

## NCCAA Birth-to-Five Action Plan to Achieve Established School Readiness Goals

NCCAA Birth-to-Five Program is committed to supporting children and their families to become emotionally, socially, and academically ready for a successful continuation in their educational journey. We honor the fact that each child, family and culture is unique as we work together to help children develop the skills needed for a successful transition into the public school system, including crucial knowledge and mind-set necessary for success in school and for later learning and life.

These goals appropriately reflect the ages of children, birth to five, and are aligned with the Head Start Early Learning Outcomes Framework, Texas Prekindergarten Guidelines, Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines. Child outcomes data will be generated quarterly.

<i>Program Goal</i>	<i>School Readiness Goal</i>	<i>Parent, Family and Community Engagement (PFCE) Outcome</i>	<i>Objective</i>	<i>Person Responsible</i>	<i>Monitoring and Evaluation System of Children/ Family Progress</i>	<i>Head Start Early Learning Outcomes Framework</i>	<i>Texas Pre-K Guidelines</i>	<i>Early Learning Guidelines</i>	<i>Professional Development</i>
NCCAA will continue to implement the School Readiness/Parent Engagement Plan effectively for all children and families, by providing them with engagement opportunities to support child/family outcomes and school readiness.	<b>Goal 1:</b> Children will manage feelings, emotions, actions, and behaviors with increasing independence with support of familiar adults.	<ul style="list-style-type: none"> <li>❖ <b>Family Well Being</b></li> <li>❖ <b>Positive Parent-Child Relationships</b></li> <li>❖ <b>Families as Lifelong Educators</b></li> <li>❖ <b>Families as Learners</b></li> </ul> Parents and families will acquire parenting skills to help children understand and manage their emotions.	To strengthen parents /staff partnerships to help children understand, manage, and express their emotions with appropriate behaviors as they learn independence and self-regulation	Head Start Director  Parents  Teaching Staff  Site Based Managers  Family Advocates  Content Area Coordinators  Education Coaches  Education Mentors  Content Area Technician	<del>Parent Involvement – Home Activity Calendar</del> <del>Parent Conferences</del> <del>Home Visits</del> <b>In Kind</b> <del>Teacher Needs Assessment (PBC)</del> <del>Curriculum with Fidelity – Lesson Plans</del> Child Outcomes Data <del>Ages and Stages (ASQ SE)</del> Teaching Strategies-GOLD ongoing Assessments Developmental Learning Reports (DLR) <del>CLASS Observation</del> <del>Disability/ Mental Health Services</del> <b>ABC Behavior Plan</b> <del>Community Partners: (LEA, ECI, Lending Library,)</del> <del>STEP Parenting Curriculum</del> Family Strengths and Needs Assessment Self-Assessment	<b>APPROACHES TO LEARNING</b>  Approaches to learning focuses on how children learn. It refers to the skills and behaviors that children use to engage in learning.	<b>Social and Emotional Development</b>  <b>Fine Arts</b>	<b>Trust and Emotional Security</b>  <b>Self-Awareness</b>  <b>Self-Regulation</b>  <b>Relationship with Others</b>	Train Staff and/or Parents on:  The <b><i>Parent, Family and Community Engagement (PFCE) Outcomes Framework</i></b> at time of hiring and on an ongoing basis, parents are trained during Parent Orientation.  Family Development Credential  <del>Specialized Training</del>  Specialized services for children with disabilities to examine the impact of relations and strategies that support positive behavior interventions.  Provide parents and staff with ongoing developmental training and engagement opportunities thru numerous venues.

