Kanawha County Schools Preschool Program Goals

County: Kanawha   **School Year: 2018-2023**

Program Goal 1: Health and Safety:
To Provide Healthy and Safe Environments for all Preschool classrooms throughout Kanawha County.

Objective:	Year 1:	Year 2:	Year 3	Year 4	Year 5
All classrooms will provide safe playgrounds, according to policies and procedures.	Through the use of the Health and Safety checklists, 50% of preschool playgrounds will have appropriate ground cover. All Playgrounds will be inspected for safety concerns which will be addressed with Building and Grounds. Synthetic mulch will be added to programs with the least ground cover as funding is available.	Through the use of the Health and Safety checklists, 60% of preschool playgrounds will provide appropriate ground cover. Programs that need playground equipment will be prioritized based on need and as funds become available. Synthetic mulch will replace wooden mulch due to its durability and longevity in an additional 10% of the playgrounds with the least ground cover	Through the use of the Health and Safety checklists, 75% of preschool playgrounds will provide appropriate ground cover. Synthetic mulch will be added to an additional 15% of the playgrounds as funding becomes available. Synthetic mulch will replace wooden mulch due to its durability and longevity as funds become available.	Through the use of the Health and Safety checklists, 90% of preschool playgrounds will provide appropriate ground cover. Synthetic mulch will be added to an additional 15% on an add need basis as funding becomes available. Synthetic mulch will replace wooden mulch due to its durability and longevity.	Through the use of the Health and Safety checklists, 100% of preschool playgrounds will provide a safe environment for children on a daily basis. Synthetic mulch will be added to the additional 10% as funding becomes available. Synthetic mulch will replace wooden mulch due to its durability and longevity.

Program Goal 2: Family and Community Engagement:

Family and Community Outreach will be a focal point for all communities with eligible preschool children for recruitment due to the change in the June 30th eligibility date as well as encourage daily attendance according to policies for all enrolled preschool children.

Objective:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
All eligible children will have access to a preschool program within their attendance area or wherever best meets the needs of each family.	All eligible preschool children's families will complete an online application specifying the program within their community, what best meets their needs or where space is available. Data will be reviewed to discuss where additional programs will need to be added based on high number of applicants to ensure the neediest families are able to attend a program in their home school area with transportation available.	All eligible preschool children's families will complete an online application specifying the program within their community, what best meets their needs or where space is available. KCS will add an additional program in the Bridgeview attendance area to meet the needs of the number of applicants. This area has a high number of Head Start and Special Needs children as funds become available.	All eligible preschool children's families will complete an online application specifying the program within their community, what best meets their needs or where space is available. KCS will add an additional program in the Nitro attendance area to meet the needs of the number of applicants. This area has a high number of Head Start and Special Needs children as funds become available.	All eligible preschool children's families will complete an online application specifying the program within their community, what best meets their needs or where space is available. KCS will add an additional program in the Belle attendance area to meet the needs of the number of applicants. This area has a high number of Head Start and Special Needs children.	All eligible preschool children's families will complete an online application specifying the program within their community, what best meets their needs or where space is available. KCS will add an additional program in an attendance area with high number of applicants to meet the needs of the number of applicants. The possibility of moving a program with extremely low attendance and applicants is a possibility.
All eligible enrolled children will follow all attendance policies and be notified of absences within the first hour through the best means available either phone calls, notes, emails, texts, class Dojo, Remind 101 or home visits.	Each family will receive a copy of the attendance agreement upon completing an application. Families will be notified within the first hour of the day when children are absent. The use of Class Dojo will be used by 50% of the staff and text messages by the other	Each family will receive a copy of the attendance agreement. Families will be notified within the first hour of the day when children are absent. Include the importance of attendance in the Head Start/preschool newsletter. The use of Phone calls will be used by 50% of the staff while	Each family will receive a copy of the attendance agreement. Families will be notified within the first hour of the day when children are absent. Include the importance of attendance in the Head Start/preschool newsletter. Fifty percent of the staff will use either Class Dojo/text messages and 50% will use Remind 101/phone calls to	Each family will receive a copy of the attendance agreement. Families will be notified within the first hour of the day when children are absent. Include the importance of attendance in the Head Start/preschool newsletter. By narrowing down the 2	Each family will receive a copy of the attendance agreement. Families will be notified within the first hour of the day when children are absent. Include the importance of attendance in the Head Start/preschool newsletter. 100% of teachers will use the best method of

	50% to find the best means of contacting families.	the other 50% will be used by Remind 101 to determine the best way to contact parents within the first hour of absences and communicate with families.	narrow down the best way to communicate with families within the first hour of absences.	best methods of communicating with parents will be compared to make the determination which communication option will be used.	communicating with parents so attendance will be stressed.

