Capital Area Community Action Agency, Inc.
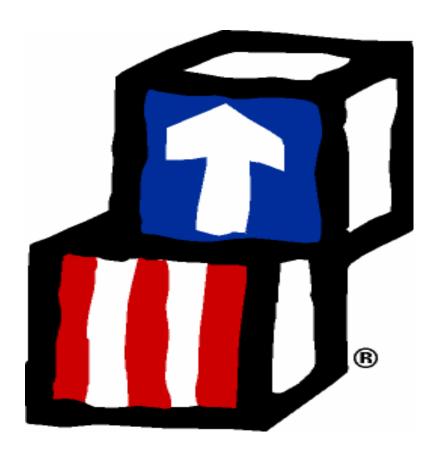**Head Start Child Development Program**

School Readiness
Plan

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School Readiness Plan

School Readiness Advisory Committee

In an effort to ensure that we meet our school readiness goals we have formed a School Readiness Advisory Committee. This committee will assist in developing goals for the program, monitoring and analyzing assessment data and develop program improvement plans to enhance program quality. The committee will meet quarterly to review outcomes and plan for program improvement. Team members are:

Cassandra Pasos, Program Specialist, Florida Department of Education
Rae Stacey, Program Specialist, Early Learning Coalition of the Big Bend
Donna Melton, Leon County School Liaison, Leon County Schools
Angela Mills, Early Childhood Development Manager, CACAA, Inc. Head Start
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Venita Treadwell, Mentor/Coach, CACAA, Inc. Head Start
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Program Description

Capital Area Community Action Agency Head Start Program serves Leon, Jefferson and Franklin counties in North Florida. The agency operates nine Head Start Centers: 6 centers in Leon County, 2 centers in Franklin County and 1 center in Jefferson County. All services are center-based at this time. The program is currently funded to serve 378 children.

Program Mission

It is our mission that children and families become self-sufficient through the provision of comprehensive services which empower them socially, emotionally, economically, and physically.

Program Philosophy

Educating, Energizing and Equalizing Children and Families for the 21st Century

Goals

The following developmental goals were adopted based on the Head Start Child Development and Early Learning Framework, Florida Early Learning and Developmental Standards, and the Florida Early Learning and Developmental Standards for Four-Year-Olds. (See attachment.) We feel that the mastery of these goals will ensure that children enter the school system prepared.

PHYSICAL DEVELOPMENT STANDARDS

A. Health and Wellness
1. Shows characteristics of good health to facilitate learning
2. Shows visual abilities to facilitate learning and healthy growth and development
3. Demonstrates auditory ability to facilitate learning and healthy growth and development
4. Demonstrates characteristics of good oral health and performs oral hygiene routines
5. Shows familiarity with health care providers in relation to health and wellness
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health
7. Shows basic physical needs are met
8. Actively takes part in basic health and safety routines
9. Participates in physical fitness activities
10. Makes healthy food choices

B. Self-Help
1. Actively participates in self-care
2. Helps carry out classroom routines

C. Gross Motor Development
1. Demonstrates increasing motor control and balance
2. Demonstrates the ability to combine movements for gross motor skills

D. Fine Motor Development
1. Demonstrates increasing control of small motor muscles to perform simple tasks
2. Uses eye-hand coordination to perform fine motor tasks
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination

Approaches to Learning Standards

A. Eagerness and Curiosity
1. Shows curiosity and is eager to learn new things and have new experiences

B. Persistence
1. Attends to tasks for a brief period and seeks help when needed

C. Creativity
1. Approaches daily activities with creativity

D. Planning and Reflection
1. Shows initial signs of planning and learning from their experiences

Social and Emotional

A. Self-Regulation
a. **Affective**

School Readiness Plan

1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time

b. Life/Adaptive
1. Follows simple rules, agreements, and familiar routines with teacher support
2. Begins to use materials with increasing care and safety
3. Adapts to transitions with increasing independence

B. Relationships

a. **Self**
1. Shows increasing confidence in their abilities

b. Peers
1. Interacts with and develops positive relationship with peers
2. Develops special friendships
3. Shows care and concern for others

c. Adults
1. Develops positive relationships and interacts comfortably with familiar adults

C. Social Problem Solving
1. Shows developing ability to solve social problems with support from familiar adults
2. Develops an initial understanding of bullying, with support from familiar adults

Language, Communication, and Emergent Literacy Standards

A. Listening and Understanding
1. Increases knowledge through listening
   Benchmark a: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.
2. Follows multi-step directions.
   Benchmark a: Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.

