

**SCOTT COUNTY SCHOOL BOARD  
MINUTES OF REGULAR MEETING TUESDAY, OCTOBER 6, 2015**

The Scott County School Board met for a regular meeting on Tuesday, October 6, 2015, at the Scott County School Board Office, with the following members present:

William "Bill" R. Quillen, Jr., Chairman  
L. Stephen "Steve" Sallee, Jr., Vice Chairman  
James Kay Jessee  
Jeffrey "Jeff" A. Kegley  
Gail L. McConnell  
Herman "Kelly" Spivey, Jr.

**ABSENT:** None

**OTHERS PRESENT:** John I. Ferguson, Superintendent; K.C. Linkous, Clerk Of The Board/Human Resource Manager; Beverly Stidham, Deputy Clerk/Purchasing Agent; Will Sturgill, School Board Attorney; Kathy Musick, Virginia Professional Educators Representative; Ramona Russell, Teaching Assistant; Kurt Lane Citizen; Amanda Clark, Heritage TV; Pat Whitley, Teacher/VEA Representative; Doris Boitnott, VEA/NEA Uniserv Director; Mrs. Jeff Kegley, Citizen; Delegate Terry Kilgore; Angie Vermillion, Medicaid Coordinator/Health Insurance Clerk; and Nancy Godsey, Citizen.

**CALL TO ORDER/MOMENT OF SILENCE/PEDGE OF ALLEGIANCE:** Chairman Quillen called the meeting to order at 6:30 p.m. The audience observed a moment of silence and Mr. Jessee led in citing the *Pledge of Allegiance*.

**APPROVAL OF AGENDA:** On a motion by Mr. Kegley, seconded by Mr. Sallee, all members voting aye, the Board approved the agenda, with tabling Item B until the November board meeting, of the October 6, 2015 Regular Board Meeting.

**APPROVAL OF SEPTEMBER 1, 2015 REGULAR SCHOOL BOARD MEETING MINUTES:** On a motion by Mr. Kegley, seconded by Mr. McConnell, all members voting aye, the Board approved the minutes of the September 1, 2015 Regular Board Meeting.

**APPROVAL OF CLAIMS:** On a motion by Mr. Kegley, seconded by Mr. Sallee, all members voting aye, the Board approved claims as follows:

School Operating Fund invoices & payroll in the amount of \$751,130.91 as shown by warrants #8115366-8115712 (8115194 stop payment from last month. 8115258, 8115261, 8115330, 8115346, 8115704-8115707 voided) & electronic payroll direct deposit in the amount of \$1,057,814.99 & electronic payroll tax deposits in the amount of \$499,266.12. Cafeteria Fund invoices & payroll in the amount of \$146,060.24 as shown by warrants #1016815-1016882 & electronic payroll direct deposit in the amount of \$29,073.34 & electronic payroll tax deposit in the amount of \$13,281.50. Head Start invoices & payroll totaling \$61,698.08 as shown by warrants #13616-13684.

**PUBLIC COMMENT:** Ms. Kathy Musick addressed the Board stating that she is a representative of the Virginia Professional Educators and that she would be attending some of the meetings instead of Ms. Goins who has an illness in her family. Ms. Musick also stated that VPE has \$500 in grants and scholarships for teachers and that the deadline for applications is November 15, 2015.

**APPROVAL OF SPECIAL EDUCATION 504 ADVISORY COMMITTEE:** On a motion by Mr. Jessee, seconded by Mr. Kegley, all members voting aye, the Board approved the Special Education 504 Advisory Committee for 2015-2016 school year.

Pam Bellamy  
Phyllis Compton  
Lisa Dean  
Judy Flanary  
Renee Light

Randy Compton  
Sandra Craft  
Eileen Deckard  
Allison Kimbler  
Chad Robinette

Stacy Wood

**APPROVAL OF CHARACTER EDUCATION COMMITTEE:** On a motion by Mr. Kegley, seconded by Mr. Sallee, all members voting aye, the Board approved the Character Education Committee for the 2015-2016 School Year.

|                               |                  |
|-------------------------------|------------------|
| Central Office Representative | Jason Smith      |
| School Board Member           | Gail McConnell   |
| Principal                     | Kelsey Taylor    |
| Student                       | Caroline Dishner |
| Student                       | Savannah Bowen   |
| Student                       | Olivia Baker     |
| Student                       | Bill Dingus      |
| Parent/Community Member       | Jason Dishner    |
| Parent/Community Member       | Kevin Sanders    |
| Parent/Community Member       | Mechon Baker     |
| Parent/Community Member       | Leonora Dingus   |
| School Counselor              | Judy Mullins     |
| School Counselor              | Susan Wolfe      |
| School Counselor              | Lori Bush        |

**APPROVAL OF PARENT ADVISORY COUNCIL FOR FEDERAL PROGRAMS:** On a motion by Mr. Jessee, seconded by Mr. Spivey, all members voting aye the Board approved the Parent Advisory Council for Federal Programs for the 2015-2016 school year.

|                                |                  |
|--------------------------------|------------------|
| Central Office Representative  | Tammy Quillen    |
| Duffield Primary School        | Paula Proctor    |
| Dungannon Intermediate School  | Angel Hughes     |
| Fort Blackmore Primary School  | Lacy Mann        |
| Hilton Elementary School       | Kelsey Taylor    |
| Nickelsville Elementary School | Jennifer Wallace |
| Rye Cove Intermediate School   | Jeremy Collins   |
| Shoemaker Elementary School    | Reba Kindle      |
| Weber City Elementary School   | April Dunn       |
| Yuma Elementary School         | Amber Ketron     |

**APPROVAL OF REMEDIATION PROGRAM STANDARD COMMITTEE:** On a motion by Mr. Spivey, seconded by Mr. Kegley, all members voting aye, the Board approved the Remediation Program Standard Committee for the 2015-2016 school year.

|                           |                  |
|---------------------------|------------------|
| Remediation Coordinator   | Tammy Quillen    |
| Central Office Supervisor | Jennifer Frazier |
| School Board Member       | Bill Quillen     |
| Teacher                   | Christy Miller   |
| Teacher                   | Tracy Stallard   |
| Teacher                   | Michelle Bush    |
| Parent                    | Kelsey Taylor    |
| Parent                    | Lori Fletcher    |

**DISCUSSION OF SCHOOL SAFETY GRANT FOR THE 2015-2016 SCHOOL YEAR:**  
 Superintendent Ferguson stated that Scott County Schools was awarded \$63,512 in School Safety Grants which encompasses the following schools: Duffield Primary, Dungannon Intermediate, Fort Blackmore Primary, Gate City High, Gate City Middle, Hilton Elementary, Nickelsville Elementary, Renaissance Program, Rye Cove High, Rye Cove Intermediate, Scott County Career & Tech Center, Shoemaker Elementary, Twin Springs High, Weber City Elementary & Yuma Elementary. This grant will be used to improve safety and security for our students and teachers. Superintendent Ferguson explained that under HB2343 school divisions awarded grants today must

provide a local match of 25% of the grant amount. Mr. Ferguson stated that Scott County is exempt from the local match because of the composite index.

