

# Sheridan School District 2

## 2018-2019 Annual Report

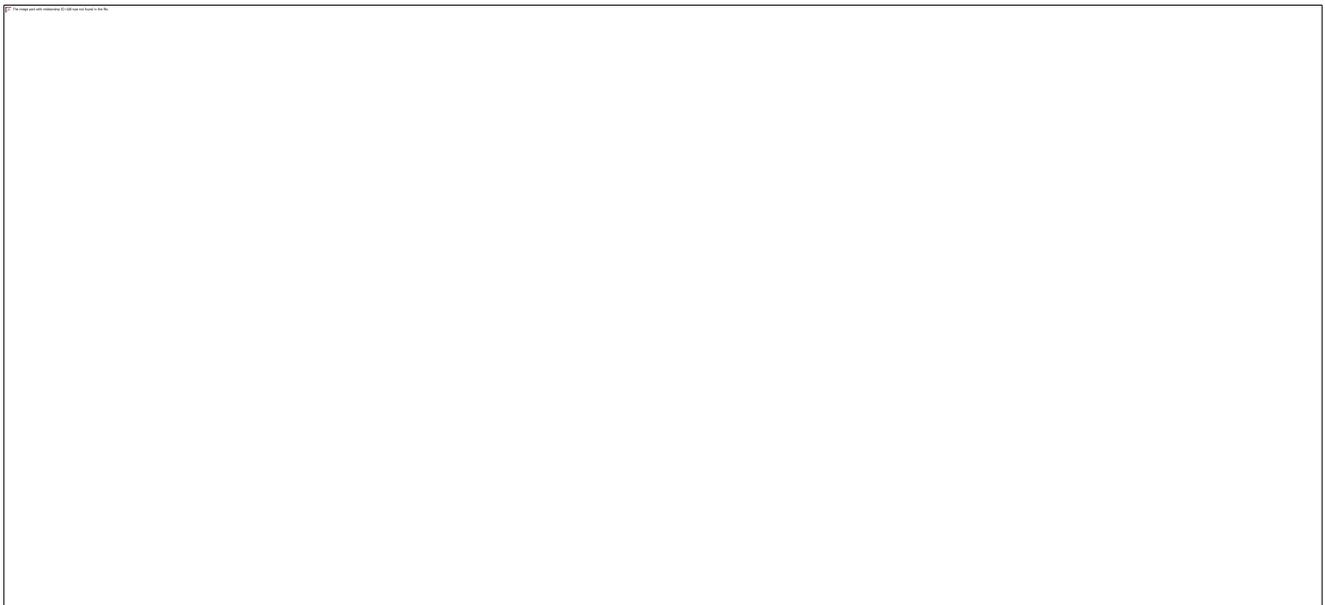


**Aimee Marie Chapman**  
**Director of Early**  
**Childhood Education**

## ***History of Head Start in Sheridan***

The Sheridan Head Start Program began in the summer of 1965, at the very beginning of the National Head Start Program. Originally, the Head Start program supported 60 children and families. In 1968, Sheridan Head Start became a school year program. In the 90's, Sheridan utilized Head Start expansion money to enter into a delegate relationship with Littleton, Englewood and Cherry Creek School Districts. Cherry Creek withdrew as a delegate agency of the Sheridan Head Start grant after the 2016-2017 school year. Sheridan and its delegate agencies are committed to support the Head Start Program Performance Standards new student contact hours regulations stating children would need to attend to a minimum of 1020 hours annually.

Sheridan and its delegate agencies have had many different program options throughout the years: half day, full day, school year and full year. Currently, Sheridan, Englewood and Littleton only offer full day opportunities for children. Sheridan has one classroom which operates year round. Sheridan serves 117 children, Littleton serves 53 children and Englewood serves 60 children and their families. All classrooms utilize funding from Head Start, Colorado Preschool Program (CPP) and Special Education Services to integrate classrooms. Littleton and Englewood also utilize tuition and Child Care Assistant Program (CCAP) as funding sources.



