



## Eagle County Schools (ECS) Early Childhood Department Strategic Plan 2018-2019

### Strategic Plan Committee:

Shelley Smith-Early Childhood Department Director  
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### Process:

We strive to have the development of the strategic plan be an inclusive process that involves input from the many stakeholders we work with both internally and externally. The following process was utilized to develop this year's strategic plan.

- During September and October the strategic planning committee members made recommendations and proposed changes.
- In October and November input from Directors, Family Service Team, Early Childhood Special Education Teachers and Teacher Leaders was collected.
- In October and/or November collected input from Policy Council and Stakeholders Group.
- November presented draft of 2017-2018 plan to Strategic Plan Committee and Staff for Review.
- In December make final changes, edits and/or additions.
- During established December meetings, Policy Council and Board of Education will review and approve the Strategic Plan.
- Note: one of the significant changes relates to the formatting of the plan to align with district strategic plan. To simplify the plan, the timeline and resources needed will be included in the work plan developed by individuals responsible for goals or tactics. These individuals are listed under each tactic.

### DEVELOPING GLOBAL-READY GRADUATES



## Strategic Plan Overview

1. **Teaching and Learning** - All Children are prepared for Kindergarten regardless of their home language and/or socioeconomic status.
  - a. Language Development instruction and support will align to each school's language development plan and represent the children and families they serve. *Page 3*
  - b. Assure the program has research-based curriculum and assessments that are implemented with fidelity. *Page 3*

- c. All children completing the program will enter Kindergarten school ready as defined by Colorado Department of Education. *Page 4*
  - d. Expand comprehensive Kindergarten Transition Process. *Page 4*
2. **Parent and Family** - Assure families have support and opportunities to be engaged in their child's program.
- a. Provide families support and opportunities to be engaged in their child's education, based on their individual interest and needs of the families. *Page 5*
  - b. Assure families have the support to meet their family goals and needs, then families will be better able to engage in their child's education. *Page 5*
3. **Wrap Around Services**
- a. Health, Safety and Nutrition- Assure children are provided a safe educational setting and their health needs are met to allow them to fully participate in an educational program. *Page 6*
  - b. Community Engagement- Fully utilize community resources so that children and families reach their highest potential. *Page 6*
  - c. Program Management-Develop systems and secure resources to provide high quality, comprehensive services to all children and families. *Page 7*

### **Teaching and Learning Domain Goal:**

**At least 90% of the children in our program will meet or exceed the widely held expectations in language, literacy, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development.**

Area: Language and Literacy

*Theory of Action:* If Language Development instruction and support is provided to align with each school's language development plan and be representative of the children and families they serve, then children will enter Kindergarten with a strong foundation in Language and Literacy as measured by Teaching Strategies GOLD assessment system.

- Tactic 1: Continue to provide ongoing training for all staff in the area of Dual Language and Literacy.
  - Dual Language Teacher Lead, Dual Language Committee, District Curriculum Design Team
- Tactic 2: Continue to assess language and literacy development in the child's home language as well as English.
  - Site Staff
- Tactic 3: Assure at least one teacher per site is a Spanish/English bilingual teacher trained in curriculum and assessment tools.
  - Program Director, Instructional Teacher Lead and Operations Coordinator

## Area: Curriculum, Assessment and Implementation

*Theory of Action:* If we assure the program has research-based curriculum and assessments that are implemented with fidelity across all sites, then children will be able to meet the widely held expectations based on Teaching Strategies Gold assessment system.

- Tactic 1: Review preschool curriculum, to align with district curriculum review cycle, to assure it is research based, vertically aligned with Kindergarten expectations and has developmentally appropriate rigorous expectations.
  - Curriculum Committee, Director of Curriculum and Instruction, Curriculum Teacher Leads
- Tactic 2: Monitor curriculum implementation in all content areas to assure consistent implementation across sites.
  - Teacher Leaders, Program Director
- Tactic 3: Implement curriculum and instruction that specifically supports social and emotional development, maintain progress monitoring and provide support of Mental Health Consultant when needed.
  - Site Staff, Teacher Leaders, Program Director, Early Childhood Partners Mental Health consultants.
- Tactic 4: Utilize child outcome results during monthly staff meetings to monitor progress at child, site and program level.
  - Site Staff, Teacher Leaders, Program Director
- Tactic 5: Ensure all programs provide students with extended and expanded learning opportunities to ensure that they become self-directed learners and continue to build critical thinking, problem solving, curiosity, imagination, and collaboration.
  - Site Staff, Teacher Leaders and Program Director

## Area: Child Outcomes

*Theory of Action:* If all children completing the program reach the widely held expectation for their developmental age as defined by Teaching Strategies GOLD, regardless of their home language and/or socioeconomic status, they will enter Kindergarten “school ready” as defined by Colorado Department of Education.

