

**3-5 Year Plan: Early Childhood
2017 – 2018
Co-chairs: Laura Eakins and Sandra Roy**

The Early Childhood committee is made up of both internal and external constituencies. The 2017-2018 Early Childhood Committee was made up of the following people.

Laura Eakins	Director of Early Childhood
Sandra Roy	Assistant Director of Early Childhood
Jeff Simpson	Director of Special Services
Patty Quessenberry	School Board Member & Grandparent
Sarah Adams-Orr	School Board Member
Abby Harmon	Speech/Language Pathologist & Parent
Charlene Troy	Early Childhood Special Education Teacher
Leslie Baca	Parent as Teacher Educator
Sharon Underwood	Elementary Principal
Ronda Braden	Lead Childcare Teacher
Diane Hawkins	OACAC Head Start
Monica Snodgrass	Early Childhood Special Education Teacher
Ashli Price	Parent
Lisa Burns	Early Childhood Secretary
Eric Gaisford	Businessman (In-Focus Financial)/Parent
Carrissa Greenlee	Business Owner (Torn Boutique)/Parent

Ozark R-VI School District Comprehensive School Improvement Plan



GOAL 1: Student Performance
Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.



GOAL 2: Highly Qualified Staff
Recruit, attract, develop and retain highly qualified staff to carry out the Local Education Agency (LEA) mission, goals and objectives.



GOAL 3: Facilities & Operations
Provide and maintain appropriate support services with functional and safe facilities.



GOAL 4: Instructional Resources
Provide and maintain appropriate instructional resources.



GOAL 5: Parent & Community Involvement
Promote, facilitate and enhance parent, student and community involvement in the LEA/District educational programs.



GOAL 6: Governance
Govern the Ozark R-VI School District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the district.

**Student Dedicated Every Day,
Student Driven In Every Way**

GOAL I: The Ozark R-VI School District will increase student performance and academic growth to be kindergarten ready.

Objective 1.1

Increase the utilization of building wide assessments by collecting, analyzing, interpreting and revising instruction for all students to meet the Missouri Early Learning Standards (MELS).

- | | |
|----------------|---|
| Strategy 1.1.1 | Interpret and understand the alignment of MELS, Desired Results Developmental Profile (DRDP) and Emergent Language and Literacy Curriculum (ELLC). |
| Strategy 1.1.2 | Integrate the Desired Results Developmental Profile (DRDP) into the Tiger Paw Early Childhood Center's curriculum as a formative assessment for measuring children's readiness for success in kindergarten. |

***Measurement:**

1. All 25 Units of Instruction will be embedded with early reading and math readiness skills to be completed and submitted by 05/15/2018.
2. Pre (October), Mid-Year (February) and Post (May) assessments are submitted to analyze, interpret and evaluate individual, group and building wide growth.
3. On the Post Assessment, 70 percent of children participating in the Missouri recommended early childhood readiness tool (Desired Results Developmental Profile - DRDP) will demonstrate 75 percent of the developmental competencies that inform kindergarten readiness.

Objective 1.2

Professional Learning Communities (PLC) will be implemented in Tiger Paw Early Learning Center for all lead teachers to work together to increase student achievement.

- | | |
|----------------|--|
| Strategy 1.2.1 | Create a foundation for professional learning communities focused on learning, collaborating and accountability for student achievement. |
| Strategy 1.2.2 | Implement early childhood horizontal and vertical collaboration time to improve student achievement and instructional goals. |

***Measurement:**

1. Tiger Paw's lead teachers will attend weekly PLC/collaboration meetings with agendas that are student driven through data with target focuses on Learning, Assessment, Intervention and Enrichment with horizontal movement from a Level 1: Emerging to Level 2: Approaching according the Reeves Collaboration Rubric.
2. Tiger Paw Lead Teachers will align with kindergarten expectations by completing four observation/collaborating opportunities of classroom observations, assessments, and/or instructional lessons and participate in one collaboration/PLC time.

Objective 1.3

School administrators and lead teachers will be trained to address diverse learners in all settings within the early childhood environment.

