

Tacoma Public Schools HEAD START  
Five-Year Goals and Objectives

**GOAL #1** Tacoma Public Schools Head Start children and families will enter kindergarten ready for success.

**Objective A:** All staff will improve their instructional practices as measured by CLASS observations and will meet or exceed the national average by the 2021-22 school year. CLASS (Classroom Assessment Scoring System) is a research-based observation tool developed as an objective way to measure teacher-student interactions.

**Objective B:** All Staff will improve their instructional practices, as measured by the Early Childhood Environment Rating Scale (ECERS-3) by 5% of baseline. ECERS-3 is a classroom assessment tool designed to measure the quality of group programs by collecting data through classroom observation and staff interviews.

**Objective C:** Student outcomes will meet or exceed 85% in all developmental domains as measured by Teaching Strategies GOLD Child Assessment data. GOLD contains 38 research-based objectives for development and learning with this observation tool.

**GOAL #2** Tacoma Public Schools Head Start children and families will be supported by a safe and healthy community.

**Objective A:** All families and staff requesting mental health assistance will have access to comprehensive mental health services. Of those families requesting services, 50% will have accessed those services annually.

**Objective B:** All Head Start children with a BMI above the 85<sup>th</sup> percentile will be offered additional community nutrition and physical activity resources. By June 2024, 50% of these children will have utilized these resources.

**Objective C:** Tacoma Head Start will have a comprehensive disaster response plan to ensure continuous services for children and families.

**GOAL #3** Tacoma Public Schools Head Start will provide operational services in compliance with OHS, DCYF, and best practices in Early Learning

**Objective A:** Tacoma Head Start will establish procedures to track and monitor individual and program wide attendance rates to maintain a minimum 85% attendance rate each month (program wide).

**Objective B:** Tacoma Head Start, in partnership with Tacoma Public Schools, will maintain fiscal oversight in compliance with Federal and State requirements as evident by audits without findings.

**Objective C:** Tacoma Head Start will establish a pathway to DCYF childcare licensing with a goal of having five classrooms licensed by 2024.

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**Goal #1 – Tacoma Public Schools Head Start children and families will enter kindergarten ready for success.**

**Objective A**

**All staff will improve their instructional practices as measured by CLASS observations and will meet or exceed the national average by the 2021-22 school year. CLASS (Classroom Assessment Scoring System) is a research-based observation tool developed as an objective way to measure teacher-student interactions.**

Strategies that Support Both Goals and Objectives		Person(s) Responsible	Timeline	Financial Supports	Data, Tools, or Methods for Tracking Progress
<b>Focused professional development in the areas of Language Modeling and Instructional Learning format.</b>		<b>Classroom Team Leadership Team</b>	<b>Bi-Annually (fall &amp; spring)</b>	<b>\$25,000</b>	<b>CLASS Observation Data</b>
<i>May 2021</i>	<i>Due to Covid restrictions, CLASS observations did not occur for the 20-21 school year, nor did the program complete any CLASS professional development. The program hopes to resume CLASS assessments and training in the 21-22 school year (dependent upon the lifting of Covid restrictions)</i>				
<i>Next Steps:</i>	<i>Due to Covid, we did not have CLASS observations this year. We will reach out to ChildCare Aware (our community partner) and set up CLASS Observations for the 2021-2022 school year. Observations will be scheduled for late October and May.</i>				
<b>Utilizing practice-based coaching, coaches and staff will collaborate on developing goals and action steps inclusive of CLASS scores and feedback.</b>		<b>Classroom Team Coaches</b>	<b>Ongoing</b>	<b>\$0</b>	<b>Goal setting plans</b>
<i>May 2021</i>	<i>Due to the impact of Covid restrictions, there were no CLASS scores for the 20-21 school year.</i>				
<i>Next Steps:</i>	<i>Due to covid restrictions there was no CLASS score to goal set with. Coaches have recently attended a Teach Stone CLASS training and in the fall, staff will attend a CLASS refresher training in the fall before CLASS observations are done.</i>				

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**Objective B**

All staff will improve their instructional practices, as measured by the Early Childhood Environment Rating Scale (ECERS-3) by 5% of the baseline. ECERS-3 is a classroom assessment tool designed to measure the quality of group programs by collecting data through classroom observation and staff interviews.

