

Polk County Board of Education Head Start Program Goals Grant Cycle 2020-2025

updated February 2024

Program Goal 1: Polk County Schools Preschool Program will be a model preschool program committed to providing excellent care and services to all eligible children and their families.

	Progress, Outcomes, and Challenges				
Objectives	Year 1	Year 2	Year 3	Year 4	Year 5
<p>A Children will be supported and engaged in appropriate activities and experiences that promote growth and development in all HSELOF domains.</p> <p>B Teachers will provide individualized instruction and support based on child needs and assessment data.</p>	<p>Teachers will implement High Scope Curriculum with fidelity, as evidenced by daily schedules, lesson plans and observations.</p> <p>Child assessment data (COR Advantage) will show growth in all domains for each student by the end of the school year.</p>	<p>Program continues to use HighScope curriculum to support and engage children in the classroom and fidelity is monitored via schedules, lesson plans and classroom observations.</p> <p>Program changed to Teaching Strategies GOLD assessment platform for the 2021-2022 school year as required by NCPReK.. Assessment data for the 2020-2021 school year showed growth across all domains at end of year for all classrooms.</p>	<p>Teaching staff use HighScope methods & resources to support and engage children. Teachers submit daily schedules and lesson plans to the Ed Mgr. Informal observations by one or more PreK office staff occur regularly.</p> <p>TSGOLD BOY student assessment data showed a range of 60%-80% of students at or above expectations for each learning domain.</p>	<p>100% of teachers and assistants are using <i>Creative Curriculum (7th Edition)</i> methods and resources to support and engage children. Fidelity checks include lesson plans, daily schedules, and observations. All staff received extensive training in implementing Creative Curriculum at the start of the 2023 school year—and continued PD opportunities.</p> <p>Dial screen was completed within 45 days on 100% of children who needed it (e.g., those who did not have identified special needs upon program entry with an IFSP/IEP.)</p> <p>TSG Fall Data Reveal: 61% meet or exceed Social-Emotional expectations; 82% meet or exceed Physical expectations; 68% meet or exceed Language expectations; 58% meet or exceed Cognitive expectations; 58% meet or exceed Literacy expectations; 46% meet or exceed Mathematics expectations.</p>	

<p>C Preschool program will continue to strengthen the parent’s understanding of the recommended schedule (EPSDT) and impact of health on learning</p>	<p>Program CLASS scores for each domain will increase from fall to spring each school year.</p>	<p>CLASS observations have not been completed due to COVID restrictions but are resuming. Teachers provide individualized support for children using DIAL screening info, IEP goals, ongoing daily assessment, parent input, etc. Assessment data is aggregated and analyzed 3 times per year and used for lesson planning, individualization of instruction and planning professional development. Head Start children with well-child checks are at 98.7%.</p>	<p>Fall CLASS observations did not occur. Spring CLASS observations will be scheduled after new staff are provided orientation info on CLASS. Teachers provide individualized instruction and support based on child strengths and needs, using screening and assessment information to guide this individualization.</p>	<p>Individualization is indicated on all lesson plans for all classrooms; observations. MTSS Process also guides individualization for children with special needs.</p> <p>Fall CLASS observations/coaching occurred in every classroom. Program scores were: Emotional Support: 6.5 Classroom Organization: 5.73 Instructional Support: 4.66 Additional Fall Highlights include: *The School Readiness Committee is meeting three times per year and created a comprehensive SR Plan. *Heggerty Early Literacy is implemented in 100% of classrooms. *Mathematics training is planned to support classroom growth in this area (per our TSG data results)</p> <p>100% of families received an initial parent-teacher interaction to discuss learning goals.</p> <p>100% of families have received a Fall TSG Progress Report parent-teacher conference.</p>	
<p>Program will work with established and new resources in the community to assist in reaching goals</p>	<p>Children will continue to have well child visits beyond the initial health requirements</p> <p>Most children will have established dental homes, receiving treatment as needed. Parents will feel comfortable</p>	<p>Children will continue to have yearly well child checks beyond the initial health requirements. Children will see specialists following failed hearing and vision screenings and secure care. 9 Head Start children</p>	<p>This school year 100% of Head Start children have had a well-child check. Reminders are sent to families for upcoming well-child checks and follow-up is maintained so children stay up-to-date. Blue Ridge dental bus came this fall</p>	<p>98% of children have had their well-child check up within the last year.</p> <p>100% of children were up to date with Immunizations at enrollment this year.</p>	