- | | |
|----------------|--|
| Strategy 1.3.1 | Attend workshops, conferences and other trainings focused on assessment and differentiated instruction. |
| Strategy 1.3.2 | Instruct and collaborate with colleagues by identifying strengths and weaknesses in the curriculum and determining changes needed for student success. |

***Measurement:**

1. Administrators and lead teachers will submit verbal or written reflections to educate all staff at Tiger Paw about the trainings and how it correlates with student achievement on 3 out of the 5 following targets: IEP goals, DRDP, Developmental Norms, ELLC Curriculum and Social Thinking Curriculum.
2. Administrators and lead teachers will review and analyze building wide data (DRDP, IEP Goal Data, and Social Thinking Curriculum) each semester to determine strengths and weaknesses using a multi-tiered approach to drive student achievement for diverse learners.

GOAL 2: The Ozark R-VI School District will recruit, attract, develop and retain highly effective staff to carry out the district mission, vision and goals.

Objective 2.1

Tiger Paw will increase the percentage of high-quality professional development experiences designed for all employees (lead teachers, teacher assistants, paraprofessionals).

- Strategy 2.1.1 Provide professional development to support research-based initiatives to optimize student performance and promote success for students and staff.
- Strategy 2.1.2 Maintain and ensure all Tiger Paw employees obtain a highly qualified status according to program requirements and licensing requirements.

***Measurement:**

1. All Tiger Paw staff will attend and/or create professional development opportunities that focus on 3 out of the 5 following targets: IEP goals, DRDP, Developmental Norms, ELLC Curriculum and Social Thinking Curriculum of the districts required 12 hours of professional development.
2. All Tiger Paw lead teachers and assistants will work towards their individual professional development plan goals by mastering 50% of the goals by mid-year review and mastering 100% off their goals by final review.

Objective 2.3

The Ozark R-VI School District will utilize the data tool system to accurately and efficiently monitor the performance of teachers, teacher assistants, paraprofessionals, support staff and administrators in the district.

- Strategy 2.3.1 Observations and individual reflective supervision will be conducted and reviewed with each staff member relating to their roles, ethics, formative assessments, instruction, job requirements and collaboration.
- Strategy 2.3.2 Maintain and ensure that all staff are provided with professional development opportunities related to district wide initiatives and educator effectiveness indicators.

***Measurement:**

1. All Tiger Paw staff will have required observations and reflective conferences (4 observations or 6 observations in relation to tenure) with discussion regarding performance on selected indicators using the district approved data tool system.
2. All Tiger Paw lead teachers and assistants will identify areas of target growth from observations and attend professional opportunities to address area of concern.

GOAL 3: The Ozark R-VI School District will increase the services for at-risk students, families and community.

Objective 3.1 Tiger Paw will increase services and implement programs for families and children in our school community that target diverse demographic populations.

- | | |
|----------------|--|
| Strategy 3.1.1 | Increase screenings and program opportunities for all children ages birth- five. |
| Strategy 3.1.2 | Tiger Paw will partner with community childcare centers and community agencies to provide resources, assessments, and kindergarten readiness instructional strategies. |
| Strategy 3.1.3 | Tiger Paw will increase awareness and services for social/emotional deficits within the community of early childhood. |
| Strategy 3.1.4 | Tiger Paw will ensure that state and federal programs are being serviced according to guidelines. |

***Measurement:**

1. Parents As Teachers will increase birth to five screenings 5% from previous 2016-2017 school year (313 screenings) and maintain data within Visit Tracker System.
2. Tiger Paw will participate in three community outreach collaboration meetings with area community leaders, childcare providers, and community agencies to identify

specific early childhood strengths and weaknesses for the Ozark community.

3. Tiger Paw will evaluate Early Child Outcomes Pre and Post Data (ECSE) and the effects of Social Thinking Curriculum and DRDP social data to increase the percentage of students by 2% (2016-2017 school year 46.3) with students scoring 5 (typical range).

4. Tiger Paw will evaluate building child counts (ECSE, Title 1 Pre-K, and Childcare) to meet the needs of state and federal program guidelines and maintain balanced financial budgets.