Strategies that Support Both Goals and Objectives		Person(s) Responsible	Timeline	Financial Supports	Data, Tools, or Methods for Tracking Progress
<b>ECERS 3 – All staff will receive a baseline score using the ECERS 3 assessment tool. Staff must score at a level 4 or higher. Assessment will be completed by our community partners.</b>		<b>Classroom Team Leadership Team</b>	<b>20-21 (baseline will be identified)</b>	<b>\$25,000</b>	<b>ECERS-3 assessment tool</b>
May 2021	<i>On-hold - Due to Covid restrictions, there were no ECERS screenings or observations, therefore no baseline was established. 21-22 will be the baseline year, depending upon Covid restrictions.</i>				
Next Steps:	<i>We will partner with ChildCare Aware to provide ECERS training to our staff and ask for classroom volunteers to pilot ECERS. We are not proceeding with a program wide baseline at this time, due to Covid restrictions we had to pause our progress in the 2020-2021 school year.</i>				
<b>Focused professional development in ECERS-3 assessment tool.</b>		<b>Classroom Team Leadership Team</b>	<b>20-21 (quarterly)</b>	<b>\$10,000</b>	<b>ECERS-3 manual for staff.</b>
May 2021	<i>On-hold - Due to the impact of Covid restrictions, the program was unable to complete the ECERS-3 professional development.</i>				
Next Steps:	<i>We will provide staff with ongoing ECERS training and purchase ECERS books for all classrooms for the 2021-2022 school year.</i>				

**Objective C**

Student outcomes will meet or exceed 85% in all developmental domains as measured by Teaching Strategies GOLD Child Assessment data. GOLD contains 38 research-based objectives for development and learning with this observation tool.

Strategies that Support Both Goals and Objectives		Person(s) Responsible	Timeline	Financial Supports	Data, Tools, or Methods for Tracking Progress
<b>Student individualization – staff will create individual goals for students.</b>		<b>Classroom Team</b>	<b>Ongoing</b>	<b>\$0</b>	<b>TS GOLD, database, Creative Curriculum, Lesson Plans, TS Cloud</b>
May 2021	<i>In process, ongoing – staff were able to complete individualizations in both the 100% remote model and the hybrid model. By utilizing the TS Cloud, this allowed parents to upload their child's work into GOLD, which helped the teaching staff document progress and determine individual goals.</i>				
Next Steps:	<i>Staff will meet with families four times a year (two home visits, 2 conferences) and set academic/social-emotional goals for their children. Staff will provide individualized instruction to students.</i>				

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<b>Focused professional development for TS GOLD documentation and data collection.</b>		<b>Leadership Team C&amp;I</b>	<b>Annually</b>	<b>\$10,000</b>	<b>TS GOLD</b>
May 2021	<i>Completed – by purchasing TS Gold Cloud, parents were able to upload documentation for their students while in the 100% virtual classroom. Parents also had access to the Cloud in the hybrid model. Leadership had virtual trainings for staff on how to use TS Gold Cloud and parents were trained as well during Family Gatherings (virtually, using Teams)</i>				
<i>Next Steps:</i>	<i>Schedule TSGold trainers to provide a documentation training in September 2021.</i>				
<b>Focused professional development in Math</b>		<b>Leadership Team C&amp;I</b>	<b>Quarterly</b>	<b>\$0</b>	<b>Training plan, Sign-in Sheets, Training agendas, handouts</b>
May 2021	<i>Ongoing – Due to a change in the instructional model (from in-person to remote to hybrid), Leadership had to focus on the immediate training needs related to the shift in models rather than devote time just to Math. A lot of the focus shifted to social-emotional and how to operate in a virtual platform.</i>				
<i>Next Steps:</i>	<i>Work with C&amp;I to provide math training to staff. Leadership Team will provide math training to staff during the 2021-2022 school year.</i>				
<b>Focused professional development in Literacy</b>		<b>Leadership Team C&amp;I</b>	<b>Quarterly</b>	<b>\$0</b>	<b>Training plan, Sign-in Sheets, Training agendas, handouts</b>
May 2021	<i>Ongoing – Due to a change in the instructional model (from in-person to remote to hybrid), Leadership had to focus on the immediate training needs related to the shift in models rather than devote time just to Literacy. A lot of the focus shifted to social-emotional and how to operate in a virtual platform.</i>				
<i>Next Steps:</i>	<i>Leadership Team will provide Literacy training during the 2021-2022 school year. The focus will be on interactive story-telling.</i>				