**DISCUSSION OF VIRGINIA PROJECT TO FIGHT CHILDHOOD HUNGER:** Superintendent Ferguson stated that two Scott County Schools qualified for this project. Dungannon Intermediate School will be recognized as a treatment school and students will receive end-of-day meals. Duffield Primary will be designated as the control school and will participate in a comparative study with a school of similar size.

**APPROVAL OF HEAD START READINESS GOALS & ACTION PLAN FOR THE 2015-2016 SCHOOL YEAR:** On a motion by Mr. Jessee, seconded by Mr. Spivey, all members voting aye, the Board approved the Head Start Readiness Goals and Action Plan for the 2015-2016 school year (Appendix E)

**DISCUSSION/APPROVAL OF PLANNING COMMITTEE FOR SCOTT COUNTY SPORTS COMPLEX:** On a motion by Mr. Kegley, seconded by Mr. Spivey, all members voting aye, the Board approved the Planning Committee for the Scott County Sports Complex as presented:

|                  |  |
|------------------|--|
| Jamie Carter     | Rye Cove High School Athletic Director     |
| Terry Fields     | Coach                                      |
| Terry Kilgore    | Virginia Delegate                          |
| Eric Lane        | Business Owner/Parent                      |
| Kurt Lane        | Parent                                     |
| Jordan Mullins   | Twin Springs High School Athletic Director |
| Bobby Quillen    | Parent                                     |
| Brent Roberts    | Gate City High School Athletic Director    |
| Robert Sallee    | Maintenance Supervisor                     |
| Steve Sallee     | School Board Member/Parent                 |
| Mary Beth Vaughn | Parent/Coach                               |
| Mark Williams    | Parent/Coach                               |
| Wendell Burke    | Twin Springs Parent (Track)                |

**DISCUSSION OF APPLICATION FOR GRANT TO ACCESS SPORTS COMPLEX & PROPOSED PROVISION OF EASEMENT AGREEMENT WITH ADJOINING PROPERTIES:** Delegate Terry Kilgore presented a Recreational Grant to obtain access to the County Sports Complex. Delegate Kilgore has been working with VDOT and believe that we can get a grant up to \$500,000 and would require a maximum of a 20% match. The application must be in by November 1, 2015. Delegate Kilgore will be meeting with the Board of Supervisors tomorrow, October 7, to get their approval.

On a motion by Mr. Jessee, seconded by Mr. Spivey, all members voting aye, the Board approved moving forward to proceed with the application for the Recreational Grant for \$500,000.

**CLOSED MEETING:** Mr. Sallee made a motion to enter into closed meeting at 6:48 p.m. to discuss teachers, teaching assistants, coaches, principals, bus drivers and cafeteria staff, as provided in Section 2.2-3711 A (1) of the Code of Virginia, as amended and also to enter into closed meeting to consult with legal counsel pertaining to actual or probable litigations, as provided in Section 2.23711 A (7) of the Code of Virginia as amended; motion was seconded by Mr. Jessee, all members voting aye.

**RETURN FROM CLOSED MEETING:** All members returned from closed meeting at 9:05 p.m. and on a motion by Mr. Sallee, seconded by Mr. Jessee, the Board returned to regular session and Mr. Sallee cited the following certification of the closed meeting:

**CERTIFICATION OF CLOSED MEETING**

*WHEREAS, the Scott County School Board has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Freedom of Information Act; and*

*WHEREAS, Section 2.2-3711 of the Code of Virginia requires certification, by this Scott County School Board that such meeting was conducted in conformity with Virginia law;*

*NOW, THEREFORE, BE IT RESOLVED that the Scott County School Board hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification resolution applies and (ii) only such*

*public matters as were identified in the motion convening the closed meeting were heard, discussed or considered by the Scott County School Board in the closed meeting.*

**ROLL CALL VOTE**

*Ayes: James Kay Jessee, Jeff Kegley, Gail McConnell, Bill Quillen, Steve Sallee, Kelly Spivey*

*Nays: None*

*ABSENT DURING VOTE: None*

*ABSENT DURING MEETING: None*

**OCTOBER IS BULLYING PREVENTION MONTH:** Mr. Jason Smith, Supervisor of Personnel, presented a proclamation to recognize the month of October as Bullying Prevention Month by the VDOE. Mr. Smith thanked the board for adopting an Anti-Bullying Policy last year and stated that, as a whole, the school system had very low instances of bullying.

**APPROVAL OF OVERNIGHT FIELD TRIPS:** On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Spivey, seconded by Mr. Sallee, all members voting aye, the Board approved the overnight field trip request from Gate City High School Senior Class to Atlanta, Georgia, April 1-3, 2016 (70-80 students, four sponsors and four chaperones).

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Sallee, seconded by Mr. McConnell, all members voting aye, the Board approved the overnight field trip request of Gate City Middle/High School Band to Hershey, Pennsylvania, June 6-9, 2016. (50 students, one sponsor, 15 chaperones).

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Jessee, seconded by Mr. McConnell, all members voting aye, the Board approved the overnight field trip request of Rye Cove High School Band to All-District Band at High Education Center in Abingdon, Virginia, February 5-6, 2016 (15 students, one sponsor and two chaperones).

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. McConnell, seconded by Mr. Jessee, all members voting aye, the Board approved the overnight field trip request of Rye Cove High School Band to Concert Band Competition in Williamsburg, Virginia, April 27-May 1, 2016. (46 students, one sponsor, seven chaperones).

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Kegley, seconded by Mr. Spivey, all members voting aye, the Board approved the overnight field trip request of Nickelsville Elementary 7<sup>th</sup> Grade to Washington, DC, May 26-29, 2016 (20 students, three sponsors, 24 chaperones).