Program Goal 3: Teaching and Learning: Due to the most recent ELRS Assessment scores, the staff will Increase Math and Science skills program wide for children in in order to prepare them for school readiness and develop a love for learning

Objective:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
Preschool staff will increase math and science skills using activities and technology throughout the daily routine.	Teachers will increase the number of math and science activities from the Study Starters which should increase overall ELRS scores by one level program wide as indicated at the end of the school year.	Teachers will add the use of ST Math (technology) with the math and science activities to assist with the increase in overall math and science scores on the ELRS.	Teachers will add one additional STEM activity with the ST Math and Study Starters activities to increase individual student's math and science scores on the ELRS.	One additional STEM activity along with ST Math, Study Starters activities and current STEM activities to increase individual student's math and science scores on the ELRS by one point each semester.	From the implementation of ST Math, STEM activities and Math and Science Study Starters activities, all children will increase in math and science on the ELRS by one level.

Program Goal 4: Health –Mental Health: implementation of the Practice-Based Coaching model to assist staff with Classroom and Behavior Management to address challenging behaviors as well as increase appropriate social skills and decrease SAT referrals.					
Objective:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
Due to the increase in challenging behaviors county-wide, KCS Head Start / Preschool will continue to implement the Practice-Based Coaching model with ABA intervention county-wide to assist staff with classroom and behavior management.	To incorporate the Triangle Classroom Management and Behavior Management model along with Tier Training, staff training, PATHS and Minds in Motion within the Practice Based Coaching with 16 teaching teams with the most SAT referrals to reduce the number of children with Challenging behaviors. Teams will meet in small groups. Review of SAT referrals will assist with additional intervention strategies.	To incorporate the Triangle Classroom Management and Behavior Management model along with Tier Training, staff training, PATHS and Minds in Motion within the Practice Based Coaching with 16 additional teaching teams to reduce the number of children with Challenging behaviors. KCS will also monitor the previous 16 teams for appropriate classroom and behavior management implementation.	To incorporate the Triangle Classroom Management and Behavior Management model along with Tier Training, staff training, PATHS and Minds in Motion within the Practice Based Coaching with 16 new teaching teams to reduce the number of children with Challenging behaviors. Monitoring will continue with the previous 32 teaching teams by the education managers for additional support.	To incorporate the Triangle Classroom Management and Behavior Management model along with Tier Training, staff training, PATHS and Minds in Motion within the Practice Based Coaching with 16 new teaching teams to reduce the number of children with Challenging behaviors. Monitoring and review will continue with all previous teams in small groups.	To incorporate the Triangle Classroom Management and Behavior Management model along with Tier Training, staff training, PATHS and Minds in Motion within the Practice Based Coaching with the last group of 16 teams to reduce the number of children with Challenging behaviors. Previous teams will continue to be monitored county wide for best practice implementation to work with children with challenging behaviors. This should address all teams individually to ensure strategies are put into place for those children that need additional support and those teachers who need stronger classroom management skills. SAT referrals will be reviewed and compared over the past 5 years.

Program Goal 5: School Readiness: To develop School Readiness Goals around program data.					
Objective: To develop School Readiness Goals in the areas of Language and Literacy, Approaches to Learning, Social Emotional Development, Cognition and General Awareness and Health and Physical Development using data from the Community and Self-Assessments, ELRS, CLASS, Walk-Throughs, PIR, SAT referrals, volunteer hours and parent participation, attendance, the Literacy Backpack program etc. throughout the school year.	Year 1: Using previous data from the ELRS, Self and Community Assessments, PIR, CLASS scores, Walk-Throughs, SAT and Behavior Referrals, volunteer hours and parent participation, attendance etc., management staff, Policy Council, Core team and the governing body will approve and implement School Readiness goals to best meet the needs of the program.	Year 2: Using the previous 2 years data from the ELRS, Self and Community Assessments, PIR, CLASS scores, Walk-Throughs, SAT and Behavior Referrals, volunteer hours and parent participation, attendance etc., management staff, Policy Council, Core team and the governing body will approve and implement School Readiness goals each year to best meet the needs of the program.	Year 3: Using the previous 3 years data from the ELRS, Self and Community Assessments, PIR, CLASS scores, Walk-Throughs, SAT and Behavior Referrals, volunteer hours and parent participation, attendance etc., management staff, Policy Council, Core team and the governing body will approve and implement School Readiness goals each year to best meet the needs of the program.	Year 4: Using and comparing the previous 4 years data from the ELRS, Self and Community Assessments, PIR, CLASS scores, Walk-Throughs, SAT and Behavior Referrals, volunteer hours and parent participation, attendance etc., management staff, Policy Council, Core team and the governing body will approve and implement School Readiness goals each year to best meet the needs of the program.	Year 5: Using the comparing the previous 5 years data from the ELRS, Self and Community Assessments, PIR, CLASS scores, Walk-Throughs, SAT and Behavior Referrals, volunteer hours and parent participation, attendance etc., management staff, Policy Council, Core team and the governing body will approve and implement School Readiness goals each year to best meet the needs of the program.