Objective 3.2

Tiger Paw will connect and collaborate with other local groups, agencies and organizations to provide educational, recreational, cultural, enrichment and other services for the local community.

Strategy 3.2.1 Tiger Paw will provide opportunities for parents and community members to observe and participate in effective learning strategies through events such as open-house, curriculum nights, Parents as Teachers group connections and presentations.

Strategy 3.2.2 Tiger Paw will maintain a collaborative effort with the Parents as Teachers Advisory Committee to identify family and student needs in Early Childhood.

Strategy 3.2.3 Tiger Paw will increase collaborative efforts with local agencies by embedding special education services within the agency setting.

***Measurement:**

1. Parents as Teachers will offer monthly events for community and parents and will average 17 families. (2016-2017 average 14 families).
2. Tiger Paw administrators and Parents as Teachers staff will attend three PAT Advisory meetings regarding PAT focus on family, student, and community needs.
3. Tiger Paw will provide services in dual-enrolled programs (ie Head Start Agency) to service 10% of students identified in Early Childhood Special Education.

GOAL 4: The Ozark R-VI School District will create a safe and caring learning environment that includes a positive school culture, positive collaboration and communication throughout the school and community.

Objective 4.1

All Tiger Paw students and staff will demonstrate respectful, responsible and safe actions that will ensure all students will develop early skills that lead to responsible citizenship.

- Strategy 4.1.1 Tiger Paw will implement an action plan for early childhood positive behavior intervention support systems that focuses on five target lessons of social thinking curriculum.
- Strategy 4.1.2 Tiger Paw will have common behavioral expectations and language by further developing and implementing an all tiered approach to instructing students on social thinking skills.

***Measurement:**

1. Social Thinking Post Assessment score will increase by 5% from the Pre Assessment score per tiered classroom settings two out of the five target areas (Thoughts/Feelings, Group Plan, Thinking with Eyes, Body in Group and Whole Body Listening).
2. Tiger Paw will improve their overall Social Thinking Post Assessment score from the Social Thinking Pre-Test score by 2% as measured by pre/post checklist.

Objective 4.2

Tiger Paw will develop a plan to build a stronger, meaningful partnership by collaborating with Parents as Teachers, Tiger Paw teachers, parents, elementary teachers and administrators to transition students from early childhood to kindergarten.

- Strategy 4.2.1 Implement group connection events and alternative enrichment activities outside the early childhood center and in the elementary schools for building family support and rapport prior to entering kindergarten.
- Strategy 4.2.2 Tiger Paw teachers will conduct observations in all elementary buildings to gather knowledge of kindergarten readiness skills and expectations.

***Measurement:**

1. Tiger Paw will conduct one or more yearly activity/connection for students to projected building for

Kindergarten. A calendar of events, agendas, and attendance records will be maintained for each activity.
2. Tiger Paw lead teacher will complete four observations per year, reflect and report to the PLC team to identify strengths and weakness across all areas of the curriculum for kindergarten readiness.

***In some instances baseline data is not available at this time. When baseline data becomes available, more specific measurable outcomes will be developed.**