- Tactic 1: All children will be included in at least one Student Learning Objective (SLO) based on that child’s area of need.
  - Site Staff, Teacher Leaders and Program Director
- Tactic 2: Implement Response to Instruction (RTI) by utilizing objective, research-based measurement tools including the data teams process to consistently monitor children’s progress.
  - Site Staff, Teacher Leaders and Program Director

## Area: Kindergarten Transition

*Theory of Action:* If we provide a comprehensive Kindergarten Transition Process with a focus on duration and intensity of activities to better support children and families then we will increase the number of children that have a successful transition resulting in better outcomes for children.

- Tactic 1: Align early care and education programs, county wide, to assure all Early Childhood Education programs and Kindergarten teachers are knowledgeable of school readiness goals and best practices as defined by the Colorado Early Childhood Developmental Guidelines.
  - Program Director, Operations Coordinator, Early Childhood Education Public and Private Providers
- Tactic 2: The focus of kindergarten transition activities throughout the year will be improved parent education, engagement and satisfaction.
  - Directors, Early Childhood Special Educators, Private Providers, Kindergarten Teachers and Program Director
- Tactic 3: Schools will increase and sustain continuity between early care and education programs by facilitating the two-way communication, collaborative training, and maximizing community resources.
  - Early Childhood Education Public and Private Providers, Kindergarten teachers and Program Director

## **Parent and Family Domain Goal:**

**Through support and education, family engagement will increase and therefore families will have the tools and resources to support their child's academic success in Preschool and beyond.**

## Area: Parent and Family Engagement and Communication

*Theory of Action:* If programs assure families have support and opportunities to be engaged in their child's education, based on individual interest and needs of each family, then there will be an increase in Family Engagement in all aspects of Early Childhood Programs, including but not limited to volunteering, parent committee participation and home school connections from prior year.

- Tactic 1: Develop systems of communication, which are aligned with K-12, to meet individual families' needs using multiple modes of communication.
  - Family Service Coordinators, Site Staff, Office Staff, Community Partners, Family Engagement Teacher Lead
- Tactic 2: Improve communication between Policy Council and Parent Committees.
  - Policy Council, Parent Committees, Site Staff, Program Director, Family Service Coordinators, Office Staff, Translators
- Tactic 3: Conduct training for all staff related to engaging families from diverse cultures and socio-economic status, and assure all staff are familiar with resources in the community to support families.
  - Site Staff, Family Service Coordinators, Family Engagement Teacher Lead, Community Partners

- Tactic 4: Assure parents and families understand their importance in their child's program at both the site level and program level by providing resources, that include by are not limited to, research and testimonials .
  - Family Service Coordinators, Site Staff, Office Staff, Community Partners

## Area: Family Services

*Theory of Action:* If we assure families have support to meet their established family goals and needs, then families will be better able to engage in their child's education.

- Tactic 1: Augment at least one area of support for families in an area of identified need.
  - Family Service Coordinators, Site Staff, Program Director and Community Partners
- Tactic 2: Increase utilization of the Family Resource Centers in Avon and Eagle to better provide services to all families.
  - Family Service Coordinators, Site Staff, and Program Director
- Tactic 3: Continue to work with agencies regarding transportation services in order to reduce barriers to access services.
  - Family Service Coordinator, Health Manager, Program Director and Public Agencies
- Tactic 4: Provide a variety of volunteer opportunities that are offered to families based on each family's strengths, interests and talents..
  - Volunteer Coordinators, Program Director, Family Engagement Teacher Lead and Family Service Coordinators
- Tactic 5: Provide the tools and resources to support families in implementing home/school connections which are aligned to family goals and district instructional focuses.
  - Family Service Coordinators, Volunteer Coordinators, Program Director, Family Engagement Teacher Lead
- Tactic 6: Continue to enhance Fatherhood opportunities for engagement in our programs.
  - Family Service Coordinators, Family Engagement Committee, Volunteer Coordinators and Family Engagement Teacher Leader

## Wrap Around Services

### Area: Health, Safety and Nutrition

*Theory of Action:* If we develop systems to improve health services for children and implement new health and safety requirements of the statewide QRIS system, then year-to- year improvements will be achieved in self-assessment, licensing inspections and ECERS reports in the area of Health and Safety.

- Tactic 1: Systematically monitor and address all safety issues in program assessments.
  - Site Staff, Health Manager, Program Director, Maintenance.
- Tactic 2: Assure all playgrounds meet safety requirements.
  - Site Staff, Health Manager, CPSI, Program Director, Maintenance.