**SUBSTITUTE TEACHERS:** On the recommendation of Mr. Jason Smith and on a motion by Mr. Sallee, seconded by Mr. McConnell, all members voting aye, the Board approved the following to be employed as substitute teachers: Katie Burke, Heather Miano Frost, Regina Meade, Melissa Parton, Kristi Bush, Jessi Parks, Ashlyn Dupree, Ashton Bishop, Melissa Gillenwater, Deborah Dockery and Rebecca Turner.

**RESIGNATIONS:** On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Spivey, seconded by Mr. Sallee, all members voting aye, the Board approved the resignation of Mr. Christopher Mann, Girls Varsity Soccer Coach, effective September 21, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel on a motion by Mr. Jessee, seconded by Mr. Sallee, all members voting aye, the Board approved the resignation of Ms. Joy Davidson, Theatre Festival Coach effective September 17, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Kegley, seconded by Mr. McConnell, all members voting aye, the Board approved the resignation of Ms. Diana Martin, Custodian, effective September 18, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. McConnell, seconded by Mr. Sallee, all members voting aye, the Board approved the resignation of Mr. G. E. Nash, Bus Driver, effective September 4, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Sallee, seconded by Mr. Jessee, all members voting aye, the Board approved the resignation of Ms. Jamie Perry, Theatre Festival Coach, effective for the 2015-2016 school year.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Kegley, seconded by Mr. McConnell, all members voting aye, the Board approved the resignation of Mr. Benjamin Robertson, JV Boys Basketball Coach, effective October 6, 2015.

**EMPLOYMENT:** On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Jessee, seconded by Mr. McConnell, all members voting aye, the Board approved the employment of Mr. Randy Bledsoe, Bus Driver, effective September 14, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Sallee, seconded by Mr. McConnell, all members voting aye, the Board approved the employment of Mr. Jonathon Dingus, Bus Aide, effective for the 2015-2016 school year.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Kegley, seconded by Mr. Sallee, all members voting aye, the Board approved the employment of Ms. Brenda Lawson, Bus Aide, effective October 5, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Sallee, seconded by Mr. Spivey, all members voting aye, the Board approved the employment of Ms. Sherri Gardner, Teacher, effective January 1, 2016.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Jessee, seconded by Mr. Sallee, all members voting aye, the Board approved the employment of Mr. Robert Rhoton, Maintenance Worker, effective September 28, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Sallee, seconded by Mr. Spivey, all members voting aye, the Board approved Ms. Cara Noe, Head Softball Coach, effective September 16, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Sallee, seconded by Mr. Kegley, all members voting aye, the Board approved the employment of Ms. Kandace Haigler, Varsity Assistant Softball Coach, effective September 16, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. McConnell, seconded by Mr. Sallee, all members voting aye, the Board approved the employment of Mr. Bill Oakes, Assistant Softball Coach (split supplement) effective September 16, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Jessee, seconded by Mr. Sallee, all members voting aye, the Board approved the employment of Ms. Stephanie Hood, Assistant Softball Coach (split supplement) effective September 16, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Sallee, seconded by Mr. McConnell, all members voting aye, with Mr. Spivey abstaining, the Board approved the employment of Ms. Mary Reed, Part Time Cafeteria Worker, effective September 1, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Jessee, seconded by Mr. Kegley, all members voting aye, the Board approved the employment of Mr. Michael Paul Berry, Theatre Festival Coach, effective September 17, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Kegley, seconded by Mr. McConnell, all members voting aye, the Board approved the employment of Ms. Martha Hillman, Part Time Nurse, effective October 19, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Jessee, seconded by Mr. Sallee, all members voting aye, the Board approved the employment of Ms. Morgan Quillen, Theatre Festival Coach, effective for the 2015-2016 school year.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. McConnell, seconded by Mr. Sallee, all members voting aye, the Board approved the employment of Ms. Mary Beth Vaughn, Head Girls Soccer Coach, effective October 6, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Sallee, seconded by Mr. Kegley, all members voting aye, the Board approved the employment of Mr. Aaron Hillman, Head Boys Soccer Coach, effective October 6, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Jessee, seconded by Mr. Sallee, all members voting aye, the Board approved the employment of Mr. Justin Seaver, JV Boys Basketball Coach, effective October 6, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Sallee, seconded by Mr. McConnell, the Board approved the employment of Ms. Lauren McInturff, Assistant Boys/JV Soccer Coach, effective October 6, 2015 (split supplement).

**VOLUNTEER COACHES:** On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Spivey, seconded by Mr. Sallee, all members voting aye, the Board accepted the recommendation of Mr. Eric Lane, volunteer softball coach for Gate City High School effective September 16, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Spivey, seconded by Mr. Sallee, all members voting aye, the Board accepted the recommendation of Mr. Bobby Quillen, volunteer softball coach for Gate City High School, effective September 16, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Sallee, seconded by Mr. Kegley, all members voting aye, the Board accepted the recommendation of Mr. Mark Thompson, volunteer softball coach for Gate City High School, effective September 16, 2015.

On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. McConnell, seconded by Mr. Sallee, all members voting aye, the Board accepted the recommendation of Mr. Jason Howell, volunteer boys basketball coach for Gate City High School, effective October 6, 2015.

**RETIREMENT:** On the recommendation of Mr. Jason Smith, Supervisor of Personnel and on a motion by Mr. Jessee, seconded by Mr. Kegley, all members voting aye, the Board accepted the retirement request of Ms. Janet Davidson, Teacher, effective January 1, 2016.

**BOARD MEMBER COMMENTS:** None

**ADJOURNMENT:** The Board adjourned at 9:20 p.m.

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William "Bill" R. Quillen, Jr., Chairman

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K.C. Linkous, Clerk

# **APPENDIX E**

## **HEAD START SCHOOL READINESS GOALS AND ACTION PLAN 2015-2016**

**SCOTT COUNTY PUBLIC SCHOOL HEAD START**  
**School Readiness Goals and Action Plan 2015-2016**

**1. Approaches to Learning: Cognitive Self-Regulation (Executive Functioning)**

Goal 1: Children will be able to set goals, develop plans, complete tasks, and maintain concentration over time.