<p>Year 1: Set a percentage of returning children who will be UTD in well child care including dental by the end of the program year. Goal 94% or above</p> <p>Year 2- 5: Growth from previous year 94% or above</p> <p>D Preschool program (staff and parents) will continue to strengthen the understanding</p>	<p>working with health care providers</p> <p>Staff will continue to foster relationships with established resources and develop working relationships with new providers</p> <p>Continue to fine tune the MTSS system for each school, continue to focus on parent involvement in the system.</p>	<p>failed vision or hearing and all secured care but 1. Most children will have a dental home and receive treatment as needed. Blue Ridge Dental Bus is being utilized to meet this goal. Screenings were performed on 95% of head start students in October.</p> <p>Staff will continue to foster relationships with local providers and new relationships (Blue Ridge Dental Bus). Blue Ridge Dental Bus is returning in March for cleanings on any pre-k student that needs dental care.</p> <p>The MTSS process is improving at each school and the team involves EC teachers, counselors,</p>	<p>and saw 80% of head start children. There are 92% of head start children that have had a dental exam this year as of 1/31/23. Blue Ridge dental bus is returning in February for dental exams for any head start children in need of a dental exam and home. A strong partnership with Blue Ridge dental bus remains in place.</p> <p>The MTSS process has been improved on timing of bringing concerns with children from dial screenings or concerns</p>	<p>12% of children did not have a lead level documented or available from their doctor this year.</p> <p>71 children (86%) received a dental screening this year by Blue Ridge Dental Bus. 41 children (58%) need some type of follow up care; 30 children (73%) of those 41 have a dental provider already. 11 children (27%) are in need of follow up care with no dental provider.</p> <p>96% of children passed their hearing screen 1st attempt while 4% passed on 2nd attempt for a 100% passage rate.</p> <p>90% of children screened passed their vision screen. 10% needed a referral for further evaluation.</p> <p>21 Head Start children with an IEP which is 26.25%.</p>	
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<p>of the impact of mental health on lifelong learning and wellness as evidenced by strengthening relationships with local providers, continue to develop staff understanding of the process and support the education of families.</p> <p>Year 1-5: Continue to assess systems for internal and external referrals as well as staff education.</p>	<p>Develop relationship with the new provider (Blue Ridge Health) and understanding the changes in the previous provider (Family Preservation)</p> <p>Continue to stress Trauma informed teaching and learning</p>	<p>classroom teachers, OT, PT, ST, parents and principals. These teams meet with children when a need is identified and the team helps decide if further assessments and interventions are needed. Parent involvement and concerns are a high priority and an important piece of the process.</p> <p>Toni Haley (EC Director) has helped implement a virtual counseling service for all staff to help with mental health and the increased mental health needs.</p> <p>Blue Ridge Health has continued to help serve our students with mental health services if able. They currently only have one mental health provider so their services are limited. Spoke with the local health department and Blue Ridge is currently searching for another mental health provider.</p>	<p>from parents or teachers to the MTSS team. We now have a designated ST for our 2 larger preschools that is dedicated just to pre-k students which helps with timing and communication between disabilities coordinator and ST. Parents are always a vital role in this process and communication is a top priority during evaluations and eligibility.</p> <p>Blue Ridge unfortunately has stayed short staffed and has impacted the amount of mental health services that can be provided to children. Family Preservation has been used as a resource and has opened back up its location in Polk County. We have a parent on our Head Start policy council that is employed at Family Pres. and has helped us with a better knowledge of services and how to access them.</p>		
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<p><i>E</i> Preschool program will strengthen the Family Partnership Process as evidenced by an increase in collaboration each year from year one to year five.</p>	<p>Families will be able to participate intentionally in the Family Outcomes Assessment 2x's a year. They will be able to recognize their strengths, needs and desires with the help of the Family Service workers.</p> <p>Family service workers will have more individual interactions with families as they fill out the mid-year Family Outcomes Assessment.</p> <p>To reach parents with ease Preschool service staff will conduct office hours at each school weekly.</p> <p>The program will provide resources that are tailored to each family based on the Family Outcomes assessment, parent surveys that are completed at enrollment and midyear, and teacher input. Family Services will partner with a local group that is starting a clothing closet. We will be better able to provide for our children and families in need.</p>	<p>Interactions with families have increased as the needs in our area have. The rate of interactions depends on the level of need for each family. Helping parents understand that we are here to help and that they have to put forth the time and effort to succeed in making changes has been a challenge. We are working hard on making resources readily available for families. Family Services contacts in our area have grown in addition the understanding of what our area has to offer and how to access it more fully is growing. Families are being helped as quickly as we are notified. The response time from both the community resources and the parents has increased. Resources for food and clothing are frequently requested. The clothing closet has not only helped with families clothing they have also provided car seats to many of our families. The county's food bank has assisted many families. Our family service worker has been designated to pick up</p>	<p>Family Outcomes Assessments continue to help our staff realize the needs and wants of our families. Encouragement to complete the assessments as honestly as possible continues so we can help families to the best of our abilities and they can help themselves. Families are becoming more comfortable talking with their teachers about needs. The teachers in turn notify us and give the families our contact information.</p> <p>Clothing is still a priority for families. The Hope Chest continues to be a huge supporter. A new food bank has opened up in our county. We now have 2. This, along with the Thermal Belt continue to help our families. We also have many blessing Boxes. A map with those locations will be given to families who request help at enrollment. A Community Resource handbook will be given to all families at enrollment. It will contain flyers from our local participants. This should help</p>	<p>100% of families filled out a Family Outcomes Assessment at enrollment.</p> <p>100% of families completed Fall conferences with teachers and discussed needs/resources.</p> <p>100% of families requesting clothing and food assistance have been served</p> <p>Community resource handbooks have been given to 100% of families at enrollment.</p> <p>All classrooms have had at least 2 in-person family engagement activities and 2 take home learning activities.</p>	
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<p>F. Preschool program will strengthen parent participation from year one to year five in the following areas of family engagement: volunteer opportunities, parent committee, Policy Council, and School Health Advisory Committee.</p>	<p>Classroom teachers will be responsible for presenting four Family Engagement events throughout the year.</p> <p>Teachers will survey the families about their interests in volunteering at the initial home visits.</p> <p>Policy Council information reviewed at enrollment events so all parents will have enough information about the council.</p> <p>Parent Committees (Parent Cafes) will be introduced to the families at enrollment so all families are aware of them, what they mean and accomplish.</p>	<p>and deliver food for families this year. We will continue to do that for families who have transportation needs.</p> <p>Family engagement events have not taken place in person this year due to COVID. Teachers have been having take home events with families throughout the year. Since restrictions have been lifted in person events are now expected.</p> <p>Volunteering in person has been on hold because of COVID. It will begin when restrictions are lifted. Teachers will survey parents about this when it is allowed. Many parents expressed an interest in it on the Outcomes survey.</p> <p>Families are informed about the Policy Council at enrollment and given the opportunity to participate. Interest has been minimal but we continue to encourage and do have parents on the Policy Council. We are meeting in person and virtually. Parent Cafes have been on</p>	<p>In person Family Engagement is back! We have been having in person family engagement in the classrooms and just with parents. Families have been involved with monthly activities that their child's teacher arranges. Family Engagement activities that Family Services facilitate have been taking place. Families are very interested in these and our parent survey supports their interest.</p> <p>Volunteering has not been very robust. Unfortunately parents having to work seems to be the main reason why parents are unable to join in the fun at school.</p> <p>Policy Council members are more active in the policy council. Parents encouraging other parents has increased our numbers. Parent Cafe has been taking place this year. Families have enjoyed stopping in if only for</p>	<p>All classrooms had a Fall field trip - family volunteer opportunity.</p> <p>There are 5 parents on the Policy Council and several additional parents participated in HS Review discussions and the School Readiness Committee meeting.</p> <p>There have been Parent Cafes at each school, information shared while parents interact.</p>	
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<p>Health Advisory Committee.</p>	<p>The school nurse will discuss SHAC at enrollment events to encourage participation from families.</p>	<p>hold due to COVID restrictions but are not resuming.</p> <p>In person meetings will begin at each school as restriction ease. Enrollment events were still on hold this 2021-2022 school year but with COVID restrictions easing we are planning on doing enrollment events this year in the Spring for the 2022-2023 school year. Pre-k nurse will encourage parent involvement in SHAC at these events and hopefully secure some parents that want to participate.</p>	<p>a few minutes to meet other families, talk about what they want to see happen in their child's school and just getting to know each other.</p> <p>In person Family Engagement events are now allowed. Each school is required to have events. Attendance is rising. Having events during a time that is best for parents has increased attendance. Take home activities that involve parents have increased this year.</p> <p>Parents are able to volunteer. Unfortunately work hinders their ability to volunteer. They do help with activities at school for special events and they work with their children at home on family activities sent home by the teachers.</p> <p>Our policy council participants have increased this year. Parents are interested in the inner workings of our program and are making an effort to stay engaged. Meetings are virtual and in person. This helps accommodate all parties.</p> <p>Parent Committees (Parent Cafes) continue to be offered</p>		
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			<p>bi-monthly. Turnout has been higher this year. Alternate time offerings are crucial to reach parents.</p> <p>Parent invites have been sent for our upcoming HSAC in February. One of the head start parents is also employed at Family Preservation so that will help in two roles as a parent and provider in our community. Our HSAC meeting will be held in person and virtually and we are hoping for a large turn out. Our nurse liaison through the local health department will be attending along with several other members from our local health department.</p>		
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Program Goal 2: Polk County Schools Preschool Program will provide families and children with the skills, attitudes and abilities necessary for success in school and in life.