- Tactic 3: Assure all screenings, with an enhanced focus on oral health, are completed and follow-up care is provided in the required time frames, including developing systems for late enrollees to ensure their screenings are completed in the required time frames as well.
  - Site Staff, Health Manager, Family Service Coordinators, Nurses and Health Assistants
- Tactic 4: Provide resources for families to have access to health, safety and nutrition services.
  - Site Staff, Health Manager, Family Service Coordinators, Nurses and Health Assistants

## Area: Community Engagement

*Theory of Action:* If the program develops partnerships with community agencies to support the educational needs of children and provide for the emotional and social well-being of children and families then identified risk factors for children and families will be reduced.

- Tactic 1: Maintain and expand community partnerships to assure access to health services is available to all children and families.
  - Health Service Advisory Committee, Family Service Coordinators and Health Manager
- Tactic 2: Offer wrap-around services to all at-risk children.
  - Program Director, Family Service Coordinators, Health Manager and Operations Coordinator
- Tactic 3: Provide additional support to families with special circumstances.
  - Site Directors and Early Childhood Special Educators

## Area: Program Management

*Theory of Action:* If we provide the tools and resources to children, families and staff, so they become thinkers and doers, ensuring everyone reaches their highest potential, then we will see an increase in parent and staff satisfaction which will result in increased retention rates and reduction in risk factors for families.

- Tactic 1: Fully utilize the capacity of our current programs.
  - Directors, Early Childhood Special Educators, Family Service Team, Program Director and Operations Coordinator
- Tactic 2: Enhance comprehensive training within required time frames that includes support for all positions within the department that comprises a comprehensive New Hire Orientation System and professional development opportunities that directly impact the quality of teaching, supports for families and meets state and federal guidelines.
  - Teacher Leaders, Operation Coordinator, Family Service Team, Health and Safety Manager and Program Director,
- Tactic 3: Provide systems and structures, department wide and with our families for shared decision making and two way communication such as staff and parent surveys and committee participation.
  - Committee members, Teacher Leaders, Operation Coordinator, Program Director.
- Tactic 4: Assure all staff meets or exceeds staff qualifications established by Head Start, Colorado Department of Education and Colorado Department of Health and Human Services.
  - ECE Administrative Assistant, Program Director and Operations Coordinator.

- Tactic 5: Provide Staff access to educational opportunities that support their attainment of degrees and/or required certification by supporting the development of varied educational paths to better meet the needs of working families.
  - Program Director, Teacher Leaders, Operations Coordinator
- Tactic 6: Evaluation system that supports all positions including Extended Day and Extended Year.
  - Human Resources, Program Director, Teacher Leaders, Health Manager, Operations Coordinator, Family Service Manager
- Tactic 7: Increase staff retention and satisfaction.
  - Program Director
- Tactic 8: Review budget development and expenditures to assure funds are being allocated as needed to support the mission, vision and goals of the department and district.
  - Office Manager, Program Director, Operations Coordinator and Business Services

## **Acknowledgements**

We would like to thank the following groups for their contributions to the 2018-2019 Early Childhood Strategic Plan and preparation of this strategic plan: Family Service Team, CPP Advisory Council, Preschool Directors/ECSE's, ECE office staff, ECE Teacher Leaders and to our community partners and families that attended our annual stakeholders meeting.

### Changes made Fall 2018

- Language and Literacy
  - Combined Tactic 4 with Tactic 1 in curriculum, assessment and implementation to remove duplication of goals.
- Curriculum, Assessment and Implementation
  - Changed Tactic 5 from “Implement Project Based Learning” to “Ensure all programs...,” in order to encompass ALL of our curriculum supports and strategies.
- Parent and Family Engagement and Communication
  - Tactic 1, added “which are aligned with K-5”, as this is also a district goal and the discussion was to work with parents so that they are also ready and able to be engaged when their children enter kindergarten.
- Parent and Family Engagement and Communication.
  - Reworded tactic 4 to read smoother.
- Family Services
  - Tactic 2-removed “specifically in the area of digital literacy”, at the end of bullet point, as it was discussed that we wanted families to utilize the Family Resource Center for many reasons, not just digital literacy.
  - Tactic 4. Changed “increase the type of volunteer activities” to “Provide a variety of volunteer opportunities”
  - Tactic 6-changed “Improve...” to “Continue to enhance...” as it was discussed that this better fit where we are with this tactic.
- Wrap Around Services
  - Tactic 3, clarified the need to develop a system for late enrollees to meet this goal.
  - Tactic 4-changed “support services” to “health, safety and nutrition” to clearly state what wrap around services we are referring to.
  - Tactic 5 combined with Tactic 2 under Program Management to remove duplication of goals.
- Community Engagement

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- Tactic 2-Changed “Provide wrap around services” to “Offer wrap around services” to better indicate the work we are doing.
- Program Management
  - Tactic 2-added “within required time frames” to emphasize the importance of being within licensing regulations