**COR Advantage A**

3 Year Olds: Level 3, Children will express a plan with a simple sentence and follow through.

4 Year Olds: Level 5, Children will spend at least 20 minutes carrying out or elaborating on his or her initial plan.

| Action Steps  | Time Frame | Parent Goals/School District Expectations/Expected Outcomes   | Team Members Responsible           | Status         | 3 Year Olds                                  |        |        | 4 Year Olds                                  |        |        |
|---|------------|---|------------------------------------|----------------|--|--------|--------|--|--------|--------|
|   |            |   |                                    |                | Status of Measurable Outcomes % Accomplished |        |        | Status of Measurable Outcomes % Accomplished |        |        |
| <ul style="list-style-type: none"> <li>Planning time as part of the daily routine.</li> <li>Small group and large group times: listen for and acknowledge children's choices, ideas, and decisions about what to do, what materials to use, and with whom to sit or work with during group times.</li> <li>Engage children in feedback loops throughout the day.</li> <li>Discuss problem solving techniques throughout the day.</li> </ul> | Aug-May    | PG – Improve listening skills, pay attention, Follow routine, increase attention span, focus, excel in school, being able to no longer need family preservation.<br><br>SDE – Understand the importance of completing a task. | Director, CDSC, HSC, Ed Staff, FRS | Oct/Jan/ April | Fall   | Winter | Spring | Fall   | Winter | Spring |
|   |            |   |                                    |                |  |        |        |  |        |        |



**SCOTT COUNTY PUBLIC SCHOOL HEAD START**  
**School Readiness Goals and Action Plan 2015-2016**

**2. Approaches to Learning: Cognitive Self-Regulation (Executive Functioning)**

Goal 2: Children will increase their skills in problem solving by recalling past knowledge or experience.

**COR Advantage C**

3 Year Olds: Level 4, Children will recall three or more things that he/she did and/or the details of something that happened.

4 Year Olds: Level 5, Children will recall, without prompting, the sequence of three or more things he/she did or that happened.

| Action Steps   | Time Frame | Parent Goals/School District Expectations/Expected Outcomes   | Team Members Responsible           | Status         | 3 Year Olds                                  |        |        | 4 Year Olds                                  |        |        |
|--|------------|---|------------------------------------|----------------|--|--------|--------|--|--------|--------|
|  |            |   |                                    |                | Status of Measurable Outcomes % Accomplished |        |        | Status of Measurable Outcomes % Accomplished |        |        |
| <ul style="list-style-type: none"> <li>Interact with focus child during work time, outside time to watch, listen, and talk to him/her as they try different approaches to solving problems he/she encounters.</li> <li>Allow time for children to generate and try their own solutions.</li> <li>Talk / discuss child's plans, future, and past events, and experiences. As the opportunity arises, comment on the rate and duration of similar events.</li> <li>Compare time periods as the occasion occurs throughout the day.</li> <li>Nurture children's curiosity by providing thought provoking, hands on, investigatory experiences that motivate them to apply their developing skills and prior knowledge and that challenge them to think.</li> <li>Emphasis the process children use to come up with possible approaches to tasks instead of the finished products or answers.</li> <li>Encourage children to brainstorm ideas / ways of doing things.</li> </ul> | Aug-May    | PG –talk more / vocabulary.<br><br>SDE – Expose children to activities that allow them to form and test hypothesis. | Director, CDSC, HSC, Ed Staff, FRS | Oct/Jan/ April | Fall   | Winter | Spring | Fall   | Winter | Spring |
|  |            |   |                                    |                |  |        |        |  |        |        |

**SCOTT COUNTY PUBLIC SCHOOL HEAD START**  
**School Readiness Goals and Action Plan 2015-2016**

**3. Social & Emotional Development: Emotional Functioning**

Goal 3: Children will engage in socially acceptable behaviors by recognizing and regulating emotions.

**COR Advantage D**

3 Year Olds: Level 3, Children will verbalize an emotion and give a reason for it.

4 Year Olds: Level 5, Children will exercise self- control by using appropriate words or actions.

| Action Steps   | Time Frame | Parent Goals/School District Expectations/Expected Outcomes  | Team Members Responsible           | Status        | 3 Year Olds                                  |        |        | 4 Year Olds                                  |        |        |
|--|------------|--|------------------------------------|---------------|--|--------|--------|--|--------|--------|
|  |            |  |                                    |               | Status of Measurable Outcomes % Accomplished |        |        | Status of Measurable Outcomes % Accomplished |        |        |
| <ul style="list-style-type: none"> <li>• Als Pals activities weekly.</li> <li>• Acknowledge children's emotions, listen to children as they talk about emotions.</li> <li>• Use simple, clear language and facial expressions to communicate acceptable behaviors.</li> <li>• Acknowledge when children show self-discipline.</li> <li>• Model taking deep breaths, counting to five, or doing relaxation exercises when situations are stressful.</li> <li>• Model proper problem solving techniques and talk children through the steps as needed.</li> <li>• Provide opportunities for children to engage in extended make-believe play in which they can act out strong emotions.</li> </ul> | Aug-May    | PG – Learning 'calm-down' skills; learn to separate from parents and adjust to school. Follow routine/rules; Share in a group, communicate emotions, be patient, control emotions, self-regulation, play with more kids, be more confident, understand emotions, getting along with groups of children, social skills, open up more, become more comfortable in the classroom.<br><br>SDE – Understand and follow classroom rules. | Director, CDSC, HSC, Ed Staff, FRS | Oct/Jan/April | Fall   | Winter | Spring | Fall   | Winter | Spring |
|  |            |  |                                    |               |  |        |        |  |        |        |

**SCOTT COUNTY PUBLIC SCHOOL HEAD START**  
**School Readiness Goals and Action Plan 2015-2016**

**4. Language & Literacy: Language and Communication**

Goal 4: Children will comprehend and use increasing complex and varied vocabulary.

**COR Advantage L**

3 Year Olds: Level 4, Children will use the pronouns he, she, him, her, his, and hers correctly.

4 Year Olds: Level 5, Children will use a clause that starts with *when*, *if*, or *since* in a complex sentence.

| Action Steps   | Time Frame | Parent Goals/School District Expectations/Expected Outcomes  | Team Members Responsible           | Status            | 3 Year Olds                                  |        |        | 4 Year Olds                                  |        |        |
|--|------------|--|------------------------------------|-------------------|--|--------|--------|--|--------|--------|
|  |            |  |                                    |                   | Status of Measurable Outcomes % Accomplished |        |        | Status of Measurable Outcomes % Accomplished |        |        |
| <ul style="list-style-type: none"> <li>Daily conversations, use of tasty talk during meal times.</li> <li>Daily read alouds.</li> <li>Message Board.</li> <li>Growing Readers.</li> <li>Happily Ever After.</li> <li>Use of same language and different language peers as social resources.</li> <li>Adult modeling with conversations and speech.</li> <li>Encourage children to describe something he/she has used or done.</li> </ul> | Aug-May    | PG – Socialize, Talk more, Use complete sentences, Improve speech, Communicate clearly, increase vocabulary, colors, days of the week.<br><br>SDE – Skills needed to carry on daily conversations with their peers and adults. | Director, CDSC, HSC, Ed Staff, FRS | Oct/Jan/<br>April | Fall   | Winter | Spring | Fall   | Winter | Spring |
|  |            |  |                                    |                   |  |        |        |  |        |        |

**SCOTT COUNTY PUBLIC SCHOOL HEAD START**  
**School Readiness Goals and Action Plan 2015-2016**

**5. Language & Literacy: Literacy**

Goal 5: Children will identify and discriminate between sounds and phonemes in language and show a growing awareness of beginning and ending sounds of words.