# Sheridan Community

## *Sheridan Board of Education 2018-2019*

**Bernadette Saleh, President**

**Sally Daigle, Vice President**

**Karla Najera, Secretary**

**Daniel Stange, Treasurer**

**Juanita Camacho**

### *Sheridan Head Start Locations*

#### **Sheridan**

4107 S Federal Boulevard  
Englewood, Colorado 80110  
720-833-6600  
ssd2.org

#### **Englewood**

700 W Mansfield Avenue  
Englewood, Colorado 80110  
303-781-7585  
Englewood.k12.co.us

#### **Littleton**

1907 W Powers Avenue  
Littleton, Colorado 80212  
303-347-6985  
littletonpublicschools.net

## High Quality Programs

Sheridan and its delegate agencies served 260 children and families in western Arapahoe county, Colorado. have comprehensive educational programs to serve the children and families within their communities. Each agency classrooms build a safe and enhanced learning environment supportive of a play based approach. Having a rich and enhanced learning environment can support children's natural curiosity and allow children to explore concepts and ask questions at their own pace. Our classrooms focus on building foundational skills for our young students. A preschool environment is often the child's first safe and social experience outside of their family home. Our educational holistic approach supports social and emotional learning while building cognitive skills, language and literacy awareness, mathematical concepts and physical growth and strength. Sheridan, Englewood and Littleton Early Childhood Centers collect observations of children within their classroom environment to place them along a developmental continuum from Teaching Strategies GOLD. We share child developmental information with families three times annually at a family conference.

A child's social and emotional development is a primary focus for early childhood educators. Just as impactful as the first interactions between the school's enrollment team and the family, the initial meeting with the classroom teacher and teaching assistant(s) is important. A visit to a family's home is scheduled during the first interaction between the instructional team and the family. During this visit, the teacher and teaching assistant ask questions and gather information about the child's family life, family interests, a child's home language, the child's unique individual interests and needs. Intentional planning is necessary to form safe and trusting relationships with children. The team utilizes information gathered from the home visit to help a child feel comfortable and welcome within the classroom. Teachers display pictures of children and their families within the classroom, add certain toys, pictures and books to the classroom which children have identified as interests from the home visit.

Building a strong relationship and establishing trust between teachers, children and families is vital at the beginning of the school year. Instructional teams focus on constructing a classroom environment and opportunities to build relationships between children, adults, peers and the new classroom community. Throughout the year, early educators focus on children learning to form healthy attachments with adults and peers and self-regulate to manage their own play and learning. Students develop skills to attend and persist, predict, understand and follow classroom rules, and expectations, and interact with others in order to successfully participate in their learning environment and community. Sheridan and its delegate agencies strive to building strong relationships between the child, teachers and families to gain the trust that is needed to support children in reaching their highest potential in all areas of development. Below is Sheridan Head Start grant student outcome data from the spring of 2019 reflective of students forming relationships with

adults. You will see that 95% of 3 year olds and 75% of 4 year olds met or exceeded the high level developmental continuum levels as defined by Sheridan and its delegate agencies within Teaching Strategies GOLD. The data shows children and teachers have been able to build a trusting relationship.