GOAL 1:	YEAR 1-2	YEAR 3-4	YEAR 5
	Tiger Paw will align MELS, DRDP and ELLC to create units of instruction (Units 1-10).	Tiger Paw will align MELS, DRDP and ELLC to create units of instruction (Units 1-18).	Tiger Paw will align MELS, DRDP and ELLC to create units of instruction (Units 1-25).
	All ECSE and Title 1 PK will use DRDP as formative assessment to assess Kindergarten readiness skills (Pre/Mid-Year/Post).	All ECSE, Title 1 PK, Preschool/Childcare, 4 year old Preschool/Childcare will use DRDP as formative assessment to assess Kindergarten readiness skills (Pre/Mid-Year/Post).	All ECSE, Title 1 PK, Preschool/Childcare 3 through Preschool will use DRDP as formative assessment to assess Kindergarten readiness skills (Pre/Mid-Year/Post).
	All programs will participate in PLC and implement focuses on Learning, Assessment, Intervention and Enrichment with horizontal movement from Level 1 to Level 2 according to Reeves Collaboration Rubric.	All programs will participate in PLC and implement focuses on Learning, Assessment, Intervention and Enrichment with horizontal movement from Level 2 to Level 3 according to Reeves Collaboration Rubric.	All programs will participate in PLC and implement focuses on Learning, Assessment, Intervention and Enrichment with horizontal movement from Level 3 to Level 4 according to Reeves Collaboration Rubric.
	All ECSE, Title 1 PK, Childcare/Preschool will complete three observations per school year and participate in one collaboration with kindergarten teachers.	All of ECSE, Title 1 PK, Childcare/Preschool will complete four observations per school year and participate in one collaboration with kindergarten teachers.	All of ECSE, Title 1 PK, Childcare/Preschool will complete three observations per school year and participate in two Pre/Post collaboration with kindergarten teachers.
	All ECSE, Title 1 PK will attend 2 out of 5 professional development trainings that align building targets (IEP goals, DRDP, Developmental Norms, ELLC Curriculum and Social Thinking Curriculum).	All ECSE, Title 1 PK and Preschool/Childcare, will attend 2 out of 5 professional development trainings that align building targets (IEP goals, DRDP, Developmental Norms, ELLC Curriculum and Social Thinking Curriculum).	All ECSE, Title 1 PK and Preschool/Childcare, will attend 3 out of 5 professional development trainings that align building targets (IEP goals, DRDP, Developmental Norms, ELLC Curriculum and Social Thinking Curriculum).

GOAL 2:	YEAR 1-2	YEAR 3-4	YEAR 5
	ECSE, Title 1 PK will utilize a data tracking system/logs to maintain documentation of Professional Development.	ECSE, Title 1 PK, Preschool/Childcare (3-5) will utilize a data tracking system/logs to maintain documentation of Professional Development.	ECSE, Title 1 PK, Preschool/Childcare B-5, PAT will utilize a data tracking system/logs to maintain documentation of Professional Development.
	ECSE, Title 1 PK and Lead Preschool/Childcare Teachers will complete professional development plans to be reviewed in the fall and spring semesters.	ECSE, Title 1 PK, Lead Preschool/Childcare Teachers and Parents as Teachers will complete professional development plans to be reviewed in the fall and spring semesters.	ECSE, Title 1 PK, Lead /Assistant Preschool/Childcare Teachers and Parents as Teachers will complete professional development plans to be reviewed in the fall and spring semesters.
	ECSE, Title 1 PK and Preschool/Childcare Lead and Assistant Teachers (B-5) will have completed observations and individual reflective supervision of minimum of four times a school year.	ECSE, Title 1 PK, Preschool/Childcare Lead and Assistant Teachers (B-5), and Parents as Teachers will have completed observations and individual reflective supervision of minimum of four times a school year.	ECSE, Title 1 PK, Preschool/Childcare Lead and Assistant Teachers (B-5), and Parents as Teachers will have completed observations and individual reflective supervision of minimum of four times a school year.

GOAL 3:		
YEAR 1-2	YEAR 3-4	YEAR 5
Parents as Teachers will increase their B-5 screenings by 5% (baseline of 313 to 328 screenings).	Parents as Teachers will increase their B-5 screenings by 5% (328 to 344 screenings).	Parents as Teachers will increase their B-5 screenings by 5% (344 to 361 screenings).
Tiger Paw Administrators will evaluate building child counts to meet state/federal guidelines, investigate blending services options for preschool students, transitional kindergarten and maintain balanced budgets for ECSE, PAT and Preschool/Childcare.	Tiger Paw Administrators will evaluate building child counts to meet state/federal guidelines, partner with agencies investigate blending services options for preschool students, transitional kindergarten and maintain balanced budgets for ECSE, PAT and Preschool/Childcare.	Tiger Paw Administrators will evaluate building child counts to meet state/federal guidelines, partner with agencies investigate blending services options for preschool students, transitional kindergarten and maintain balanced budgets for ECSE, PAT and Preschool/Childcare.
PAT will provide monthly events for community and parents by averaging 17 families 90% of the time.	PAT will provide monthly events for community and parents by averaging 20 families 90% of the time.	PAT will provide monthly events for community and parents by averaging 25 families 90% of the time.
Tiger Paw will participate in three community outreach collaboration meetings and conduct two PAT advisory meetings to meet the needs family, student and community.	Tiger Paw will participate in three community outreach collaboration meetings and conduct three PAT advisory meetings to meet the needs family, student and community.	Tiger Paw will participate in four community outreach collaboration meetings and conduct three PAT advisory meetings to meet the needs family, student and community.
Tiger Paw will review past ECO outcomes and complete DESE training for all staff on ECO rating for students exiting ECSE.	Tiger Paw will analyze Social Thinking Curriculum data and IEP goals/objects to determine post ECO scores following DESE criteria.	Tiger Paw will analyze Social Thinking Curriculum data and IEP goals/objects to determine post ECO scores following DESE criteria.

