



## Walla Walla Public Schools Head Start/ECEAP

### Strategic Planning & Program Goals

#### Goal 1

High Quality Instruction: Supporting a culture where all instructional staff reflect on their practice, collaborate with their peers, and incorporate best-practice teaching strategies to ensure high levels of learning for all students

#### Objectives

##### 1. Shared Organizational Leadership

- Continued support for Board and Policy Council structures
  - Action/Strategy: Provide meaningful instruction to governing bodies about their roles and responsibilities. Encouraging participation and leadership in program planning.
    - Fall 2017: Provide governance training for Board and Policy Council
    - Winter 2017: Seek feedback and guidance from governing bodies as program leadership updates policies to meet current standards and best practice. Involve governing bodies in Community Needs Assessment and self-assessment.
    - Spring 2018: Involve governing bodies program planning, model design and goal-setting.
- Development and support of Parent groups and committees
  - Action/Strategy: Support and encourage parent committees to take leadership of parent events and volunteerism
    - Summer 2017: Involve committee members in back to school activities and encourage them to seek volunteers to support program and classroom activities. Provide staff training on parent involvement.
    - Fall 2017: Hold committee planning meetings. Establish classroom lead parent to recruit and organize parent volunteers.
    - Winter 2018: Provide leadership training opportunities for parent policy council members. Provide staff refresher training and data on volunteerism.
    - Spring 2018: Transition volunteers and leaders to their child's elementary PTA

##### 2. Support for Best-Practice Instructional Strategies

- Identification, training and implementation of best-practice instructional strategies
  - Action/Strategy: Implement research-based coaching model for instructional staff
    - Fall 2015: Education Coordinator (EC) will implement coaching model
    - 2015-2016: Explore additional options for increasing EC position to full-time
    - 2015-2016 and ongoing: Provide coaching for teaching staff on Concept Development, Quality of Feedback and Language Modeling
    - Fall 2016 and ongoing: Provide on-site, individualized lesson modeling and professional development for teaching staff.
    - Winter 2016: EC coaching around transitions, circle time and NYAEC conference PD.
    - Fall-Spring 2017-2018: EC will provide Constant, Consistent, Focused, Individualized coaching using research-based model

##### 3. Climate of Collaboration and Practitioner Reflection

- Fostering a Productive Climate of Collaboration (PLC's) where staff are encouraged to take risks, share successes/failures, and explore new practices in order to improve student learning
  - Action/strategy: Embed PLC into monthly planning
    - 2015-16: Math Focused-Provide training for teaching staff on math concept development. Embed PLC into monthly planning around math concept development and instructional practice
    - 2016-2017: Professional development around 5-frame. Involvement in program goal setting and planning.
    - Fall 2017: Facilitate PLC's embedded in staff meetings and monthly planning.
    - Winter 2017: EC will use feedback gathered from PLC discussions to individually coach staff to reflect and explore new practice
    - Spring 2018: Collect outcome data measuring impacts of participating in the PLC
  - Action/strategy: Support staff to meet professional qualification requirements
    - Fall 2017: Determine staff qualification needs, review Professional Development Plans (PDP) and include in individual goal-setting
    - Winter 2017: Assist staff to access resources to comply with their PDP
    - Spring 2018: Review progress on PDP at yearly evaluation and update as needed

## Goal 2

Aligned & Coherent Systems: Ensuring articulated programs and systems to support a comprehensive, consistent, and responsive learning environment for all students

### Objectives

#### 1. Guaranteed & Viable Curriculum

- Comprehensive Curriculum Adoption & Support Program
  - Action/Strategy: Implement Creative Curriculum in the classroom
    - Fall 2015: Teach Creative Curriculum "Beginning of the Year" unit with fidelity in all classrooms
    - Fall to Winter 2015: Map out Creative Curriculum units for first full year of implementation
    - Summer 2016: Map out Creative Curriculum and GLAD units for second year of implementation
    - Summer 2017: Provide opportunity for all instructional staff to receive training on teaching Creative Curriculum with fidelity. Use GLAD unit materials to supplement Creative Curriculum units; GLAD units will no longer be used separately as this would result in a loss of fidelity to Creative Curriculum.
    - Fall 2017-Spring 2018: The units designated for Creative Curriculum year 1 will be taught. EC will coach instructional staff on curriculum fidelity as monitoring shows is necessary.
    - 2018-2019: Creative Curriculum year 2 units will be taught. Planning may result in modifications in units chosen. EC will continue coaching on fidelity.

#### 2. Technology Systems Alignment

- Technology Program Development and Implementation
  - Action/Strategy: Implement a best-practice technology replacement and enhancement program
    - Preservice 2017: Inform staff about availability of district technology coach and encourage utilization.

- Fall to Winter 2017: Survey staff regarding technology needs and provide professional development to assist staff to increase efficiency.
- Fall 2018: Implement a 7-year replacement cycle for desktop and 5-year replacement cycle for Chromebook systems to ensure the equipment remains in good working condition and replaced when needed, as budget allows.
- 2019-2020: Research technology options to supplement classroom curriculum.