### Forms Relationships with Adults



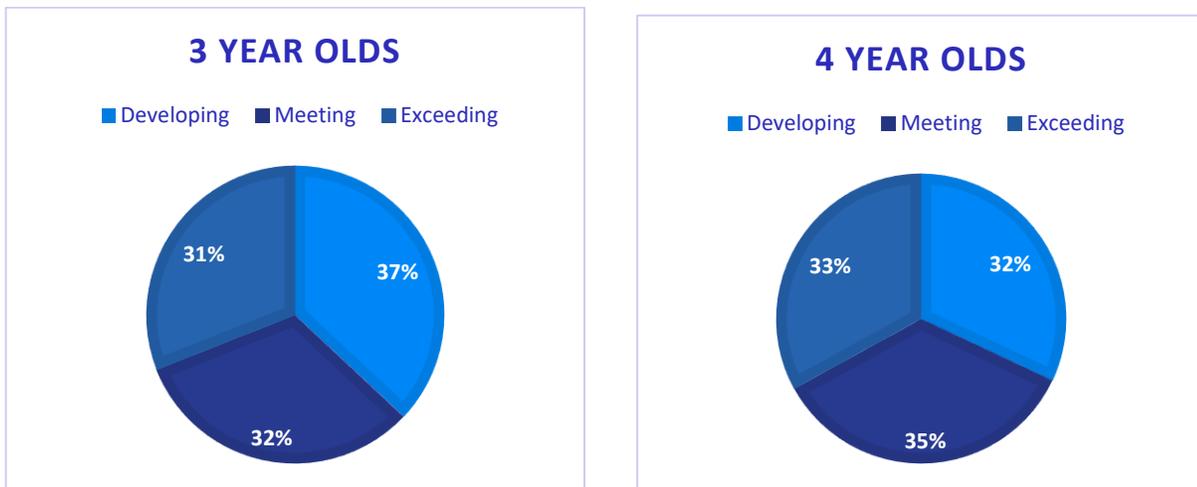
Sheridan's early childhood educational teams use language modeling strategies to increase children's vocabulary and language skills. As all children between the ages of 3 and 5 are language learners, it is important for early childhood teachers to intentionally plan educational experiences for children to have conversations with peers and adults. During the 2018-2019 school year, 35% of the families attending the Head Start program within the Sheridan grant had a primary home language other than English. Primary home languages identified were Spanish, Middle Eastern and South Asian languages, European and Slavic Languages, African Languages and other unspecified languages. Children experiencing a rich language environment are able to be creative and use critical thinking skills in one language or multiple languages. Instructional teams intentionally use language modeling strategies such as building background knowledge and helping students make connections to deepen concepts.

The Sheridan Head Start program recognizes the importance a child's physical development plays into their ability to focus on and engage in other areas of development. The children's daily routine includes nutritional conversation (language development) and exercise, learning and demonstrating proper hygiene and safety practices, and use of their body and muscle control to promote physical wellbeing and develop healthy habits.

Introducing literacy and mathematic learning is another area our early childhood teachers work to develop during their preschool experiences. Early literacy skills such as phonemic awareness,

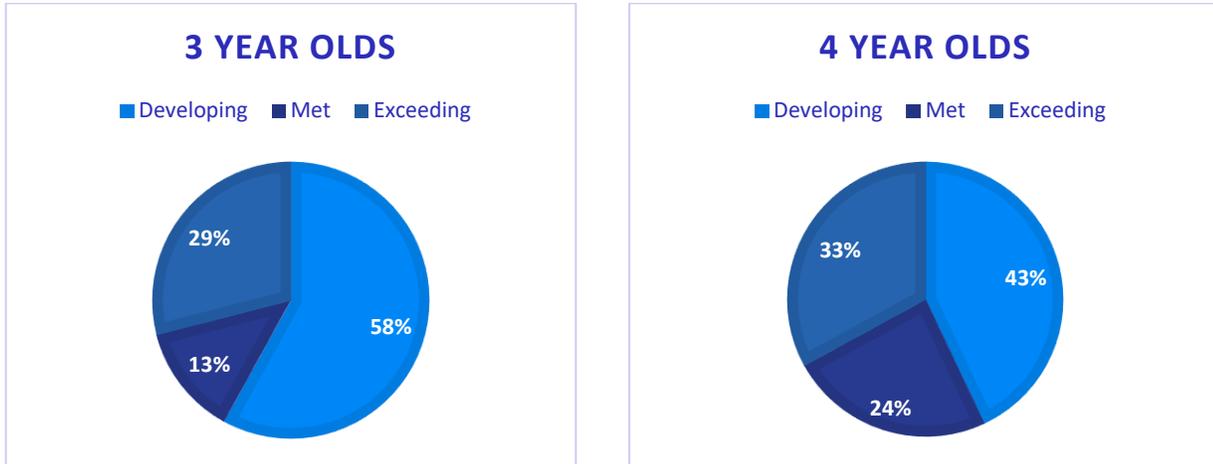
vocabulary building, alphabetic principles, emergent writing, comprehension, and book appreciation are taught during the school year. One phonemic skill within our grant School Readiness Goals that our early childhood education teams have focused on is developing the child’s ear to distinguish letter sound correspondence. This is an important pre-reading skill to acquire prior to kindergarten. Students who are demonstrating skills at the highest level of the developmental continuum color band or higher within Teaching Strategies Gold are classified as exceeding.