**COR Advantage N**

3 Year Olds: Level 3, Children will spontaneously say real or made-up rhyming words.

4 Year Olds: Level 5, Children will point out that two words (real/made up) start with the same sound.

| Action Steps   | Time Frame | Parent Goals/School District Expectations/Expected Outcomes   | Team Members Responsible           | Status         | 3 Year Olds                                  |        |        | 4 Year Olds                                  |        |        |
|--|------------|---|------------------------------------|----------------|--|--------|--------|--|--------|--------|
|  |            |   |                                    |                | Status of Measurable Outcomes % Accomplished |        |        | Status of Measurable Outcomes % Accomplished |        |        |
| <ul style="list-style-type: none"> <li>Letter Links.</li> <li>Rhyming games/activities.</li> <li>Table top literacy centers.</li> <li>Computer games.</li> <li>Nursery Rhymes.</li> <li>Rhyming into Literacy.</li> <li>Songs, stories, finger plays, that draw children's attention to language.</li> <li>Encourage children to listen to environmental sounds.</li> <li>Use transitions that draw children's attention to the phonemes in spoken words such as their names.</li> </ul> | Aug-May    | PG – Letter sounds, Reading skills, Sight words, rhyming words, concepts of reading, spell 10 words, nursery rhyme awareness.<br><br>SDE – Skills such as correctly isolating initial sounds in a word. | Director, CDSC, HSC, Ed Staff, FRS | Oct/Jan/ April | Fall   | Winter | Spring | Fall   | Winter | Spring |
|  |            |   |                                    |                |  |        |        |  |        |        |

**SCOTT COUNTY PUBLIC SCHOOL HEAD START**  
**School Readiness Goals and Action Plan 2015-2016**

**6. Language & Literacy: Literacy**

Goal 6: Children will identify letters and attend to the beginning letters and sounds in familiar words.

**COR Advantage O**

3 Year Olds: Level 3, Children will identify a letter.

4 Year Olds: Level 4, Children will identify 10 or more letters and meet the developmental benchmarks for the end of the year PALS assessment.

| Action Steps   | Time Frame | Parent Goals/School District Expectations/Expected Outcomes  | Team Members Responsible           | Status         | 3 Year Olds                                  |        |        | 4 Year Olds                                  |        |        |
|--|------------|--|------------------------------------|----------------|--|--------|--------|--|--------|--------|
| <ul style="list-style-type: none"> <li>AlphaTales.</li> <li>Zoo Phonics.</li> <li>Happily Ever After.</li> <li>Growing Readers.</li> <li>Name Cards.</li> <li>Letter Links.</li> <li>Visuals.</li> <li>Books.</li> <li>Songs.</li> <li>Message Board.</li> <li>Table top materials / manipulatives.</li> </ul> | Aug-May    | PG – Learn to recognize the alphabet/ letter sounds , recognize name/spell first name.<br><br>SDE – Introduce <u>Happily Ever After</u> curricula. Transition <u>ZooPhonics</u> into K classrooms. | Director, CDSC, HSC, Ed Staff, FRS | Oct/Jan/ April | Status of Measurable Outcomes % Accomplished |        |        | Status of Measurable Outcomes % Accomplished |        |        |
|  |            |  |                                    |                | Fall   | Winter | Spring | Fall   | Winter | Spring |
|  |            |  |                                    |                |  |        |        | *  | 69%    |        |

Assessed on PALS in the fall

Assessed on PALS in the spring

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**7. Language & Literacy: Literacy**

Goal 7: Children will use letter-like shapes, symbols, and letters to convey meaning.

**COR Advantage R**

3 Year Olds: Level 3, Children will write discrete letter-like forms.

4 Year Olds: Level 5, Children will combine letters to form words (other than his or her name) for a purpose.

| Action Steps  | Time Frame | Parent Goals/School District Expectations/Expected Outcomes   | Team Members Responsible           | Status        | 3 Year Olds                                  |        |        | 4 Year Olds                                  |        |        |
|---|------------|---|------------------------------------|---------------|--|--------|--------|--|--------|--------|
|   |            |   |                                    |               | Status of Measurable Outcomes % Accomplished |        |        | Status of Measurable Outcomes % Accomplished |        |        |
| <ul style="list-style-type: none"> <li>Watch and listen to the focus child as he/she experiments with writing letters and putting together the letters of own first name.</li> <li>Talk with child about the letters he/she writes during work time and other parts of the day.</li> <li>When the child writes a string of letters and reads it, accept their reading of the word.</li> <li>Daily sign in sheets.</li> <li>Provide accurate models of children's names. Print clearly using uppercase and lowercase letters.</li> <li>Make names available for children to use as resources as they write (journal time, writing area, etc).</li> <li>Provide ample time, materials, and space for children to write throughout the day. Offer various writing paper and writing tools to use throughout the day.</li> <li>Include daily activities that give children a reason to write. For example: journal time, greeting cards, attendance sheets, etc.</li> </ul> | Aug-May    | PG – Learn to write their name/Writing and forming letters, write words, write numbers, write last name, write lowercase letters with name.<br><br>SDE – Skills such as recognize and write first name; write or attempt to write easy words such as mom, dad, etc; write name on their work. | Director, CDSC, HSC, Ed Staff, FRS | Oct/Jan/April | Fall   | Winter | Spring | Fall   | Winter | Spring |
|   |            |   |                                    |               |  |        |        |  |        |        |

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**8. Cognition: Imitation and Symbolic Representation and Play**

Goal 8: Children will increase their skills in thinking symbolically and engaging in socio-dramatic play.