B. Speaking
1. Speech is understood by both a familiar and an unfamiliar peer or adult
   Benchmark a: Child's speech is understood by both a familiar and an unfamiliar adult.

C. Vocabulary
1. Shows an understanding of words and their meanings

Benchmark a: Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).
Benchmark b: Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below)
Benchmark c: Child understands or knows the meaning of many thousands of words including disciplinary words, (e.g., science, social studies, math, and literacy) many more than he or she routinely uses (receptive language).

2. Shows increased vocabulary to describe many objects, actions, and events
   Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.
   Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).
   Benchmark c: Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location).

D. Sentences and Structure
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
   Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.
   Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

D. Sentences and Structure (continued)
2. Connects phrases and sentences to build ideas
   Benchmark a: Child uses sentences with more than one phrase.
   Benchmark b: Child combines more than one idea using complex sentences.
   Benchmark c: Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.

E. Conversation
1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems
   Benchmark a: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).

2. Initiates, ask questions, and responds to adults and peers in a variety of settings
   Benchmark a: Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.
   Benchmark b: Child provides appropriate information for the setting (e.g., introduces himself or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).

3. Uses appropriate language and style for context
   Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).
   Benchmark b: Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).
   Benchmark c: Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).

F. Emergent Reading

1. Shows motivation for reading
   Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).
   Benchmark b: Child interacts appropriately with books and other materials in a print-rich environment.
   Benchmark c: Child asks to be read to or asks the meaning of written text.

2. Shows age-appropriate phonological awareness
   Benchmark a: Child can distinguish individual words within spoken phrases or sentences.
   Benchmark b: Child combines words to make a compound word (e.g., "foot" + "ball" = "football")
   Benchmark c: Child deletes a word from a compound word (e.g., "starfish" – "star" = "fish").
   Benchmark d: Child combines syllables into words (e.g., "sis" + "ter" = "sister").
   Benchmark e: Child can delete a syllable from a word (e.g., "trumpet" – "trum" = "pet" or "candy" – "dy" = "can").
   Benchmark f: Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + "at," child can select the picture of the cat).

3. Shows alphabetic knowledge
   Benchmark a: Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).
   Benchmark b: Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).
   Benchmark c: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).
   Benchmark d: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).

4. Demonstrates comprehension of text read aloud
   Benchmark a: Child retells or reenacts a story after it is read aloud.

Benchmark b: Child asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if?" "What was so silly about…?" "How would you feel if you…?).

G. Emergent Writing

1. Shows motivation to engage in written expression

Benchmark a: Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.
Benchmark b: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).

2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas

Benchmark a: Child independently uses letter-like shapes or letters to write words or parts of words.
Benchmark b: Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.

3. Demonstrates age-appropriate ability to write letters

Benchmark a: Child independently writes some letters on request.

4. Demonstrates knowledge of purposes, functions, and structure of written composition

Benchmark a: When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with "Dear"; or a story with a beginning, middle, and end).

COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE
A. Mathematical Thinking
a. Number Sense

1. Demonstrates understanding of one-to-one correspondence

Benchmark a: Child demonstrates one-to-one correspondence when counting.

Benchmark b: Child demonstrates one-to-one correspondence to determine if two sets are equal.

2. Shows understanding of how to count and construct sets

Benchmark a: Child counts sets in the range of 10 to 15 objects.

Benchmark b: Child constructs sets in the range of 10 to 15 objects.

3. Shows understanding by participating in the comparison of quantities

Benchmark a: Child compares two sets to determine if they are equal.

Benchmark b: Child compares two sets to determine if one set has more.

Benchmark c: Child compares two sets to determine if one set has fewer.

Benchmark d: Child determines one set of objects is a lot more than another set of objects.

4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10

5. Counts and knows the sequence of number names (spoken)

   Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.

   Benchmark b: Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.

6. Shows understanding of and uses appropriate terms to describe ordinal positions
   Benchmark a: Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).
   Benchmark b: Child names ordinal positions (e.g., first, second, third, fourth, fifth).

b. Number and Operations
1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge) Benchmark a: Child indicates there are more when combining (adding) sets of objects.