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**Goal #2 – Tacoma Public Schools Head Start children and families will be supported by a safe and healthy community.**

**Objective A**

**All families and staff requesting mental health assistance will have access to comprehensive mental health services. Of those families requesting service, 50% will have accessed those services annually.**

Strategies that Support Both Goals and Objectives		Person(s) Responsible	Timeline	Financial Supports	Data, Tools, or Methods for Tracking Progress
<b>The program will establish a relationship with community mental health agencies.</b>		<b>Fam.-Comm. Lead</b>	<b>20-21</b>	<b>\$0</b>	<b>Communication with local agencies and agency participation in advisory committee</b>
May 2021	Completed – The program established a contract with Greater Lakes Mental Health, however due to Covid, their services were limited and they were not able to do classroom visits. Also, due to the pandemic, we added “Staff” to those requesting mental health assistance.				
Next Steps:	Establish relationship with a MH agency. Continue the partnership with a community mental health service provider.				
<b>MOU will need to be created for any new community partnerships.</b>		<b>Assistant Director</b>	<b>Ongoing</b>	<b>\$0</b>	<b>MOU</b>
May 2021	Completed – The program established an MOU with BERK. BERK was hired to complete the community assessment for the program.				
Next Steps:	Updates as necessary				
<b>Referral process updated in partnerships with community agencies.</b>		<b>Fam.-Comm. Lead</b>	<b>20-21</b>	<b>\$0</b>	<b>Update referral forms and utilize myHeadStart referral tracking</b>
May 2021	Not completed – A monthly reporting system needs to be developed between Greater Lakes and the Head Start program.				
Next Steps:	Create procedures for making sure paperwork is shared and appropriately filed.				
<b>Families will be contacted by the Family Advocate once a request for mental health services has been made.</b>		<b>Advocates Fam-Comm. Lead</b>	<b>Ongoing</b>	<b>\$0</b>	<b>myHeadStart services and case notes</b>
May 2021	Process and steps need to be defined.				
Next Steps:	Create procedures for Family Advocates around contacting families.				

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<b>Advocates will obtain a Release of Information from parents (for agency to release information)</b>		<b>Advocates</b>	<b>Ongoing</b>	<b>\$0</b>	<b>Authorization to Release form</b>
<i>May 2021</i>	<i>Not completed – It was supposed to be included in the paperwork when Greater Lakes works with a family. Due to Covid, the program has not had an opportunity to work through this process. We need to make sure it is in the file.</i>				
<i>Next Steps:</i>	<i>Process needs to be defined.</i>				

**Objective B**

**All Head Start children with a BMI above the 85<sup>th</sup> percentile will be offered additional community nutrition and physical activity resources. By June 2024, 50% of these children will have utilized these resources.**