	Progress, Outcomes and Challenges				
Objectives	Year 1	Year 2	Year 3	Year 4	Year 5
<p><i>A</i> Children will learn concepts and develop/refine skills in each domain of the HSELOF.</p> <p><i>B</i> Identification, intervention, and transition of children with disabilities will be a timely and seamless process in which parents, teachers, Family Service and EC Staff coordinate to ensure the best outcomes for children in Preschool and evidenced by HS %10 and compliance with all Federal Regulation each year. Continue to integrate children with IEP's into classrooms with typically developing children with few exceptions.</p>	<p>Students will show growth in all HSELOF domains throughout the school year, as evidenced by COR Advantage assessment scores.</p> <p>Continue to integrate children at the highest level possible into the classroom and be valued members by the teachers and other students</p> <p>Children with disabilities are making measurable progress as outlined by their IEP's TEACCH training for all Developmental Day teachers as well as regular</p>	<p>Assessment data for the 2020-2021 school year showed growth across all domains at end of year for all classrooms. (*Program changed to Teaching Strategies GOLD assessment platform for 2021-2022 school year.) Ed Mgr aggregates & analyzes assessment data 3 times a year and has data discussions with teaching staff.</p> <p>Program places children in the least restrictive environment based on abilities and needs.</p> <p>Teachers collect anecdotal data related to IEP goals and use the GOLD assessment platform to organize anecdotes and track progress and growth.</p> <p>Children with IEP's integrated into all classrooms</p>	<p>For the 2021-2022 school year, 4yo students showed a range of 80%-96% meeting or above growth range in the different learning domains; 3yo students showed less growth with a range of 65%-88% across domains. The Ed Mgr aggregates & analyzes assessment data 3 times a year and has data discussions with teaching staff.</p> <p>Program places children in the least restrictive environment based on abilities and needs. Developmental Day classrooms are used to place children with more significant needs since there is a smaller teacher-child ratio in these classes, allowing for more support and individualization to address IEP goals and student needs. Parents are included in IEP meetings and their input integrated into goals and plans</p>	<p>For the 2022-2023 school year, programmatic data analyses indicated: at least 90% of children met or exceeded expectations in all domains. The Preschool Education Specialist is aggregating and analyzing data three times per year with the assistance of our School Readiness Committee. Data sharing with staff and families is also occurring (both programmatically and individually). Data analysis guides planning for professional development purposes.</p> <p>Program continues to place children in the least restrictive environment based on abilities and needs. Developmental Day classrooms are used to place children with more significant needs since there is a smaller teacher-child ratio in these classes, allowing for more support and individualization to address IEP goals and student needs. Parents are included in IEP meetings and their input integrated into goals and</p>	

