

School Readiness

**Five-Year Goals, 2016-17 Objectives and Outcomes**

*Note: Objectives and outcomes in italics represent PSESD Early Learning Program Racial Equity Outcomes – “REOs” – defined for the 16-17 year, which served as a foundation for developing five-year goals.*

2016-17 Focus Areas and Objectives	Outcomes
<p><b>Attendance:</b> PSESD Early Learning Program will create a system for identifying and anticipating chronic absence and provide supports for preventing and addressing it. In year one, PSESD Early Learning will:</p> <ul style="list-style-type: none"> <li>1) <i>Develop a system to measure and report chronic absence among children in our program</i></li> <li>2) <i>Promote the importance of regular attendance with families and staff</i></li> <li>3) <i>Develop tools and resources for staff to use in identifying and preventing chronic absence</i></li> </ul>	<p>The PSESD Early Learning Program has a system to measure and report chronic absence among children in our program, including for priority populations of children of color, Dual Language Learners (DLL), homeless children, foster children, children with disabilities, and children receiving public assistance.</p> <p>The PSESD Early Learning Program promotes the importance of regular attendance with all families in center-based programs.</p>
<p><b>Curriculum and Instruction:</b> PSESD Early Learning Program will provide teaching practices and content that are high quality, culturally relevant &amp; responsive, and supportive of diverse learners. In year one, PSESD Early Learning will:</p> <ul style="list-style-type: none"> <li>1) <i>Expand the triage process to cover the whole child, and connect health background to behavioral or developmental issues</i></li> <li>2) <i>Build PSESD staff capacity in meeting the learning needs of children of color and their families</i></li> <li>3) <i>Improve language supports for Dual Language Learners, including dual language classrooms</i></li> <li>4) <i>Improve instructional support for children with disabilities to support their ability to fully benefit from the activities and instruction in the classroom or on home visits</i></li> <li>5) <i>Use GOLDplus® across the program to link assessment and instruction and improve quality of data to identify differences in child outcomes across race, ethnicity and language</i></li> <li>1) <i>Build PSESD staff capacity to support effective Math instructional practices and family understanding of mathematical development</i></li> </ul>	<p>PSESD Early Learning Program staff have increased knowledge and skills to support site staff to assess and identify whole child and family needs, and provide supports to meet the needs of diverse families and learners, including children and families of color and Dual Language Learners (DLL).</p> <p>PSESD Early Learning Program staff support site and center staff to use data and information to provide research-based culturally and linguistically responsive instruction to meet children’s individual learning needs. (multi-year outcome)</p> <p>PSESD Early Learning Program staff are able to support site staff in implementing intentional instruction and family support guidance around developmentally appropriate mathematical knowledge.</p>
<p><b>Healthy Habits:</b> <i>PSESD Early Learning Program will reduce obesity rates of the children in its program over the next five years. (Nutrition REO)</i> In year one, PSESD Early Learning will:</p> <ul style="list-style-type: none"> <li>1) <i>Promote physical activity through implementation of the Physical Activity Policy</i></li> <li>2) <i>Develop process to ensure playground safety with focus on race and equity and cultural considerations</i></li> <li>3) <i>Develop data-informed strategies to address obesity concerns</i></li> <li>4) <i>Provide healthy meals and snacks</i></li> <li>5) <i>Build PSESD staff capacity to inform and support classroom and Family Support staff in the promotion of Healthy Habits.</i></li> </ul>	<p>PSESD Early Learning Program staff have increased knowledge, skills and strategies to promote Healthy Habits.</p> <p><i>PSESD Early Learning Program staff have increased knowledge and skills in assessing safety of Early Childhood outdoor environments. (multi-year outcome)</i></p> <p>PSESD Early Learning Program has monitoring protocols and guidance in preparation for full implementation of New CACFP standards in October 2017.</p>