Strategies that Support Both Goals and Objectives		Person(s) Responsible	Timeline	Financial Supports	Data, Tools, or Methods for Tracking Progress
<b>The program will establish relationships with community nutrition and physical education agencies.</b>		<b>Health Lead</b>	<b>20-21</b>	<b>\$0</b>	<b>Communication with local agencies and agency participation in advisory committee</b>
<i>May 2021</i>	<i>On hold – Due to Covid, our community partners were not able to offer their regular services to the community or our program. We were able to reestablish our EFNEP connection and offer classes virtually for families.</i>				
<i>Next Steps:</i>	<i>Continued partnership with WSU EFNEP, with return to co-hosting in-person classes when COVID restrictions are lifted. Partner with Mary Bridge Nutrition Services to provide support to families who have aged out of WIC services at age 5.</i>				
<b>MOU will need to be created for any new community partnerships.</b>		<b>Assistant Director Health Lead TPS Legal</b>	<b>Ongoing</b>	<b>\$0</b>	<b>MOU</b>
<i>May 2021</i>	<i>No new MOUs were established this year due to Covid. There were no activities available due to the community because of restrictions.</i>				
<i>Next Steps:</i>	<i>Formalize relationship with WSU EFNEP, Mary Bridge Nutrition Services, and WIC</i>				
<b>Referral process updated in partnership with community agencies.</b>		<b>Health Lead</b>	<b>20-21</b>	<b>\$0</b>	<b>Update referral forms and utilize myHeadStart tracking</b>
<i>May 2021</i>	<i>On hold- No formal referral process was established in 20-21. The program will revisit this in the 21-22 school year, dependent upon the lifting of Covid restrictions.</i>				
<i>Next Steps:</i>	<i>Establish referral process with Mary Bridge Nutrition Services</i>				

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<b>Advocates will obtain a Release of Information from parents (for agency to release information).</b>		<b>Advocates</b>	<b>Ongoing</b>	<b>\$0</b>	<b>myHeadStart integrated Nutrition Assessment and Authorization to Release form</b>
May 2021	<i>Due to Covid, the program was unable to establish and define this process</i>				
<i>Next Steps:</i>	<i>Establish a procedure in the 21-22 school year.</i>				

### **Objective C**

**Tacoma Head Start will have a comprehensive disaster response plan to ensure continuous services for children and families.**

Strategies that Support Both Goals and Objectives		Person(s) Responsible	Timeline	Financial Supports	Data, Tools, or Methods for Tracking Progress
<b>Assessment of staff needs (mental health, communication technology, educational materials).</b>		<b>Leadership Team</b>	<b>20-21</b>	<b>\$1,000</b>	<b>Staff response assessment via Survey Monkey</b>
May 2021	<i>Ongoing – Still in the midst of the pandemic but starting to get things back to normal. The program was successful in assessing the needs of staff, however, this is an ongoing goal that the program will continue to work on. There needs to be an ongoing assessment of staff needs, even when the pandemic is over.</i>				
<i>Next Steps:</i>	<i>We will conduct quarterly staff surveys to support staff health and wellness needs.</i>				
<b>Assessment of student and family needs (mental health, physical needs, resources, communication, technology).</b>		<b>Head Start Staff Leadership Team</b>	<b>20-21</b>	<b>\$1,000</b>	<b>Family response assessment via Survey Monkey</b>
May 2021	<i>Completed – Leadership and staff did a great job of meeting student and family needs during this pandemic. Staff stepped up and helped families with virtual learning, connecting to resources, and the new enrollment process. The program was also successful in transitioning from 100% virtual model to a hybrid model. We surveyed parents regarding the switch from virtual to hybrid to better understand what their needs were</i>				
<i>Next Steps:</i>	<i>Continue a lending library to support the technology needs of enrolled families. Survey families to ensure support continues on navigating virtual platforms. Develop a re-entry plan. Continue with trauma informed practices.</i>				
<b>Formalize a response plan for any incident that requires a switch from in-person to remote learning.</b>		<b>Leadership Team</b>	<b>21-22</b>	<b>\$0</b>	
May 2021	<i>This is a new addition to our strategies. With everything that has been learned through this process, the program is developing a formal virtual learning plan for any type of incidence where a classroom needs to operate remotely. This will make for a quick and efficient model switch any time a classroom can't meet in person.</i>				
<i>Next Steps</i>	<i>Develop policies and procedures to support changing learning platforms.</i>				

