowledge of English Language Development as it pertains to Dual language learners
- DLL children will have an increase in English Language development
- Family Engagement will increase as parents continue to be involved in the classroom

### Measures

- Staff will have increased knowledge through training
- Mentor Coach will make monthly visits to each classroom and increase strengths and strengthen weaknesses
- DLLs will increase their English language development while also maintaining their heritage language

### Documentation

- Training sign-in sheets, Professional Development Plan, Classroom Inkind Sheets, Team Meeting Minutes, Child outcomes

## **Approaches to Learning**

### **Goal #1**

#### **Fostering children's curiosity and ability to investigate by supporting learning and growth through creative expression**

##### Implementation

- Teachers will provide enhanced opportunities in the dramatic play
- Child development staff will continue to provide experiences through drawing, writing, journals, and class books
- Scheduled training for all staff on learning approaches
- Teachers will provide opportunities to investigate and discover science related topics.

##### Outcome

- Staff will increase their knowledge base on approaches to learning through training and mentoring
- Children will expand their curiosity through enriched classroom experiences
- Staff will increase knowledge of how to implement studies in the classroom

##### Measures

- Increased knowledge and training of child development staff
- Increased opportunities for children in the classroom

##### Documentation

- Child outcomes, Training sign-in sheets, Teacher goals, lesson plans

## **Social and Emotional Development**

### **Goal #1**

**Continuous support of child's development of self awareness, autonomy, and self expression and encouragement of self control**

#### Implementation

- Continue to provide Second Step lessons to the children
- Applying positive reinforcement in the classroom
- Mental health support through collaboration
- Support of the Mentor Coach
- Training for all staff on Positive discipline, Second Step, and Mental health

#### Outcome

- Child development staff will have a greater knowledge of child development as pertaining to the social and emotional development
- Children will have increased self awareness, autonomy, and self expression

#### Measures

- Monthly observations by Mentor Coach and Child Development Coordinator
- Mental health observations as needed in the classrooms

#### Documentation

- Child outcomes, Training sign-in sheets, Mental Health Observation forms, Teacher goals

## **Physical Development and Health**

### **Goal #1**

#### **Continue to provide opportunities in the classroom for large motor and movement**

##### Implementation

- Allow for 30 minutes of large motor movement time in each of the classrooms
- Implement the I am Moving I am Learning

##### Outcomes

- Children will have increased opportunities for large motor and movement supporting healthy goals
- Staff will have increased knowledge of the importance of child health and maintaining an active lifestyle

##### Measures

- Child development staff will incorporate I am Moving I am Learning into their weekly lesson plan
- Time for large motor activities will also be reflected in the lesson plans

##### Documentation

- Lesson plans, Training Sign-in Sheets, Teacher Goals

## **Cognition and General Knowledge**

### **Goal #1**

**Increase math opportunities in the classroom through activities such as counting, number knowledge, geometry patterns, and measuring**

#### Implementation

- Provide Head Start staff as well as community members a 2-day workshop on Math and School Readiness
- Staff training
- High Five Mathematize
- CLASS observations to ensure the implementation of math

#### Outcomes

- Staff and community will have increased knowledge in math and school readiness
- Children will make gains in the given domains on the framework

#### Measures

- Math will be implemented into weekly lesson plans
- Children's progress will be tracked through outcomes

#### Documentation

- Training sign-in sheets, child outcomes, CLASS observations, Teacher Goals, Professional Development Plan



## **Goal #2**

**Children will become more aware of differences and similarities between themselves and others in their family as well as the community**

### Implementation

- Incorporating the VIP in the classrooms to allow children to share about their own family and culture
- Graph similarities and differences in the classroom
- Inviting in community helpers and providing community awareness through field trips
- Inviting in guest visitors including parents into the classroom to increase family engagement

### Outcomes

- Children will be more aware of similarities and differences
- Parents will become more engaged through classroom visits
- Staff will have an increased knowledge of families, culture, and community

### Measures

- Field Trips and visits will be documented in the lesson plans
- Children's progress will be tracked through outcomes