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NCCAA will continue to maintain program quality through Professional Development opportunities for staff and families by providing Family Advocates with Family Development Credential.	<b>Goal 2:</b> Children will develop, engage in, and maintain consistent, positive interactions with adults and other children.	<ul style="list-style-type: none"> <li>❖ <b>Family Well Being</b></li> <li>❖ <b>Positive Parent-Child Relationships</b></li> <li>❖ <b>Families as Lifelong Educators</b></li> <li>❖ <b>Families as Learners</b></li> </ul> Parents and families will acquire parenting skills to model positive relationships with children.	To strengthen parents /staff partnerships to help children develop skills to create and sustain meaningful relationships with adults and other children.	Head Start Director  Parents  Teaching Staff  Site Based Managers  Family Advocates  Content Area Coordinators  Education Coaches  Education Mentors  Content Area Technician	<del>Parent Involvement – Home Activity Calendar</del> <del>Parent Conferences</del> <del>Home Visits</del> <b>In Kind</b> <del>Teacher Needs Assessment (PBC)</del> <b>Interrater Reliability (GOLD)</b> <del>Curriculum with Fidelity – Lesson Plans</del> Child Outcomes Data <del>Ages and Stages (ASQ-SE)</del> Teaching Strategies-GOLD ongoing Assessments Developmental Learning Reports (DLR) <del>CLASS Observation</del> <del>Disability/ Mental Health Services</del> <b>ABC Behavior Plan</b> <del>Community Partners: (LEA, ECI, Lending Library.)</del> <del>STEP Parenting Curriculum</del> Family Strengths and Needs Assessment Self-Assessment	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>  Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.	<b>Social Competence Skills</b>  <b>Social Awareness Skills</b>  <b>Social and Emotional Development</b>  <b>Fine Arts</b>	<b>Relationships with Others:</b> Trust and Security Self-Awareness Self-Regulation Relation with Others	Train Staff and/or Parents on: <b>The <i>Parent, Family and Community Engagement (PFCE) Outcomes Framework</i></b> at time of hiring and on an ongoing basis, parents are trained during orientation.  Family Development Credential  <del>Specialized Training</del>  Specialized services for children with disabilities to examine the impact of relations and strategies that support positive behavior interventions.  Provide parents and staff with ongoing developmental training and engagement opportunities thru numerous venues.

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NCCAA will maintain program quality through Professional Development opportunities for staff and families, by maintaining CLASS scores above National scores.	<b>Goal 3:</b> Children will use increasingly complex language in conversations with others at appropriate age level.	<ul style="list-style-type: none"> <li>❖ <b>Family Well Being</b></li> <li>❖ <b>Positive Parent-Child Relationships</b></li> <li>❖ <b>Families as Lifelong Educators</b></li> <li>❖ <b>Families as Learners</b></li> </ul> Parents and families will participate in the everyday learning of their children by engaging in learning activities that include warm interactions and rich conversations.	To strengthen parents /staff partnerships to help children show progress in the use of increasingly complex language.  <i>Dual Language Learners will show progress in the development of their Home Language as well as for English acquisition.</i>	Head Start Director  Parents  Teaching Staff  Site Based Managers  Family Advocates  Content Area Coordinators  Education Coaches  Education Mentors  Content Area Technician	Parent Involvement In Kind Home Activity Calendar Parent Conferences Home Language Questionnaire Teacher Needs Assessment (PBG) Curriculum with Fidelity Child Outcomes Data Ages and Stages Questionnaire 3 <sup>rd</sup> edition (ASQ-SE) Teaching Strategies-GOLD ongoing assessments Home Language Survey-GOLD ongoing assessments Developmental Learning Reports (DLR) CLASS Observation Disability/ Mental Health Services Community Partners: (LEA, ECI, Lending Library, ) STEP Parenting Curriculum Family Strengths and Needs Assessment Self-Assessment	<b>LANGUAGE AND LITERACY</b> Communication is fundamental to the human experience, and language and literacy are essential to children's learning.	<b>Language and Communication</b>  Emergent Literacy Reading Writing	<b>Communication and Speaking:</b>  Emergent Literacy  Listening  Understanding	Provide ongoing Language Development training/activities for staff, children, and families.  Train staff through individual/cluster/ group settings on CLASS results  Provide parents and staff with ongoing developmental training and engagement opportunities thru numerous venues.  <b>Parent Meetings/Trainings (agency-wide and at Center level)</b>