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<b>Tacoma Head Start families will have an opportunity to create a home disaster response plan.</b>		<b>Health Lead Advocates</b>	<b>November (annually)</b>	<b>\$15,000</b>	<b>Parent brochure, training agendas, meeting supplies</b>
May 2021	<i>Not Completed – Looking back, the program should have told families how to create a Covid-Kit. The program will utilize some of the Covid relief funds to help families prepare a Covid kit, given budget approval.</i>				
<i>Next Steps:</i>	<i>We will develop a training to include a kit for families to help them respond to the impacts of COVID.</i>				
<b>Develop a re-entry plan that addresses trauma for both staff and families.</b>		<b>Component Team</b>	<b>Annually</b>	<b>\$1,000</b>	<b>Printed materials, agendas, and sign-in sheets</b>
May 2021	<i>Not completed – The program did not address the trauma of shifting from 100% remote to a hybrid, in-person model and the type of impact a shift back to a somewhat normal routine may have. We did not survey families who might be going through a grief process or experience a feeling of languishing. Our re-entry plan should have supported the trauma that staff, students and families went through. Families may have experienced a lot of stress with the switch between models.</i>				
<i>Next Steps:</i>	<i>Develop procedures to gather families input and concerns in supporting a transition to learning platforms, possibly survey families in the beginning of year on what needs they may have and if any changes occurred.</i>				



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**Goal #3 – Tacoma Public Schools Head Start will provide operational services that are in compliance with OHS, DCYF, and best practices in Early Learning.**

**Objective A**

**Tacoma Head Start will establish procedures to track and monitor individual and program wide attendance rates to maintain a minimum 85% attendance rate each month (program wide).**

Strategies that Support Both Goals and Objectives		Person(s) Responsible	Timeline	Financial Supports	Data, Tools, or Methods for Tracking Progress
<b>Attendance will be tracked using myHeadStart electronic sign-in system which allows the program to monitor daily attendance patterns for each child.</b>		<b>Classroom Staff</b>	<b>Ongoing</b>	<b>\$6,000</b>	<b>iPads, myHeadStart, case notes</b>
<i>May 2021</i>	<i>On hold – The program did start implementing digital sign-in back in January/February of 2020 but then Covid came in March and the program stopped using it. During the 20-21 school year, when the program entered a hybrid model, paper-sign in was used. The program will resume digital sign-in at the start of the 21-22 school year.</i>				
<i>Next Steps:</i>	<i>Re-establish the use of the electronic sign in attendance system in myHeadStart in the fall of 2021.</i>				
<b>Advocates will follow-up with families regarding absent students within one hour to ensure compliance with performance standards.</b>		<b>Advocates</b>	<b>Ongoing, weekly</b>	<b>\$0</b>	<b>iPads, myHeadStart, case notes, attendance plans and letters</b>
<i>May 2021</i>	<i>Advocates were trained to use the absenteeism alert follow-up system in myHeadStart which is designed to track and detail follow up.</i>				
<i>Next Steps:</i>	<i>Establish procedures to ensure that families of children with emerging attendance concerns are followed up with and attendance strategies are implemented to improve the child's attendance.</i>				
<b>To maintain a positive attendance rate program wide, Advocates will identify families with attendance issues within the first 60 days and help those families work through those issues.</b>		<b>Enrollment Tech. Fam.-Comm. Lead</b>	<b>Ongoing Monthly</b>	<b>\$0</b>	<b>myHeadStart, case notes, Program Outcome Portal, resources, training materials</b>
<i>May 2021</i>	<i>Family Advocates will promote regular attendance and ensure families understand the benefits of regular attendance.</i>				
<i>Next Steps:</i>	<i>As new families enroll; Family Advocates will provide parent education centered around building the habit of good attendance. Returning families will be closely monitored the first month of school to identify absenteeism challenges. Those families will be put on attendance plans.</i>				