### Letter Sound Correspondence



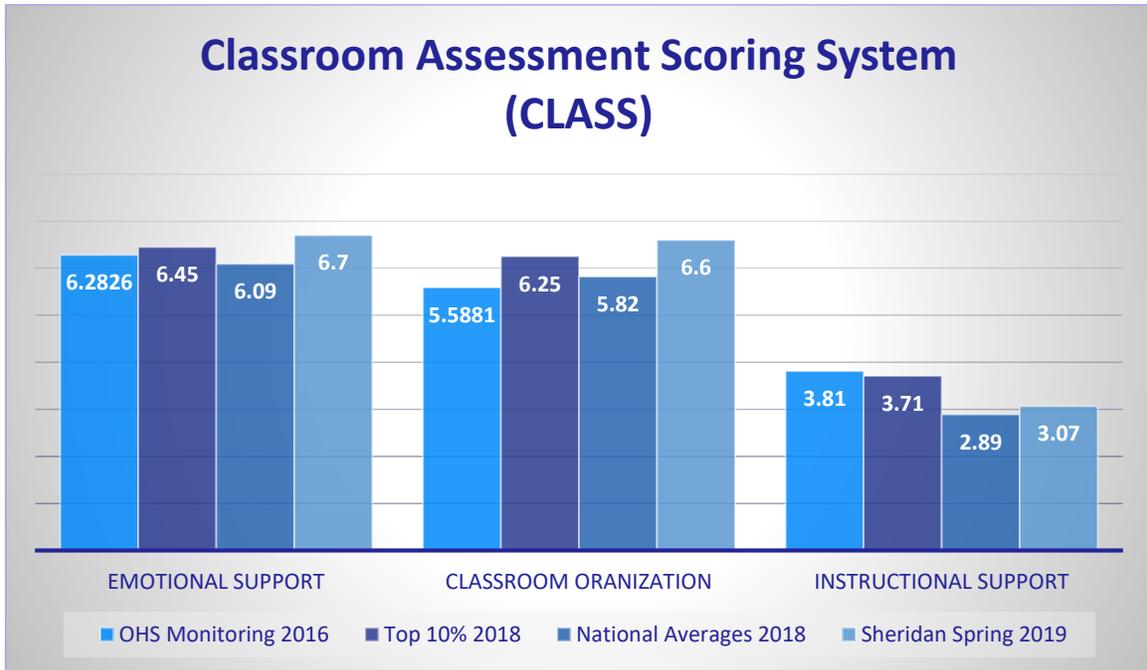
Sheridan Head Start grant committed to a goal of children being able to demonstrate their cognitive abilities to be able to make connections with their experiences, apply spatial relationship language and knowledge, and count. One skill children struggle with is demonstrating connecting a numeral with its quantity. Sheridan and its delegate agencies committed to having this particular skill continue to be a focus for the next five year grant cycle. The 2018-2019 data shows growth from previous years. Three year olds had 42% of its population meeting and exceeding expectations. While 58% of three year olds are still developing this skill. Four year olds had 57% of students meeting and exceeding the end of year expectations. However, 43% of students are continuing to develop their numeral to quantity skills. Our agencies are committed to having stronger student outcomes. Having students move on to kindergarten with a strong number sense is important to our programs.

### Connecting Numeral to Quantity



Colorado Shines is a quality rating system that uses a 1-5 rating scale. Programs are rated on supporting children’s health and safety, staff’s professional development, training and effectiveness, engaging a learning environment that supports children’s acquisition of new skills, partnerships with families and demonstration of strong leadership (Coloradoshines.com). Sheridan with Littleton and Englewood meet high quality early learning standards in the Colorado Shines rating system, with each site attaining a 4 Star rating.