<p>C Preschool program will help strengthen parent involvement and advocacy in the education setting, as demonstrated through collaboration and participation in home visits, parent/teacher conferences, MTSS Team meetings, Individualized Education Plans, and transition activities</p>	<p>classroom teachers as available.</p> <p>Parent of disabled students are an important team member and are involved in the process from identification to transition</p> <p>When the children are transitioned to Kindergarten the parents will have developed skills to advocate for their children</p> <p>Each year at least 95% of parents will participate in home visits/conferences with the teachers throughout the year. For those children having MTSS and/or IEP meetings, parents will be informed and involved 100% of the time. Transition activities will be provided at each school, by PreK teachers and Kindergarten teachers, with a goal of at least 85% of parents participating in at least one transition activity.</p>	<p>and DD children are immersed with typically developing children. We try to keep children in the least restrictive environment and do not have a self-contained classroom.</p> <p>Since March of 2020 teachers have only conducted conferences (no home visits) related to COVID; most of these have been virtual. Parent participation percentages at conferences were 100% at BOY, 100% in fall, 95% in winter, 71% at EOY during the 2020-2021 school year. Transition activities for parents were limited during 2020-2021; hope to change & improve that during spring 2022 with relaxed COVID restrictions.</p>	<p>for their child.</p> <p>In-person parent-teacher conferences resumed at schools this year. Teachers attempt to schedule and conduct at least four conferences per year. Parents are encouraged to share information and partner with PreK staff to provide a positive and productive experience for all students and families. Teachers provided K transition information and activities for both students and families. For the end of the 2022-2023 school year K teachers will attend EOY PreK parent-teacher conferences to begin the relationship-building process with families.</p>	<p>plans for their child. Currently, two floaters serve our larger sites to maintain required Licensing ratios and assist classrooms as needed.</p> <p>100% of families received an Initial Parent-Teacher Interaction upon enrollment this year. This is an opportunity for each child and family to visit their new classroom, begin the relationship building process, and share information about each child and parent learning goals. Teachers attempt to schedule and conduct a minimum of three additional conferences per year (Fall, Winter, and Spring) to share progress information and discuss learning goals. All classrooms created site-specific transition plans in Fall, 2023. Teachers will provide K transition information and activities</p>	
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Program Goal 3: Polk County Schools Preschool Program will maintain a structure of shared governance between the Polk County Board of Education and the Head Start Policy Council. The Polk County Board of Education will comply with Head Start Performance Standards, and Federal and NC State cost principle regulations.