**2016-17 Self-Assessment Update and Questions for Input**

Focus Area	Key Successes	Key Challenges	Theme(s)/Data Point(s) from 2016-17 Self-Assessment	Question(s) for Input
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Increase awareness about the importance of attendance in program with all staff and prioritizing attendance in Early Learning as a key component to a child’s success</li> <li>• Training to PSESD FS staff on new attendance materials is partially complete</li> <li>• PSESD Family Support staff have been providing ongoing site-based training that includes training on attendance</li> <li>• Building a relationship and partnership with Hedy Change from Attendance Works</li> <li>• Data Team is making progress in using Attendance Works’ Preschool Attendance Tracking Tool (PATT) to measure and report on chronic absence</li> </ul>	<ul style="list-style-type: none"> <li>• Primary challenge has been around competing priorities with the new organizational design</li> <li>• To maintain the focus and priority needed to reach children and families at sites</li> <li>• Documenting reasons for absences is inconsistent, and knowing reasons for absences is necessary to support families in regular attendance</li> <li>• Training staff at all levels on chronic absence and strategies needed to overcome contributing factors</li> </ul>	<ul style="list-style-type: none"> <li>• New Preschool Attendance Tracking Tool enables us to identify and anticipate chronic absence. It can be made available as a stand-alone tool for all sites, and will be available in ChildPlus for Early Head Start and Head Start. <i>(See example Center-level report)</i></li> <li>• The current political climate has created a lot of fear, particularly among immigrant communities, which may impact regular attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• How can PSESD and subcontractors use the Preschool Attendance Tracking Tool to identify and prevent chronic absence? What do sites need from PSESD to support families to ensure regular attendance?</li> <li>• How can we work together to support regular attendance, including for our immigrant families in the current political climate?</li> </ul>
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Education and special services book study has led to increased emphasis on equity in teacher trainings and teacher coaching. This lens prepares us for more skillful equity-based observations and coaching for 2017-2018.</li> <li>• Roll out of Creative Curriculum aligned with GOLDplus platform is supporting our training of teachers around intentional instruction in mathematics.</li> <li>• Increased training for internal staff on mathematics (with the OSPI fellows program)</li> </ul>	<ul style="list-style-type: none"> <li>• Getting all teachers trained on GOLDplus</li> </ul>	<ul style="list-style-type: none"> <li>• Effective curriculum implementation includes teachers’ knowing how to implement the curriculum, and then planning, implementing, and documenting accordingly. Monitoring data may be showing pieces of this and not others, per desk monitoring of plans and classroom observations of implementation.</li> <li>• While the Bilingual Instructional Assistant (BIA) program is growing, we have many Dual Language Learner children who do not receive this support in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• What supports do Center Directors and site staff need to strengthen planning, documenting and delivering curriculum?</li> <li>• How can we expand use of BIAs to serve our Dual Language Learners?</li> </ul>

<p><b>Triage Process</b></p>	<ul style="list-style-type: none"> <li>Completed the request for support forms and procedure</li> <li>Presented the process in leadership meeting</li> <li>Identified additional support needed—consult with parents; discuss the forms/procedure in center director meetings; explore ways to name and store the forms</li> </ul>	<ul style="list-style-type: none"> <li>Changes of Early Learning structure affects design of the support procedure</li> <li>Time restraint for internal staff to meet</li> </ul>	<ul style="list-style-type: none"> <li>A draft process and form for Requests for Support (formerly Triage Requests) have been developed.</li> </ul>	<ul style="list-style-type: none"> <li>How can the proposed process best support 1) communication from sites about requests for support, and 2) timely follow-up to sites in response to these requests?</li> </ul>
<p><b>Healthy Habits</b></p>	<ul style="list-style-type: none"> <li>PSESD held a training on the new CACFP Standards revisions for all Foodservice Directors that we contract with. We had 14 in attendance. We have never held an in-person training before for foodservice directors.</li> <li>Health/Nutrition TA Coordinators successfully completed and became certified in Early Childhood Playground Inspection.</li> </ul>	<ul style="list-style-type: none"> <li>Time—due to limited staffing</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring data show strong rates of compliance on indicators of playground safety (79-100% across multiple indicators) and healthy snacks and meals (96-100% across multiple indicators).</li> <li>Per monitoring data, 32% of preschool sites and 57% of Early Head Start sites are not consistently implementing and documenting health and nutrition activities as part of the daily/weekly routine (e.g. through "Healthy Habits 5-2-1-0", "Cavity Free Kids", "Healthy Habits My Plate" and/or "Healthy Habits Breakfast").</li> </ul>	<ul style="list-style-type: none"> <li>How can PSESD and subcontractors improve the implementation and documentation of health and nutrition activities in the classroom for Early Head Start and preschool programs?</li> </ul>