   Benchmark b: Child indicates there are less (fewer) when removing (subtracting) objects from a set.

2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities
   Benchmark a: Child combines sets of objects to equal a set no larger than 10.
   Benchmark b: Child removes objects from a set no larger than 10.
   Benchmark c: Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.

3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time

c. Patterns and Seriation
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)

   Benchmark a: Child recognizes patterns and non-patterns.

   Benchmark b: Child duplicates identical patterns with at least two elements.

   Benchmark c: Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/ cow pattern)

   Benchmark d: Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.

2. Sorts, orders, compares, and describes objects according characteristics or attribute(s) (seriation)
   Benchmark a: Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).
   Benchmark b: Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time.

d. Geometry

1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)

   Benchmark a: Child categorizes (sorts) examples of two-dimensional shapes.

   Benchmark b: Child names two-dimensional shapes.

   Benchmark c: Child constructs examples of two-dimensional shapes.

   Benchmark d: Child identifies the number of sides of two-dimensional shapes.

2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations Benchmark a: Child slides shapes, with teacher support and multiple experiences over time.

   Benchmark b: Child flips shapes, with teacher support and multiple experiences over time.

   Benchmark c: Child rotates shapes, with teacher support and multiple experiences over time.

3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)
   Benchmark a: Child categorizes (sorts) examples of three-dimensional shapes.
   Benchmark b: Child names three-dimensional shapes.

4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions, using concrete objects.

e. Spatial Relations

1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)

   Benchmark a: Child shows understanding of positional words (receptive knowledge).

   Benchmark b: Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time.

2. Describes relative position from different perspectives (e.g., "I am on top of the climber and you are below me.")

3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)

4. Uses directions to move through space and find spaces in place (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)

f. Measurement

1. Engages in activities that explore measurement

2. Compares continuous quantities using length, weight, and height

   Benchmark a: Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.

      Benchmark b: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.

      Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.

      Benchmark d: Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.

3. Represents and analyzes data

      Benchmark a: Child assists with collecting and sorting materials to be graphed.

      Benchmark b: Child works with teacher and small groups to represent mathematical relations in charts and graphs.

      Benchmark c: Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.

4. Child predicts the results of a data collection, with teacher support and multiple experiences over time

B. Scientific Inquiry
a. Investigation and Inquiry
1. Demonstrates the use of simple tools and equipment for observing and investigating
2. Examines objects and makes comparisons

b. Physical Science
1. Explores the physical properties and creative use of objects or matter

c. Life Science
1. Explores growth and change of living things
2. Identifies the characteristics of living things
3. Identifies the five senses and explores functions of each

d. Earth and Space
1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time
2. Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment

e. Environmental Awareness
1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, ` reuse, recycle), with teacher support and multiple experiences over time
C. Social Studies
a. Individual Development and Identity
1. Begins to recognize and appreciate similarities and differences in people
2. Begins to understand family characteristics, roles, and functions
3. Shows awareness and describes some social roles and jobs that people do

b. People, Places, and Environments
1. Demonstrates awareness of geographic thinking

c. Technology and Our World
1. Shows awareness of technology and its impact on how people live

d. Civic Ideals and Practices
1. Demonstrates awareness of group rules (civics)
2. Begins to understand and take on leadership roles

D. Creative Expression Through The Arts
a. Visual Arts
1. Explores visual arts
2. Creates visual arts to communicate an idea
3. Discusses and responds to the feelings caused by an artwork

b. Music
1. Explores music
2. Creates music to communicate an idea
3. Discusses and responds to the feelings caused by music

c. Creative Movement and Dance
1. Explores creative movement and dance
2. Creates creative movement and dance to communicate an idea
3. Discusses and responds to the feelings caused by creative movement and dance

d. Dramatic Play and Theatre
1. Explores dramatic play and theatre
2. Creates dramatic play and theatre to communicate an idea
3. Discusses and responds to the feelings caused by dramatic play and theatre