**COR Advantage AA**

3 Year Olds: Level 4, Children will engage in repetitive pretend play scenarios.

4 Year Olds: Level 5, Children will play with two or more children, stepping out of pretend play to give directions to another person.

| Action Steps   | Time Frame | Parent Goals/School District Expectations/Expected Outcomes                         | Team Members Responsible           | Status        | 3 Year Olds                                  |        |        | 4 Year Olds                                  |        |        |
|--|------------|---|------------------------------------|---------------|--|--------|--------|--|--------|--------|
|  |            |   |                                    |               | Status of Measurable Outcomes % Accomplished |        |        | Status of Measurable Outcomes % Accomplished |        |        |
| <ul style="list-style-type: none"> <li>Provide many opportunities for children to learn about diverse symbols and their functions, such as, language gestures, letters, numbers, photographs, drawings, models, maps, graphs, webs, and video images.</li> <li>Match play props to families backgrounds and the developmental characteristics of the children.</li> <li>Point to pictures during story reading, calling attention to what the picture means.</li> <li>Show children common objects and encourage them to think of ways to use them to represent something different.</li> <li>Collect data and graph the information by first using concrete objects, then pictures, and then abstract symbols.</li> <li>Encourage children to make their own props during play or to support their learning, for example number lines, word walls, or alphabet books.</li> <li>Plan specific activities to enhance children's knowledge of the work and the roles of people in various settings, for example: field trips, book readings, visitors. Discuss peoples roles.</li> </ul> | Aug-May    | PG Interact in Play, How to Draw, getting along with groups of children.<br><br>SDE | Director, CDSC, HSC, Ed Staff, FRS | Oct/Jan/April | Fall   | Winter | Spring | Fall   | Winter | Spring |
|  |            |   |                                    |               |  |        |        |  |        |        |

**9. Cognition: Mathematics Development**

Goal 9: Children will demonstrate increasing ability to count, connect number words and symbols to the objects counted, with the awareness that the last number describes the total.

**COR Advantage S**

3 Year Olds: Level 3, Children will consistently count (with one to one correspondence) up to 10 objects.

4 Year Olds: Level 5, Children will count (with one to one correspondence) more than 10 objects and say the last number counted to tell how many.

| Action Steps  | Time Frame | Parent Goals/School District Expectations/Expected Outcomes   | Team Members Responsible           | Status        | 3 Year Olds                                  |        |        | 4 Year Olds                                  |        |        |
|---|------------|---|------------------------------------|---------------|--|--------|--------|--|--------|--------|
|   |            |   |                                    |               | Status of Measurable Outcomes % Accomplished |        |        | Status of Measurable Outcomes % Accomplished |        |        |
| <ul style="list-style-type: none"> <li>Table top manipulatives, Numbers Plus, Calendar, Attendance.</li> <li>Watch and listen to children as they handle, pour, dump, balance, line up materials, and accurately count.</li> <li>Count things outside the classroom as the occasion arises.</li> <li>Offer buttons, bottle caps, keys, sticks, beans, counting bears, etc. to model comparison vocabulary using words such as more, less, fewer, least, etc.</li> <li>Recite finger-plays, rhymes, or songs about numbers.</li> <li>Read stories that include numerals and items to count.</li> <li>Model counting strategies.</li> <li>Practice counting in ways that involve multiple learning styles and representations. Involve the senses as children touch, hear the spoken number, see the numeral, or physical move their bodies.</li> </ul> | Aug-May    | PG – Learn to identify and write numbers, numbers to 100, count to 10, count 10+, add / subtract, identify age.<br><br>SDE – Counting in sequence to 10 and beyond. | Director, CDSC, HSC, Ed Staff, FRS | Oct/Jan/April | Fall   | Winter | Spring | Fall   | Winter | Spring |
|   |            |   |                                    |               |  |        |        |  |        |        |



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**10. Cognition: Mathematics Development**

Goal 10: Children will describe the position of objects in relation to other objects and themselves; recognize and describe simple geometric shapes.

**COR Advantage T**

3 Year Olds: Level 3, Children will recognize and name two-dimensional shapes (circle, square, triangle, and rectangle).

4 Year Olds: Level 5, Children will describe what makes a shape a shape (identifies shape attributes).

| Action Steps   | Time Frame | Parent Goals/School District Expectations/Expected Outcomes                           | Team Members Responsible           | Status            | 3 Year Olds                                  |        |        | 4 Year Olds                                  |        |        |
|--|------------|---|------------------------------------|-------------------|--|--------|--------|--|--------|--------|
| <ul style="list-style-type: none"> <li>Label shapes with the correct names as children use them.</li> <li>Guide children's exploration of shapes. Discuss the features of shapes as children explore them.</li> <li>Present shapes of different sizes and orientation.</li> <li>Encourage children to create new shapes from other shapes.</li> <li>Model and encourage the use of positional words as children climb in, out, on, or through objects.</li> <li>Photograph classroom materials and activities from different positions.</li> <li>Encourage 4 year old children to represent shapes in various ways.</li> </ul> | Aug-May    | PG – Recognize basic shapes.<br><br>SDE – Recognize, describe, and draw basic shapes. | Director, CDSC, HSC, Ed Staff, FRS | Oct/Jan/<br>April | Status of Measurable Outcomes % Accomplished |        |        | Status of Measurable Outcomes % Accomplished |        |        |
|  |            |   |                                    |                   | Fall   | Winter | Spring | Fall   | Winter | Spring |

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**11. Perceptual Motor and Physical Development: Health, Safety, and Nutrition.**

Goal 11: Children will understand and perform personal care tasks and practice healthy habits.

**COR Advantage K:**

3 Year Olds: Level 4, Children will perform a personal care task independently.

4 Year Olds: Level 5, Children will make a healthy choice and explains why it is good for him or her.

| Action Steps   | Time Frame | Parent Goals/School District Expectations/Expected Outcomes  | Team Members Responsible           | Status         | 3 Year Olds                                  |        |        | 4 Year Olds                                  |        |        |
|--|------------|--|------------------------------------|----------------|--|--------|--------|--|--------|--------|
|  |            |  |                                    |                | Status of Measurable Outcomes % Accomplished |        |        | Status of Measurable Outcomes % Accomplished |        |        |
| <ul style="list-style-type: none"> <li>Plan daily activities that help children become aware of routine activities. For example: brushing teeth, washing hands, toileting, etc.</li> <li>Allow plenty of time for children to take responsibility for self-care routines.</li> <li>Weekly health/Nutrition small group lesson plans.</li> <li>Provide a variety of self-care materials for children to explore, e.g. dolls to dress and undress, shoes to lace/tie, dress up clothes with fasteners of varying difficulty.</li> <li>Foster independency in self-care habits throughout the daily routine.</li> </ul> | Aug-May    | PG: Fully potty trained/self-help skills, snap, zip, button, tie shoes, Learn to put shoes on right feet, dress self. Bathroom procedures, Eating a wider variety of foods.<br><br>SDE: Skills such as washing hands, fastening pants, tying shoes, and the lunchroom experience as a whole. | Director, CDSC, HSC, Ed Staff, FRS | Oct/Jan/ April | Fall   | Winter | Spring | Fall   | Winter | Spring |
|  |            |  |                                    |                |  |        |        |  |        |        |

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**12. Perceptual Motor and Physical Development: Gross Motor/Fine Motor**

Goal 12: Children will demonstrate age appropriate physical development.