### **3. Bilingual/Special Education/Individualization**

- Individualized support and coordination for students
  - Action/Strategy: Provide developmentally-appropriate classroom environments
    - 2015-2016: Continue 2nd year of pilot program with specialized 3- and 4-year old classrooms. Materials and instruction will be specialized to meet the needs of each age group.
    - 2016-2017: Continuation of age-specific classrooms; flexibility in classroom placement to meet developmental needs of children, not just physical age.
    - Fall 2017: Provide materials to strengthen fine motor skills, such as spring assist scissors. Discuss feasibility of Handwriting without Tears.
  - Action/Strategy: Provide classroom environment which supports Spanish-speaking children.
    - Spring-Fall 2016: TSG Home Language Survey questions embedded in application for more accurate language identification at placement. Comprehensive district Home Language survey will be administered at enrollment. Provide balanced bilingual classrooms by filling approximately half of class with Spanish speakers. This may result in some English-only classes.
    - Spring-Fall 2017: Employ ChildPlus language data collection on application for consistent and accurate data entry. Be intentional about gathering input from parents about their child's language, use the ChildPlus Pre-enrollment checklist and collaborative placement grid to track language support needs.
    - Fall-Winter 2017: Collaborate with district dual Kindergarten teachers and bilingual department staff to assess whether there are gaps in preschool bilingual model.
    - Winter-Spring 2018: Develop comprehensive plan to shore up any gaps in preschool bilingual model, including math concept development for English Language Learners and provide any needed professional development.

## **Goal 3**

Social & Emotional Needs: Implementing high-quality behavioral models and interventions to support the social and emotional needs of all students

### **Objectives**

#### **1. Behavioral Support Model Development**

- Development and support of positive behavioral instructional strategies
  - Action/Strategy: Implement research-based social/emotional curriculum
    - 2015-2016: Implement Second Steps curriculum. Refine planning to embed in daily instruction.
    - Winter 2017: Provide instructional staff with training on teaching Second Steps with fidelity and continuous support for its implementation.
- Provide consistent support for classrooms through careful planning and the enrollment process
  - Activities/Strategies: Collaborate to create a positive classroom environment capable of

providing consistent support for children

- Fall 2015: Administer developmental screeners before finalizing classroom placements; balance classrooms so that students of concern are equally distributed. Review work plans for family advocates to determine if changes would be beneficial. Provide more structured home visit schedule for family advocates to allow more time for classroom support
- Summer 2016: Use placement cards and classroom balancing grid to balance classes prior to enrollment period. Fall 2016: Improve orientation process to provide quality time with each family. 60 minutes should be dedicated to each family.
- Spring-Fall 2017: Employ collaborative placement plan which actively seeks input from parents, family advocates and teachers. Encourage open discussions between teachers about children's needs and flexibility in class placement even after school starts.

## **2. Behavioral Coaching & Support**

- Use planning and education to provide wrap-around support for students, staff and families
  - Action/Strategy: Provide structural methods to support staff to identify social/emotional needs of children, develop plans to address these needs, including individualized behavior management strategies.
    - 2015-2016: Move staffing to earlier point in the school year and focus on identifying social/emotional needs of children
    - Fall 2017: At file review before orientation, family advocate will share information available regarding social/emotional needs of child and family. Fall staffing will focus on developing strategies for supporting Tier 2 children.
    - Fall-Winter 2017: Training on de-escalation will be provided to all staff. Look for ways to incorporate success zones to help children who have become dysregulated.
    - Spring 2018: Kindergarten transition will include meetings at elementary schools with specialists and teachers to share concerns about Tier 2 children.
  - Action/Strategy: Provide all staff with training around trauma-informed practice
    - 2015-2016: WWPS Preschool staff will participate in interagency Trauma Smart training. Staff will receive 20 hours of training, along with materials.
    - 2016-2017: Provide Trauma Smart booster training in October, as well as ongoing self-care reminders. Implement Smart Connection parent education.
    - Fall 2017: EC will provide trauma informed practice training for new staff and will continue to coach all staff on effective implementation.
  - Action/Strategy: Provide training for families and the community around social/emotional needs of children
    - 2015-2016: Work with Early Learning Coalition and community partners to conduct outreach to area child care providers and medical providers to encourage their participation in trauma-informed practice professional development.
    - 2016-2017: Implement Smart Connection parent education program
    - Fall 2017: Research and purchase a research-based parenting education curriculum. Provide staff training.
    - Winter 2017: Implement parenting education curriculum. Develop system to monitor participation and benefit to families.
    - Spring 2018: Refine delivery system for parenting curriculum. Provide coaching to Family Advocates and additional training as needed.