Classroom Assessment Scoring System (CLASS) is an observational tool used to assess classroom quality in our preschool classrooms. CLASS is divided into three domains: Emotional Support, Classroom Organization and Instructional Support. Scores range from 1 to 7, with 7 being the highest score. In 2010 the Office of Head Start began using the CLASS observational instrument as a quality measurement for monitoring programs. Sheridan and its delegates hire an outside CLASS reliable contractor to conduct CLASS ratings in the fall and in the spring annually. Below you will see our 2016 CLASS scores conducted by the Office of Head Start and the scores from spring of 2019 conducted by the CLASS reliable contractor.



The Sheridan Head Start classrooms scores were in the highest 10% within the Emotional Support and Classroom Organization Domains during the 2018-2019 compared to the Head Start programs monitored by the Office of Head Start. Sheridan and its delegate continue to provide professional development and coaching within the Instructional Support Domain. The Sheridan Head Start grant average was 3.07. This is 0.18 points above the national average and 0.64 points below the highest 10%. Sheridan will develop an Instructional Support goal to increase scores during the 2019-2024 grant cycle.

## ***Preparing Children for Kindergarten***

Sheridan early childhood educational teams intentionally plan using curriculum, curriculum maps, Colorado State Preschool Standards and the Head Start Early Learning Outcomes Framework to ensure children have the necessary skills to engage in the rigorous learning they will encounter in kindergarten. Sheridan, Littleton and Englewood preschool programs work with the kindergarten administrators and teachers within their districts to align individual agency focused skills. Our teachers and teacher assistants foster the love of learning and build a strong foundation of knowledge for children. All three agencies have regular professional learning communities in which children's observational data is analyzed and research based strategies are discussed to assist

children moving along the developmental continuum. Each agency supports their program a bit differently to meet the community needs. However, all agencies support families by:

- Hosting teacher and family conferences three times a year
- At least two home visits conducted with families in efforts to see the child as the family sees them
- Families make individualized goals with the instructional team for their child/children at the beginning of the school year
- Parents and teachers collaboratively look at children’s development and decide on next steps
- Collaborative and intentional lesson planning across all developmental domains to ensure high quality instruction in all classrooms
- Regularly analyzing children’s outcome data to look for trends and individual needs
- Use of research based strategies to support student learning
- Comprehensive kindergarten transition plans
  - Visits to local kindergarten classrooms
  - Family meetings with the Elementary Principals
  - Kindergarten Registration
- Comprehensive services for children with special needs
- End of year home visit focuses on child’s individual overall growth and gives guidance to families on how to continue learning through the summer

## ***Parent, Family and Community Engagement***

Parents and family are a child’s first teacher. They provide the home environment and cultural experiences for the child long before the child begins preschool. Building a supportive, safe and trusting environment for parents and families to enroll their child in begins with the first interactions together. During the application and screening process, each agency’s enrollment team understands how critical relationship building is for the success of the family unit at the preschool. During the family interview, resources given to families based on conversation. Occasionally, a referral is made with the family for outside resources such as a Child Find referral for possible concerns regarding a child’s development. A family’s home language and cultural formation is shared with instructional teams prior to the instructional home visit. Building a shared partnership with families to support children’s development is embedded into the culture and essential for families to begin their relationship with a school organization. Surveys conducted at the beginning of each school year assist programs in hosting events, meetings and involvement activities at each site throughout the

year. Parents and families are invited and encouraged to participate in the variety of activities, volunteer experiences and meetings which are offered within our programs.

- Beginning of the year orientation events
- Two family home visits annually
- Your Journey Together – a Parenting Curriculum
- Coffee and Conversations with the Director
- Pedestrian safety and car seat safety classes
- Social emotional, math and literacy workshops
- Child development workshops
- Family meetings
- Grandparent workshops
- Policy group leadership opportunities
- End of the year events
- Guest speakers from the community
- Evening family events with educational activities
- Nutrition, cooking, health and wellness classes
- Classroom participation – reading to children, art projects with children
- Kindergarten transition meetings
- Family classroom celebrations

## ***Community Resources***

- School based clinic at Sheridan location
- Free dental screenings at some locations
- ESL classes
- GED Classes
- Mental Health Services through Sheridan
- Arapahoe Douglas Mental Works
- Libraries in the community
- SafeCare Colorado, home based parenting classes
- MetroCaring
- LEAP
- Sheridan Dental Clinic
- Goodwill
- Arapahoe Housing Specialist