Curriculum Selection
Rationale for Curriculum Selection
CACAA Head Start has selected The Creative Curriculum as the designated educational curriculum. The curriculum provides a vision of where developmentally appropriate practice will take young children. The curriculum includes goals and objectives for children's learning in all areas of development: social/emotional, physical, cognitive, and language. The goals and objectives show where the teacher wants to go and tells the teacher how to get there. The Creative Curriculum for Preschoolers explains all aspects of a developmentally appropriate program and leads the teacher through the process of planning and implementing every aspect of caring for and teaching preschoolers.
The Preschool Edition of The Creative Curriculum is designed for early childhood programs serving children ages 3-5. The curriculum is designed based on the following framework:
- How Children Develop and Learn: what preschool children are like in terms of their social/emotional, physical, cognitive, and language development, and the characteristics and experiences that make each child unique.
- The Learning Environment: the structure of the classroom that makes it possible for teachers to teach the children to learn.

- What Children Learn: the body of knowledge included in the national and state standards and research reports as well as the process skills children use to learn the content.
- The Teacher's Role: how careful observations of children lead to a variety of instructional strategies to guide children's learning.
- The Family's Role: the benefits of developing a partnership with every family and working together to support children's development and learning.

The curriculum is based on years of research and has been proven to be an effective tool for early childhood education.

Major Goals of the Creative Curriculum for Preschool
Certain fundamental beliefs underlie the Creative Curriculum for Preschool. These beliefs are reflected throughout all components of the curriculum as the following programmatic and individual goals:

- Building a trusting relationship with each child
- Providing responsive, individualized care
- Creating environments that support and encourage exploration
- Ensuring children's safety and health
- Developing partnerships with families
- Observing and documenting children's development in order to plan for each child and the group
- Recognizing the importance of social/emotional development
- Appreciating cultural, family, and individual differences
- Taking advantage of every opportunity to build a foundation for lifelong learning
- Supporting dual language learners
- Including children with disabilities in all aspects of the program.

Child Assessment System

In conjunction with The Creative Curriculum we are using Teaching Strategies GOLD to assess the on-going progress of all children enrolled in the program. This instrument was selected due to its direct coalition with our designated curriculum. Each child's teacher will complete the Child Assessment Portfolio based on classroom observations, anecdotal observations and parent information.

Collection of Child Assessment Data

The Teaching Strategies GOLD Assessment Portfolio will be completed by classroom teachers. Completion of the profiles will be an ongoing process but must be completed and submitted to the Early Childhood Development Manager on the specified dates in the months of October, February and May. Any child that enters the program after the beginning of the school term will be assessed within one month of enrollment and will follow the designated schedule for the remainder of the school term.

Synthesis of Child Assessment Data

All data collected and submitted will be entered into the Teaching Strategies Gold is electronically aggregated. This data provides timely and critical report information about where children stand on developmental continuums. Appropriate and meaningful changes in curriculum design may be considered. Since curriculum design and lesson planning are directly linked within Teaching Strategies GOLD, implementing enhancements becomes a purposeful and relatively simple process. After the compilation of data, information is housed in a database for further evaluation.

Analysis of Child Assessment Data

Teaching Strategies GOLD is utilized to record the source of information to support the documentation that a capability has been learned. It is a way of indicating, 'how' the teacher knows that the child has learned something. Data is analyzed by the teachers; teacher assistants center directors, the Early Childhood Development Manager, and Management Team. These analyses aid in the planning of large group, small group and individualized instruction at the classroom level as well as inform how to improve and enhance program practices at the center and agency levels.

Use of Child Assessment Data Results

The data will be analyzed and used to determine the needs of the program. We will use the findings to determine the staffing plans and the training needs of the staff. The Early Childhood Development Manager will plan future trainings based on the needs identified by the Child Outcomes reports. The report findings will also be considered when planning future purchases of materials for the centers.

Use of Data Analysis and Results
Teaching Strategies GOLD electronically links the domain areas to the on-going assessment, planning, and reporting of children's progress. This unique linking provides the Program with immediate access to information about children's learning, progress, and development. As a result, the Program can easily aggregate and document child outcomes and incorporate data.
Baseline data are collected when the children enter Head Start. This baseline data are compared with data obtained at the midpoint of the program year and when the children complete the program year. Since Teaching Strategies GOLD electronically aggregates all child outcomes data, the Head Start's Management Team has an important tool available to them in enhancing program quality. For example, since Teaching Strategies GOLD provides timely data and critical report information about where the children stand on developmental continuums, appropriate and meaningful changes in curriculum design may be considered. The data are also used to show what training will be needed for staff and what materials need to be purchased and placed in the classrooms.