### Documentation

- Training Sign-in Sheets, Classroom Inkind, Child Outcomes, CLASS observations

# PHS Center Based Data Collection Plan

Prepared by Krista Useche and Jan Stevens

Purpose	Questions	Data Collection Methods	Needed Resources	Lead Person	Time Frame
1	What is the quality of teaching in the preschool classroom?	CLASS Tool	CLASS Certified Team	Jan	Ongoing observations through the year
2	What are the credentialed levels of our teachers?	Survey transcripts and review	Transcripts, degrees	Beryl	Ongoing as needed
3	How does mentor coaching improve classroom quality?	CLASS ECERS ELLCO	CLASS Certified Team, Observation tools and protocol	Jan	Monthly classroom observations
4	How many children are meeting school readiness goals?	Assessments and Outcomes	Outcome reports District community report	Jan	Yearly (assessments ongoing and outcomes three times a year)

## CLASS Report 2013-14

Classroom	Domains	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
Adventure	Positive Climate	6	7	7
	Negative Climate	1	2	1
	Teacher Sensitivity	6	7	7
	Regard to Student Perspectives	6	5	7
	Behavior Management	7	7	7
	Productivity	7	7	7
	Instructional Learning Formats	6	7	7
	Concept Development	3	4	4
	Quality of Feedback	3	3	5
	Language Modeling	3	3	5
Brigham AM	Positive Climate	6	7	7
	Negative Climate	1	1	1
	Teacher Sensitivity	5	5	6
	Regard to Student Perspectives	5	5	6
	Behavior Management	6	7	6
	Productivity	7	6	7
	Instructional Learning Formats	6	5	6
	Concept Development	3	3	6
	Quality of Feedback	4	4	6
	Language Modeling	3	4	4

Brigham PM	Positive Climate	6	6	7
	Negative Climate	1	1	2
	Teacher Sensitivity	6	6	6
	Regard to Student Perspectives	6	6	4
	Behavior Management	6	6	5
	Productivity	7	7	6
	Instructional Learning Formats	6	6	5
	Concept Development	4	4	5
	Quality of Feedback	4	4	6
	Language Modeling	4	4	4
Discover	Positive Climate	6	7	5
	Negative Climate	1	1	2
	Teacher Sensitivity	6	4	3
	Regard to Student Perspectives	5	6	4
	Behavior Management	6	3	2
	Productivity	7	3	3
	Instructional Learning Formats	3	2	2
	Concept Development	2	2	2
	Quality of Feedback	3	2	2
	Language Modeling	3	3	3
Explore	Positive Climate	7	6	7
	Negative Climate	1	1	1
	Teacher Sensitivity	6	6	6

	Regard to Student Perspectives	5	6	5
	Behavior Management	7	6	5
	Productivity	6	6	5
	Instructional Learning Formats	5	5	6
	Concept Development	3	4	3
	Quality of Feedback	5	3	3
	Language Modeling	5	3	3
Fielding	Positive Climate	6	7	6
	Negative Climate	1	1	1
	Teacher Sensitivity	6	6	7
	Regard to Student Perspectives	6	6	5
	Behavior Management	6	6	6
	Productivity	6	7	6
	Instructional Learning Formats	4	6	6
	Concept Development	2	5	3
	Quality of Feedback	2	4	6
	Language Modeling	2	5	5
Hyrum	Positive Climate	6	5	6
	Negative Climate	2	2	1
	Teacher Sensitivity	7	5	5
	Regard to Student Perspectives	4	5	4
	Behavior Management	5	4	4
	Productivity	4	6	4
	Instructional Learning Formats	2	3	6