### 3. Support student, staff and family health and wellness

- Support student wellness
  - Action/Strategy: Strengthen “I am Moving, I am Learning” (IMIL) activities
    - Fall 2017: Purchase updated materials as needed
    - Winter 2017: Provide IMIL training for staff by Health Coordinator
    - Spring 2018: Provide IMIL coaching and planning assistance
- Support and expand access to school-based health center
  - Action/Strategy: Continue partnership with the Blue Ridge Health Center
    - 2015-2016: Educate staff about available district supports, The Health Center, and community services. THC will provide professional development around stress management.
    - Fall 2016: Renew mental health provider contract with THC. Refine referral process.
    - Fall 2017: Continue partnership with THC for providing bilingual, on-site, mental health services for children. Refine feedback process. Encourage families to take advantage of other services offered through THC.
- Support staff health and wellness
  - Action/Strategy: Provide supportive culture of wellness
    - Fall 2015: Create Staff Wellness Committee
    - 2016-2017: Director-led self-care and team-building. THC staff presentation.
    - Fall 2017: Reinstitute Staff Wellness and/or Social Committee(s).
    - Spring 2018: Implement staff survey to measure effectiveness and participation of committees and Trauma Smart coaching.

## Goal 4

Safe & Engaging Environment: Ensuring all students and families are engaged and connected to their classroom, peers, and community in a safe and secure educational setting.

### Objectives

#### 1. Safety

- Ensure best-practice safety response program, implement reporting and training criteria, and identify physical plant improvements to support student, staff, and patron safety
  - Action/Strategy: Provide staff safety training and ongoing monitoring (OGM) to enhance safety
    - Fall 2017: Provide comprehensive staff training on safe and hygienic practices at pre-service. Update safety OGM tool to reflect best safety and hygiene practices
    - Winter 2017: Update program policies and procedures to align with current performance standards and best practice. Refine OGM tool.
    - Spring 2018: Use OGM and Self-assessment to implement refinements in safety practices.

#### 2. Family and Father Engagement Program Enhancement

- Identification and development of programs to improve family and father engagement with the program and their peers
  - Action/Strategy: Expand father engagement programs
    - Summer 2017: Facilitate planning back-to-school Watch DOGS (father engagement program) event and participation in Open House.
    - Fall 2017: Facilitate Watch DOGS event planning and father volunteer coordination. Seek

- out additional father engagement activities, like “Down to Earth Dads”
  - Winter 2017: Seek input from fathers for Community Assessment and Self-Assessment
  - Spring 2018: Seek input from fathers in program goal setting and planning
- Action/Strategy: Use Creative Curriculum Parent Resources to provide connection between school and home
  - Summer to Winter 2017: Use Creative Curriculum training as a spring board to plan for implementation of Parent Resources.
  - Spring 2018: Obtain parent input regarding Parent Resources and provide coaching to instructional and family advocate staff to enhance its use.
- Action/Strategy: Establish READY! For Kindergarten parent classes and work with community partners to expand early learning opportunities in the community
  - Fall/Winter/Spring 2015-2016: EC will teach READY! For Kindergarten classes. Classes offered to parents of 4-year-olds enrolled in Head Start/ECEAP
  - 2016-2017: Provide READY! For Kindergarten classes for parents in our program of 3-year-olds, as well as 4-year-olds living outside of WWPS district boundaries. READY! For Kindergarten and Love & Logic classes provided for our families through WWPS Teaching & Learning Department.
  - 2017-2018: Collaborate with WWPS Teaching & Learning to provide READY! For Kindergarten and READY Rosie parent classes. Include families on our waiting list. Train staff on supporting READY Rosie program.
- Action/Strategy: Implement comprehensive family support model based on the Head Start Parent, Family and Community Engagement Framework (PFCE)
  - Winter-Spring 2017: Provide training for family advocates around PFCE. Update Family Partnership Agreement (FPA) and create family outcomes assessment tool aligned with PFCE. Update corresponding module in ChildPlus.
  - Fall 2017: Provide additional training and coaching for family advocates on attendance support, implementing FPA, referral processes, accurate and efficient data entry, and reporting.
  - Winter 2017: Review OGM and outcomes data and provide needed coaching.
  - Spring 2018: Review OGM and outcomes data to make recommendations for planning.
- Coordinated support for Latino families
  - Action/Strategy: Provide culturally sensitive outreach and support for parent engagement activities
    - Fall/Winter/Spring 2015-2016: Bilingual paraeducator will teach READY! For Kindergarten parent classes in Spanish
    - Summer 2017: Bilingual Coordinator will support and encourage full participation of non-English-speaking parents in Policy Council, parent groups, committees and volunteerism. Family Advocate staff will provide individualized bilingual support to each family.
    - Fall-Spring 2017-2018: All program communications will be provided in Spanish.
    - Winter 2018: Seek non-English speaking parent(s) and district Latino Outreach Coordinator to participate in Community Assessment update and Self-Assessment.
    - Spring 2018: Provide individualized recommendations for kindergarten placement and assist non-English speaking families to complete kindergarten registration. Seek input for program goal-setting and planning.