GOAL 4:		
YEAR 1-2	YEAR 3-4	YEAR 5
Social Thinking Post Assessment score will increase by 5% from the Pre Assessment score per tiered classroom settings 2 out of the five target areas (Thoughts/Feelings, Group Plan, Thinking with Eyes, Body in Group and Whole Body Listening).	Social Thinking Post Assessment score will increase by 5% from the Pre Assessment score per tiered classroom settings 3 out of the five target areas (Thoughts/Feelings, Group Plan, Thinking with Eyes, Body in Group and Whole Body Listening).	Social Thinking Post Assessment score will increase by 5% from the Pre Assessment score per tiered classroom settings 4 out of the five target areas (Thoughts/Feelings, Group Plan, Thinking with Eyes, Body in Group and Whole Body Listening).
Tiger Paw will improve their overall Social Thinking Post Assessment score from the Social Thinking Pre-Test score by 2% as measured by pre/post checklist.	Tiger Paw will improve their overall Social Thinking Post Assessment score from the Social Thinking Pre-Test score by 4% as measured by pre/post checklist.	Tiger Paw will improve their overall Social Thinking Post Assessment score from the Social Thinking Pre-Test score by 4% as measured by pre/post checklist.
Tiger Paw will conduct one yearly activity/connection for students to projective building for Kindergarten.	Tiger Paw will conduct two yearly activity/connection for students to projective building for Kindergarten.	Tiger Paw will conduct three yearly activity/connection for students to projective building for Kindergarten.
Tiger Paw ECSE, Title 1 PK, Preschool/Childcare Lead Teachers will complete 2 observations per year, reflect/report to identify math and literacy readiness skills.	Tiger Paw ECSE, Title 1 PK, Preschool/Childcare Lead Teachers will complete 3 observations per year, reflect/report to identify math and literacy readiness skills.	Tiger Paw ECSE, Title 1 PK, Preschool/Childcare Lead Teachers will complete 3 observations per year, reflect/report to identify social/emotional, math and literacy readiness skills.

CSIP Plan Progress Scorecard

Plans	Key Indicators	Poss. Measures	FY '16	FY '17	Basic			Approaching			Goal	Advanced		
					1	2	3	4	5	6	7	8	9	10
Early Childhood Plan	Student Performance	Tiger Paw will improve their overall Social Thinking Post Assessment score from the Social Thinking Pre-Test score by 2% as measured by pre/post checklist.			44	46	46	47	48	49	50	51	52	53
		Lead Teachers will meet 100% of PD Plan goals by Final Review	100		70	75	80	85	90	95	100			
	Highly Qualified Staff	Increase PAT screenings 5%	313		298	303	308	313	318	323	328	333	338	343
	Services for Community, Family and Students	Early Childhood Outcomes (ECO) social data will increase by 2% of students score a 5 (46%)	46		42	43	44	45	46	47	48	49	50	51
	Safe and Caring Learning Environment	PAT will offer monthly events for community and parents and will average 17 families.			11	12	13	14	15	16	17	18	19	20
		Tiger Paw will provide services in dual-enrolled programs (ie. Head Start Agency) to service 10% of students identified in Early Childhood Special Education.			4	5	6	7	8	9	10	11	12	13