	Concept Development	1	2	3
	Quality of Feedback	2	2	3
	Language Modeling	2	4	2
Imagine	Positive Climate	6	5	7
	Negative Climate	1	2	1
	Teacher Sensitivity	6	5	6
	Regard to Student Perspectives	6	4	6
	Behavior Management	6	5	6
	Productivity	6	7	7
	Instructional Learning Formats	6	3	3
	Concept Development	4	3	3
	Quality of Feedback	4	2	4
	Language Modeling	3	2	3
Inspire	Positive Climate	6	6	7
	Negative Climate	1	1	1
	Teacher Sensitivity	6	5	7
	Regard to Student Perspectives	4	5	4
	Behavior Management	5	5	6
	Productivity	6	5	5
	Instructional Learning Formats	5	5	5
	Concept Development	2	4	3
	Quality of Feedback	3	3	3
	Language Modeling	2	3	6

Malad	Positive Climate	7	7	7
	Negative Climate	1	1	1
	Teacher Sensitivity	6	7	7
	Regard to Student Perspectives	6	6	6
	Behavior Management	6	7	7
	Productivity	7	7	7
	Instructional Learning Formats	6	6	6
	Concept Development	5	6	6
	Quality of Feedback	5	6	6
	Language Modeling	5	6	6
Millville	Positive Climate	6	5	7
	Negative Climate	1	3	1
	Teacher Sensitivity	6	4	6
	Regard to Student Perspectives	6	4	5
	Behavior Management	6	4	5
	Productivity	6	5	4
	Instructional Learning Formats	4	4	6
	Concept Development	3	3	3
	Quality of Feedback	3	2	3
	Language Modeling	3	2	3
Paris	Positive Climate	6	6	6
	Negative Climate	1	2	1
	Teacher Sensitivity	5	5	6

	Regard to Student Perspectives	4	5	6
	Behavior Management	6	6	6
	Productivity	5	6	6
	Instructional Learning Formats	4	5	5
	Concept Development	3	2	2
	Quality of Feedback	3	2	2
	Language Modeling	4	2	2
Preston AM	Positive Climate	5	7	6
	Negative Climate	1	1	2
	Teacher Sensitivity	4	6	4
	Regard to Student Perspectives	5	6	3
	Behavior Management	4	7	5
	Productivity	4	6	4
	Instructional Learning Formats	5	6	3
	Concept Development	3	3	3
	Quality of Feedback	5	4	4
	Language Modeling	4	5	4
Preston PM	Positive Climate	7	6	7
	Negative Climate	1	1	1
	Teacher Sensitivity	7	6	7
	Regard to Student Perspectives	6	4	5
	Behavior Management	6	6	6
	Productivity	7	6	7
	Instructional Learning Formats	6	6	7



	Concept Development	4	3	7
	Quality of Feedback	6	3	5
	Language Modeling	6	5	6
Richmond	Positive Climate	7	6	7
	Negative Climate	1	1	1
	Teacher Sensitivity	5	6	5
	Regard to Student Perspectives	3	6	5
	Behavior Management	6	6	6
	Productivity	5	7	5
	Instructional Learning Formats	4	5	5
	Concept Development	2	4	2
	Quality of Feedback	5	4	3
	Language Modeling	4	4	4
Smithfield	Positive Climate	6	6	7
	Negative Climate	1	1	1
	Teacher Sensitivity	5	6	6
	Regard to Student Perspectives	5	6	5
	Behavior Management	6	6	7
	Productivity	5	7	6
	Instructional Learning Formats	6	6	5
	Concept Development	3	4	4
	Quality of Feedback	5	5	4
	Language Modeling	4	5	4

Soar	Positive Climate	6	6	7
	Negative Climate	1	1	1
	Teacher Sensitivity	6	6	7
	Regard to Student Perspectives	6	7	7
	Behavior Management	6	6	7
	Productivity	7	6	7
	Instructional Learning Formats	6	5	7
	Concept Development	5	3	5
	Quality of Feedback	5	3	5
	Language Modeling	4	3	5
Soda Springs	Positive Climate	7	6	6
	Negative Climate	1	1	2
	Teacher Sensitivity	7	6	5
	Regard to Student Perspectives	5	6	6
	Behavior Management	5	6	6
	Productivity	7	6	3
	Instructional Learning Formats	6	4	4
	Concept Development	4	3	4
	Quality of Feedback	4	3	4
	Language Modeling	6	3	5