- University of Colorado Dental
- Sheridan Mental Health
- HOPE Food Bank
- Sheridan Food Bank

**Head Start Families and Children**

Total number of children served	260
Total number of families served	250
Percent of Head Start eligible children served in Arapahoe County:	8%
Average monthly enrollment	230
Average monthly enrollment percentage (within 30 days)	100%
Total number of meals served to children	54,768

**Medical, Dental and Mental Health**

Percentage of children with ongoing and accessible health care	98%
Percentage of children receiving medical exams by a physician	97%
Percentage of children immunized	99%
Percentage of children with ongoing and accessible dental care	96%
Percentage of children receiving preventative dental exams	94%
Percentage of children with whom the mental health staff collaborated with program staff about a child’s behavior or mental health	25%
Percentage of children with whom a mental health referral was made with an outside agency	8%

## 2018-2019 Financial Budget Review

Line Item Expense	Budget	Percent to date
Personnel	\$923,848	109%
Fringe Benefits	\$314,118	94%
Educational Supplies	\$32,687	184%
Administrative Supplies new equipment purchased with contract	\$1,274	42%
Contractual	\$1,057,455	102%
Other	\$31,190	105%
Indirect Costs	\$70,360	100%

Totals	Expected Funding	Actual Expenses	Percentage
Budget	\$2,431,145	\$2,431,145	100%
In Kind	\$607,786	\$880,612	145%
PA 20	\$28,894	\$33,190	115%

### Additional Funding

*Additional Sheridan Grantee Program Revenue*

<i>USDA</i>	<i>\$244,145</i>
<i>Colorado Preschool Program</i>	<i>\$580,011</i>
<i>Other/State/Federal Funding</i>	<i>\$37,815</i>

### Proposed Budget for 2019-2020

Personnel	\$891,980
Fringe Benefits	\$342,863
Supplies	
• Educational Supplies	\$10,225
• Administrative Supplies	\$3,000
Contractual	\$52,050
Other	\$29,781
Training and Technical Assistance	\$21,876
Non Federal Share	\$351,772

## ***Federal Monitoring Review of April 2016***

Sheridan and its delegate agencies participated in three federal monitoring reviews conducted by the Administration for Children and Families (ACF) from September 2015 through April 2016.

The Environmental Health and Safety (EnvHS) and Fiscal/ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) each had no areas of noncompliance. Thus, there is no corrective action needed.

The Classroom Assessment Scoring System (CLASS) scores collected from ACF in April 2016 were above the national levels and above the DRS levels as designated by the Office of Head Start (OHS). CLASS scores range from 1-7. 1 is a low score and 7 is a high score. Negative climate is opposite, a 1 is a perfect score.

### Grantee CLASS scores April 2016

- Domains
 

Emotional Support	6.2826
Positive Climate	6.41
Negative Climate	1.11
Teacher Sensitivity	6.02
Regard for Student Perspective	5.80
Classroom Organization	5.8551
Behavior Management	5.98
Productivity	5.98
Instructional Learning Formats	5.61
Instructional Support	3.8188
Concept Development	3.13
Quality of Feedback	4.02
Language Modeling	4.30

## ***Financial Audit***

Sheridan School District 2 Financial Audit is available for review at [ssd2.org](http://ssd2.org) under Financial Information, Audited Financial Records section located on the left.

## ***Resources***

“Classroom Assessment Scoring System™.” *Curry School of Education and Human Development / University of Virginia*, 7 Aug. 2018, [curry.virginia.edu/classroom-assessment-scoring-system](http://curry.virginia.edu/classroom-assessment-scoring-system).

“FIND A PROGRAM ONLINE Contact the Program or Call the Colorado Shines Child Care Referral Line at 877.338.2273 for More Information.” *Colorado Shines / Programs / Overview of the Ratings Process*, [www.coloradoshines.com/programs?p=Overview-of-the-ratings-process](http://www.coloradoshines.com/programs?p=Overview-of-the-ratings-process).