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NCCAA will maintain program quality through Professional Development opportunities for staff and families, by maintaining CLASS scores above National scores.	<b>Goal 4:</b> Children will use and develop math concepts, strategies, and skills to solve problems during daily activities, through active exploration and discovery.	<ul style="list-style-type: none"> <li>❖ <b>Family Well Being</b></li> <li>❖ <b>Positive Parent-Child Relationships</b></li> <li>❖ <b>Families as Lifelong Educators</b></li> <li>❖ <b>Families as Learners</b></li> </ul> Parents and families will learn new skills to help their children develop mathematical thinking.	To strengthen parents /staff partnerships to help children develop mathematical skills that will lay the foundation for the more complex cognitive skills.	Head Start Director  Parents  Teaching Staff  Site Based Managers  Family Advocates  Content Area Coordinators  Education Coaches  Education Mentors  Content Area Technician	<del>Parent Involvement: Home Activity Calendar, Parent Conferences, Home Visits</del> <b>In Kind</b> <del>Home Language Questionnaire</del> <del>Teacher Needs Assessment (PBC)</del> <del>Interrater Reliability (GOLD)</del> <del>Curriculum with Fidelity</del> <del>Lesson Planning</del> Child Outcomes Data <del>Ages and Stages (ASQ-SE)</del> Teaching Strategies-GOLD ongoing assessments Developmental Learning Reports (DLR) CLASS Observation <del>Disability/Mental Health Services</del> <del>Community Partners: (LEA, ECI, Lending Library,)</del> STEP Parenting Curriculum Family Strengths and Needs Assessment Self-Assessment	<b>Cognition and Mathematics and Scientific Reasoning</b>  Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning.	<b>Fine Arts, Social Studies, Math, Science, and Technology Application</b>	<b>Exploration and Discovery: Problem Solving, Memory, and Imitation and Make Believe</b>	Provide parents and staff with ongoing developmental training and engagement opportunities thru numerous venues.  <del>Health Fairs</del> <b>Parent Engagement Opportunities (Parent Meetings, Conference, Events, and Advisories) (agency-wide and at Center level)</b>
<i><b>Program Goal</b></i>	<i><b>School Readiness Goal</b></i>	<i><b>Parent, Family and Community Engagement (PFCE) Outcome</b></i>	<i><b>Objective</b></i>	<i><b>Person Responsible</b></i>	<i><b>Monitoring and Evaluation System of Children Progress</b></i>	<i><b>Head Start Early Learning Outcomes Framework</b></i>	<i><b>Texas Pre-K Guidelines</b></i>	<i><b>Early Learning Guidelines</b></i>	<i><b>Professional Development</b></i>

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NCCAA will maintain a Program-wide , coordinated health and nutrition initiative.	<b>Goal 5:</b> Children will demonstrate increasing interest in engaging in healthy eating habits and making nutritious food choices and <b>include physical activity</b> as they develop knowledge and skills that help promote such behaviors.	❖ <b>Family Well Being</b> ❖ <b>Positive Parent-Child Relationships</b> ❖ <b>Families as Lifelong Educators</b> ❖ <b>Families as Learners</b> Parents and families will learn new skills to help their children develop healthy eating habits and making nutritious food choices and <b>increase physical activity in the home.</b>	To strengthen parents /staff partnerships to continue lowering the number of children who are considered overweight/ obese by <b>12%</b> annually; and help all children to maintain healthy weight.	Head Start Director  Parents  Teaching Staff  Site Based Managers  Family Advocates  Content Area Coordinators  Education Coaches  Education Mentors  Content Area Technician	<del>Parent Involvement Home Activity Calendar, Parent Conferences, Home Visits</del> <del>Teacher Needs Assessment (PBC)</del> <b>In Kind</b> <del>Interrater Reliability (GOLD)</del> <del>Curriculum with Fidelity</del> <del>Lesson Planning</del> Child Outcomes Data <del>Ages and Stages (ASQ-SE)</del> Teaching Strategies-GOLD ongoing assessments Developmental Learning Reports (DLR) <del>CLASS Observation</del> <del>Disability/ Mental Health Services</del> <del>Wellness Committee</del> <del>Community Partners: (LEA, ECI, Lending Library, AgriLife Extension Nutrition Program, Health Advisory Committee, and Nutrition classes)</del> STEP Parenting Curriculum Family Strengths and Needs Assessment Self-Assessment NCCAA Tracking Log Heights and Weights Summary of Children's BMI-for-Age- database report <del>Screening Status Report</del> I'm Moving, I'm Learning (IMIL) <del>Health Advisory Committee</del>	<b>PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT</b>  Perceptual, motor, and physical development is foundational to children's learning in all areas because it permits children to fully explore and function in their environment.	<b>Physical Development</b>	<b>Health and Well-being:</b> 1. Shows signs of healthy development 2. Responds when physical needs are met. 3. Expresses physical needs nonverbally or verbally 4. Participates in physical care routines. 5. Begins to develop self-care skills. 6. Begins to understand safe and unsafe behaviors. 7. Fine and Gross Motor	<del>Create and promote the 100Mile Walk Program with staff and families.</del>  Provide ongoing IMIL training for staff, children, and families.  Provide parents and staff with ongoing developmental training and engagement opportunities thru numerous venues. - <del>Health Fairs</del> - <del>Parent Meetings (agency wide and at Center level)</del> -
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