**COR Advantage I**

3 Year Olds: Level 3, Children will alternate feet when going up and down steps and jump lifting both feet off the ground.

4 Year Olds: Level 4, Child will strike a large moving object with his or her hand or foot.

**COR Advantage J**

3 Year Olds: Level 4, Children will manipulate small objects with dexterity and precision.

4 Year Olds: Level 5, Children will use tripod grasp to write or draw a letter, numeral, or closed figure.

| Action Steps   | Time Frame | Parent Goals/School District Expectations/Expected Outcomes  | Team Members Responsible           | Status         | 3 Year Olds                                  |        |        | 4 Year Olds                                  |        |        |
|--|------------|--|------------------------------------|----------------|--|--------|--------|--|--------|--------|
|  |            |  |                                    |                | Status of Measurable Outcomes % Accomplished |        |        | Status of Measurable Outcomes % Accomplished |        |        |
| <ul style="list-style-type: none"> <li>Provide opportunities for children to run, jump, climb, pedal, etc daily during indoor and outdoor play.</li> <li>Implement CHOOSY activities in lesson planning.</li> <li>Provide writing instruments throughout the day for children to draw/write.</li> <li>Provide materials children can snap, zip, or button.</li> <li>Provide opportunities to use scissors and other art medium.</li> </ul> | Aug-May    | PG – Snap/button/ zip; How to hold a pencil correctly, scissor skills.<br><br>SDE – Skills such as using scissors and appropriate pencil grasp; opening milk carton. | Director, CDSC, HSC, Ed Staff, FRS | Oct/Jan/ April | Fall   | Winter | Spring | Fall   | Winter | Spring |
|  |            |  |                                    |                |  |        |        |  |        |        |

\*\* Fall: ( ) 3 yr. olds, ( ) 4 yr. olds

Winter: ( ) 3 yr. olds, ( ) 4 yr. olds

Spring: ( ) 3 yr. olds, ( ) 4 yr. olds

**Program will increase quality classroom interactions.**

| SCPSHS Action Steps  | Responsibility | When                      | How  | Outcomes   | Validation                     | Status |
|--|----------------|---------------------------|--|--|--------------------------------|--------|
| Assess classrooms a minimum of 3 times per year using CLASS and provide targeted training and mentoring opportunities. | CDSC           | Oct/ January/April        | Conduct CLASS observations in all classrooms at least 3 times. | Class scores will average > 3.85 in Instructional Support. | CLASS Forms                    |        |
| Utilize the Teachstone CLASS video library to provide training based on the needs of individual staff members.         | CDSC           | In-Service Training       | Provide training based on individual needs.                    | Strengthen classroom interactions across all classrooms.   | Sign In Sheets<br>CLASS Scores |        |
| Provide opportunities for lead teachers to be trained in CLASS and become reliable                                     | CDSC           | Sept 2015 and Spring 2016 | CLASS Certification card.                                      |  | CLASS Certification card       |        |

## Scott County Public School Head Start – School Readiness Action Plan 2015-2016

**Implement Practice Based Coaching to support all classroom teachers and help improve and refine teaching practices across all domains.**

| SCPSHS Action Steps  | Who                            | When                       | How   | Outcomes  | Validation   | Status |
|--|--------------------------------|----------------------------|---|---|--|--------|
| Design a schedule for peer observations.   | Responsible:<br>CDSC           | November 2015 – April 2016 | SCPSHS Peer Observation Schedule  | Teaching staff will effectively implement evidence-based teaching strategies.                               | Observation Notes  |        |
| Create an action plan for implementing “Practice Based Coaching.”                    | Responsible:<br>Director/ CDSC | 2015-2016                  | Practice Based Coaching Action Plan                                       | Create an effective system for supporting staff.  | Practice Based Coaching Action Plan  |        |
| Provide coaching to individual teaching staff using the Practice Based Coaching Plan | Responsible: CDSC              | 2015-2016                  | Assign a mentor to specified teaching staff to begin focused observations | Teaching staff will implement evidence-based teaching strategies to increase quality teaching interactions. | Practiced Based Coaching Action Plan, Observation Form, and Feedback Form. |        |

**Objective: Implement and assess evidence based teaching practices and curriculum.**

| SCPSHS Strategies  | Responsibility | When                      | How  | Outcomes   | Validation   | Status |
|--|----------------|---------------------------|--|--|--|--------|
| Provide Curriculum training to all staff.  | CDSC           | 2015-2016 School Year     | Training will be provided based on individual needs and ongoing monitoring results.  | Staff will gain knowledge of the High/Scope Approach.  | Sign In Sheet, Evaluations   |        |
| Review the Curriculum Guide to ensure all information is up-to-date and reflects best practices.   | CDSC           | October 2015              | Teachers will bring curriculum guide to HS office prior to the monthly staff meeting. Review guide at monthly meeting.                 | Staff will gain a better understanding of the curriculum and resources.  | Curriculum Guide   |        |
| Monitor implementation of the curriculum in each classroom.  | CDSC           | September 2015/March 2016 | Use the Program Quality Assessment (PQA).  | Staff will effectively implement the curriculum.   | PQA Classroom summary report   |        |
| Using the NCQTL Resource Guide 1; (Curriculum, Assessment and the Head Start Framework: An Alignment Review Tool) determine how well the program's child assessment aligns with the domains and domain elements identified in the Head Start Child Development and Early Learning Framework. Review the Virginia Foundation Blocks for Early Learning. | CDSC           | August 2015               | Print a copy of the tool. Review and Assess how COR Advantage aligns with HSCDELF and Virginia's Foundation Blocks for Early Learning. | Implement an assessment that aligns best with the curriculum, HSCDELF and Virginia's Foundation Blocks for Early Learning. | Cross walk between the COR Advantage and the Head Start Child Development and Early Learning Framework and the Virginia Foundation Blocks for Early Learning |        |

SCPSHS will increase engagement, communication, and inclusion of parents and families to support school readiness.