	Progress, Outcomes and Challenges				
Objectives	Year 1	Year 2	Year 3	Year 4	Year 5
<i>A</i> Director and program staff will collaborate with the Polk County Board of Education and Head Start Policy Council on program oversight.	The Board of Education and Policy Council will receive monthly reports and annual training on the Head Start programming and requirements. This is evidenced by agendas, minutes, and sign in logs.	There have been no challenges and collaboration still continue	Collaboration is strong	FA2 Federal Review was conducted in December 2023 and the program is waiting on the final report. There has been no indication of any areas of concern.	
<i>B</i> Annual audits, Head Start Monitoring Review, and NC PreK Monitoring activities will be in compliance with program and fiscal requirements.	Compliance evidenced by compliance reports. Areas of concern will be corrected and a plan of improvement implemented.	Audits have been up to date and the program is currently in good standing and in compliance.	Compliance audits are in good standing	NC DCDEE Fall compliance visits have been completed with any follow up needed marked in compliance NC DHHS Sanitation compliance visits have been completed	

Program Goal #4 The Polk County Schools Preschool will comply with the NC Division of Child Development and Early Education regulations.

	Progress, Outcomes and Challenges				
Objectives	Year 1	Year 2	Year 3	Yr 4	Yr 5
<p><i>A</i> All staff will comply with the education, training, licensure and/or credential requirements, criminal background checks, and health and safety training requirements.</p> <p><i>B</i> The program will adhere to the rules and regulations issued by the NC Division of Child Development and Early Education.</p>	<p>Annual compliance visits by various agencies will be completed without areas of concern or non-compliance.</p> <p>During the application process for new staff, education requirements will be determined compliant prior to hiring</p> <p>Annual compliance visits by various agencies will be completed without areas of concern or non-compliance.</p>	<p>Staff turnover is low so this area is not a challenge and the program is in compliance with requirements. Hiring of teacher assistants can be a challenge due to the additional requirements a Prek assistant has to meet versus a K-5 assistant.</p> <p>Annual compliance visits by various agencies will be completed without areas of concern or non-compliance.</p>	<p>Staff turnover is low but hiring teacher assistants is a challenge due to the inconsistent education requirements among the different funding streams.</p>	<p>Prior to the FA2 and the NCDCDEE compliance visits all staff were found to be in compliance with education, personnel, training, requirements</p>	