Use of Data Results to meet Performance Standards Goals and Objectives
An objective of the CACAA, Inc. Head Start is to provide children with varied experiences to support a continuum of growth and development. This includes the physical, social, emotional, and cognitive development of each child. The curriculum,

screening, and assessment process are aligned with the domain elements of the Head Start Child Development and Early Learning Framework.

The lesson plan is based on the developmentally appropriate needs and interests of each child. The Early Childhood Development Manager and Center Directors observe each classroom to ensure that activities and strategies are taking place that correspond with the planned lessons. Children's cultures and special needs are also taken into consideration.

Integration of the Child Assessment into Program Self Assessment

The Teaching Strategies GOLD System includes reporting tools that are useful in helping Administrators gain information about what children currently know. These reports document children's learning with respect to specific goals in a given developmental area. Timeliness, accuracy, and completeness of information are critical to the monitoring and implementation of the curriculum. The Early Childhood Development Manager and administrators use the tracking tool provided in the system to identify children who have not been assessed or who had missing information. Use of these reports and tools allows the program to monitor progress towards goals and to make timely adjustments when learning is not occurring as expected.

Teaching Strategies GOLD provides a variety of reports to document learning outcomes in class and at the center and management levels.

Reporting Child Assessment Data Results

The Early Childhood Development Manager will generate class reports, center reports and program reports on Child Assessment Outcomes as well as individual child progress reports for each child enrolled in the program. All reports will be analyzed by the Early Childhood Development Manager. Copies of all reports will be distributed to the appropriate staff and parents.

The Early Childhood Development Manager will also report the findings to the Head Start Director, Executive Director, Head Start Management Team, Parent Committees, Policy Council and Agency Board. It will also be the responsibility of the Early Childhood Development Manager to report findings to any other individuals or groups as mandated by the Executive Director or the Head Start Director.

Training Plan

Mentor/Coaches
To enhance quality of services the program will be employing two mentor/coaches beginning July 2014. Their role will be observe, train and model quality teacher-child interactions, curriculum implementation and child assessment. In addition they will work closely with staff members on professional development. The goal is to provide teaching staff with additional support to ensure they are successful in their endeavors to prepare children for kindergarten and beyond.

Training on the Creative Curriculum
In August 2008, staff received an intensive training on the Creative Curriculum. All staff will receive a refresher course in August 2014 In-service training was provided by the

Early Childhood Development Manager. Training is provided to new teaching staff on an individual bases by lead teachers, center directors and the Early Childhood Development Manager. The Early Childhood Development Manager provides training at the center and classroom levels for ongoing growth and maintenance of the system.

Training on Teaching Strategies Gold
In August 2011, the program trained all teaching staff on Teaching Strategies GOLD and a refresher course will be held with all staff in August 2014.. On-going training was conducted through out the year during in-service trainings, staff meetings and individual T/TA sessions. Full implementation of Teaching Strategies GOLD and the associated on-line tools will be initiated in the 2012-2013 school term with 24 classrooms using the assessment tools. Training is provided to new teaching staff on an individual bases by lead teachers, center directors and the Early Childhood Development Manager. The Early Childhood Development Manager provides training at the center and classroom levels for ongoing growth and maintenance of the system.

Parent Trainings
Training opportunities are made available to parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff. Parent training is held at the beginning of the year to introduce parents to the Creative Curriculum and other enhancement programs. The Head Start Policy Council receives training annually on the education aspects of the program. In addition, the Early Childhood Development Manager or designee provides training regarding screenings and assessment to the parents at their parent meetings.

Family Involvement in Children's Progress
Families Involvement in Social Competencies and School Readiness
Parents have the opportunity to participate/serve on the Parent Committee, Education Advisory Committee and Policy Council. While serving on these committees, parents have input on the selection and/or revision of curricula and enhancement programs. Parents are provided opportunities to enhance their parenting skills, knowledge, and understanding of the education and developmental needs of their children and to share their concerns with program staff. As volunteers, parents become knowledgeable about the curriculum through participation in the daily classroom schedule and center activities. Parents are encouraged to use home materials, family routines, and conversations to help children learn concepts, develop language and other skills, and to explore feelings. Parents are encouraged to find opportunities to spend quality time with their children during meals, bath, bed times, travel, and on weekends.