# Scott County Public School Head Start – School Readiness Action Plan 2015-2016

| SCPSHS Action Steps   | Responsibility                                  | When                    | How  | Outcomes   | Validation  | Status |
|---|---|-------------------------|--|--|---|--------|
| Engage Families through daily contact, home visits, and parent/teacher conferences.   | CDSC Teachers                                   | August 2015-May 2016    | Home visit forms, notes, open houses, family engagement days/nights. | Home/school connections  | Initial / Home visit record, individualized plans I and II  |        |
| Engage Families through C.H.A.T.T.E.R (Center to Home Activities That Teach Emergent Reading)   | Teachers  | September 2015-May 2016 | Weekly book / activity checkouts.                                    | Parents will increase the amount of time they read to their children in the home.  | In-kind sheets  |        |
| Plan monthly Family Engagement events that focus on School Readiness Skills.  | Management staff, teachers, and family resource | October 2015-April 2016 | School readiness activity form, planning at monthly staff meeting.   | Families will increase their knowledge of developing their child's school readiness skills.                                    | In-kind sheets, family activity sign in sheets, evaluations |        |
| Provide training to families to increase their knowledge and understanding of School Readiness.   | Management staff                                | October 2015-April 2016 | Program wide trainings   | Families will increase their knowledge of developing their child's school readiness skills.                                    | In-kind sheets, evaluations                                 |        |
| Provide each family with a Kindergarten Readiness Guide which informs families about eight learning domains and the curriculum. The Guide also serves as a communication tool for each parent as they plan with their child's teacher to help prepare their child for Kindergarten. | Management staff, teachers                      | August 2015-March 2016  | Guides reviewed with parents at orientation.                         | Families will have a tool to help guide them in developing and tracking their children's skills in the eight learning domains. | Orientation confirmation sheet                              |        |

SCPSHS will provide effective professional development so all staff understand how they support school readiness.

| SCPSHS Action Steps  | Responsibility            | When                 | How  | Outcomes   | Validation   | Status |
|--|---------------------------|----------------------|--|--|--|--------|
| Provide training to all staff to increase their knowledge and understanding of School Readiness.                 | Director Management Staff | 2015-2016 In-Service | Train staff on specific program School Readiness Goals.      | Staff will understand Head Start requirements and the importance of their work with children and families. | Sign-in Sheets, Agendas, Evaluations                         |        |
| Provide training and support to staff in the use of child screening & assessment tools.                          | CDSC                      | 2015-2016 In-Service | High Scope- COR Advantage Training on BRIGANCE (Pre-Service) | Staff will accurately assess each child's development and progress.  | Sign-in Sheets, Agendas, Evaluations                         |        |
| Provide additional training and support to staff to increase their knowledge and skills of intentional teaching. | CDSC                      | 2015-2016 In-Service | Train Staff using Intentional Teaching Book.                 | Increase staff's knowledge of teaching with a purpose.   | Sign-in Sheets, Agendas, Evaluations, CLASS, Lesson Planning |        |
| Provide training and support to staff to increase their skills in data collection and data analysis.             | Director                  | November 2015        | Group training   | Staff will understand the importance of collecting accurate data, as well as analyzing data.               | Sign-in Sheets, Agendas, Evaluations                         |        |



**SCPSHS will implement effective transitions and increase continuity through Kindergarten and the Primary Grades.**

| SCPSHS Action Steps   | Responsibility            | When                        | How  | Outcomes   | Validation   | Status |
|---|---------------------------|-----------------------------|--|--|--|--------|
| Head Start will provide the LEA with a roster of children transitioning to Kindergarten.  | Management Staff          | March 2016                  | Give to individual schools during kindergarten registration. | LEA will be better prepared to receive children.   | Roster of children   |        |
| Develop appropriate activities for parents and children to ensure a smooth transition from Head Start to Kindergarten.            | Management Ed. Staff, FRS | October 2015 – May 2016     | Parent training, visit kindergarten classrooms,              | Children and families will be prepared to smoothly transition to Kindergarten.                 | Lesson plans, Sign In Sheets, Evaluations                  |        |
| Inform parents about their rights and responsibilities, and advocacy concerning their child.                                      | CDSC                      | Spring 2016                 | Parent training  | Families will understand their rights and responsibilities. Be an advocate for their children. | Sign In Sheets, Evaluations                                |        |
| Each child will receive Kindergarten supplies, including Summer Transition activities.  | CDSC                      | May – Transition Home Visit | Given out at Transition Home Visit.                          | Help children be more prepared for kindergarten.   | Invoice  |        |
| Head Start will provide a copy of individual P.A.L.S. (Phonological Awareness Literacy Screening) to the LEA Reading Specialists. | Director                  | May – June 2016             | Deliver to P.A.L.S to Reading Specialist                     | LEA staff will have a better understanding of each child's literacy skills.                    | P.A.L.S screening  |        |
| A Transition to Kindergarten Support form is completed with parent input and given to appropriate LEA Staff.                      | Director                  | May – June 2016             | Complete with parent at Transition Home Visit.               | LEA staff will have a better understanding of each child's development.                        | Copy of completed Transition to Kindergarten Support Form. |        |

Assess individual children, groups of children, and by Program on an Ongoing Basis. Examine Data for Patterns of Progress.

| SCPSHS Action Steps  | Responsibility                      | When                           | How  | Outcomes   | Validation  | Status |
|--|-------------------------------------|--------------------------------|--|--|---|--------|
| Program staff will collect, compile, analyze and use data from multiple sources to determine each child's status and progress. | CDSC<br>Education Staff             | October/January/April          | Using online COR Advantage   | Positive Sustained outcomes that prepares all children for school success.   | Child Outcomes Reports will be provided to families, PC, Governing Board, and community |        |
| Child outcomes data will be examined by groups of children.  | Director<br>CDSC<br>Education Staff | Quarterly                      | School Readiness Meetings  | Analysis will be used to determine whether additional resources are needed for each child's success. Also, identify staff professional development and training needs. | Data Analysis Summary   |        |
| Identify program improvements based on assessment data.  | Director<br>CDSC                    | Quarterly/<br>Self -Assessment | Through regular meetings, review available data, planned training and technical assistance and develop ongoing plans for program improvement | Improve sustained outcomes for children.   | Program Improvement Plan  |        |