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**Objective B**

**Tacoma Head Start, in partnership with Tacoma Public Schools, will maintain fiscal oversight in compliance with Federal and state requirements as evident by audits without findings.**

Strategies that Support Both Goals and Objectives		Person(s) Responsible	Timeline	Financial Supports	Data, Tools, or Methods for Tracking Progress
<b>Refine a record keeping system that complies with general accounting principals.</b>		<b>District Finance, Assistant Director, Budget Technician</b>	<b>Ongoing</b>	<b>\$0</b>	<b>Lawson, Excel Spreadsheets, Early Learning Expenditure Form</b>
<i>May 2021</i>	<i>Ongoing – Excel spreadsheets have been created to track purchases. The program is looking into using Quickbooks.</i>				
<i>Next Steps:</i>	<i>Acquire QuickBooks software</i>				
<b>Monthly reporting to ensure proper alignment and accurate spending of funds.</b>		<b>Assistant Director, Budget Technician, District Grant Management Specialist</b>	<b>Monthly</b>	<b>\$100</b>	<b>Lawson, Excel spreadsheets</b>
<i>May 2021</i>	<i>In process – The program is in the process of trying to change the fiscal year to match the District's fiscal year. This will help with budget forecasting, especially salaries. We will forecast our budget under both scenarios in case the switch is not made. We will also look into using QuickBooks.</i>				
<i>Next Steps:</i>	<i>Change grant cycle to match district fiscal year. Order Quickbooks</i>				
<b>Monthly reconciliation of all expenditures to ensure accuracy and compliance.</b>		<b>Budget Technician Program Secretary</b>	<b>Monthly</b>	<b>\$0</b>	<b>Lawson, Excel, Early Learning Expenditure Form, InformedK12, US Bank Access</b>
<i>May 2021</i>	<i>Ongoing – The program continues to reconcile expenditures through US Bank Access, Lawson reports, and InformedK12.</i>				
<i>Next Steps:</i>	<i>Continue said practices</i>				

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**Objective C**

**Tacoma Head Start will establish a pathway to DCYF childcare licensing with a goal of having five classrooms licensed by 2024.**

Strategies that Support Both Goals and Objectives		Person(s) Responsible	Timeline	Financial Supports	Data, Tools, or Methods for Tracking Progress
<b>Frequent communication with WSA and DCYF for up-to-date processes and requirements.</b>		<b>Assistant Director</b>	<b>Ongoing</b>	<b>\$0</b>	<b>Meeting minutes, emails</b>
<i>May 2021</i>	<i>Due to the impact of Covid 19, there has been a freeze in licensing. The Assistant Director attends all the WSA online meetings.</i>				
<i>Next Steps:</i>	<i>Continue to attend meetings and look for updates in licensing guidelines</i>				
<b>All staff will register with MERIT (Washington Professional Development and Workforce Registry) and will meet the qualifications of childcare licensing.</b>		<b>Assistant Director, Head Start Staff, Program Secretary Education Lead</b>	<b>Ongoing</b>	<b>\$5,600</b>	<b>MERIT Website</b>
<i>May 2021</i>	<i>Ongoing – As staff are hired, they are registering for a STARS account and getting fingerprinted. The program needs to develop an internal tracking system for when current background checks expire and to ensure all new staff go through the process.</i>				
<i>Next Steps:</i>	<i>Monitor new staff and renewals</i>				
<b>Preparing sites to meet anticipation of all licensing requirements.</b>		<b>Assistant Director District Maintenance Health Lead</b>	<b>Ongoing</b>	<b>TBD</b>	<b>WAC, DCYF Guidelines, DOH</b>
<i>May 2021</i>	<i>Ongoing – Some sites are getting remodeled in preparation for licensing.</i>				
<i>Next Steps:</i>	<i>Meet with Building and Grounds to develop a plan for upgrades</i>				