Parent Conferences and Home Visits
Parents are encouraged to spend quality time with their children to promote language development, cognitive concepts, and self-help and exploration skills. Parents are encouraged to volunteer in the classroom in order to learn more about the curriculum, the daily classroom routine, and center activities.
The teaching staff completes two (2) home visits per program year to discuss with parents each child's development and educational status. Parent conferences are twice a year for each Head Start child. Parent Conferences focus on issues and/or successes related to the

care and development of the child. Parents are encouraged to share any concerns that they have regarding the services that their child receives during parent conferences and home visits. Staff is available to parents to provide support on a one-on-one basis, as needed.

Partnership Agreements
All Head Start centers are open to parents during program operating hours. Parents and all family members are always welcome to the program as visitors, volunteers, and observers. Parents are informed of the different parent involvement opportunities available during individual and group meetings. Parents will be encouraged to spend time observing children in the classroom and to participate in group activities with children. Parents will also be encouraged to support center operations by preparing materials at home and chaperoning field trips. The participation of parents in any program activity is voluntary and will not be required as a condition of their child's enrollment. All parents are provided with an opportunity to develop a Family Partnership Agreement.

Quality Teacher Child Interactions

CACAA Head Start understands that quality of teacher-child interactions and relationships impacts a child development in various ways. We are committed to providing quality experiences that allow children to become autonomous and independent. To improve interactions and foster the development of positive relationships, we are committed to creating learning environments that are positive, sensitive, and responsive to the needs of each individual child. In addition, staff will plan and implement experiences that are of interest to children and include content that promotes and sustains the development of positive child-child and adult-child relationships

Ongoing Monitoring
Curriculum Monitoring
The Early Childhood Development Manager monitors each classroom on at least a monthly basis. During this time they check room arrangement, lesson plans, observe teacher/child interaction and the implementation of the curriculum. Feedback is provided to the staff and follow up visits are scheduled to check on corrections to problem areas. The CACAA, Inc. Head Start Program uses Teaching Strategies Gold Child Portfolios to assess the children, leading to the development of individual plans and activities to carry out the curriculum. The Early Childhood Development Manager reviews the assessment information, observations, and children's individual plans to ensure accuracy of completion and that individual activities link back to the lesson plans. This system of monitoring gives the Early Childhood Development Manager an idea of when children are observed, the frequency of the observations, and what levels the individual children have achieved at various points during the year.

Monitoring of Instruments and Techniques for Child Assessment
Teaching Strategies GOLD maps the assessment checkpoints. The ECD Manager reviews anecdotal notes on each child. The developmental process of the child is tracked under the progress checkpoints of Teaching Strategies GOLD. Follow-up lessons are encouraged to bring the child to his/her fullest capabilities.

The Head Start Child Development and Early Learning Framework aligns with the Teaching Strategies Gold objectives for development and serve as a framework for interpreting child development based on child observation, developmental theory and research. They are organized into the domains of: 1) social/emotional; 2) physical; 3) language; 4) cognitive; 5) literacy; 6) mathematics; 7) science and technology; 8) social studies; 9) the arts and 10) English language acquisition.

Finally, the Creative Curriculum and the Teaching Strategies GOLD Child Assessment Portfolio serve as a guide for planning and on-going activities, which are suited to the children's developmental needs and interests.

Transition from Head Start to Kindergarten

Head Start recognizes the importance of a smooth transition into kindergarten. Head Start helps in the following ways:

- Family Advocates work with families to help them prepare for school registration
- Parents receive an activity calendar and books to help children prepare for kindergarten
- Teachers and children talk about the kindergarten experience. They visit local public schools and invite public school teachers visit the Head Start classrooms

Summary

School readiness is the cornerstone to school success. CACAA Head Start is committed to ensuring that each child enrolled in our child development program has the tools necessary for success in learning and in life. Our school readiness goals are aligned with Prekindergarten Education Standards, Florida Early Learning Standards and Head Start Child Development and Early Learning Framework. Through the development of strong Work Plans, Training Plans and effective partnerships with the community, school systems and families we work diligently to provide all the services and support necessary to help our children become successful members of society.