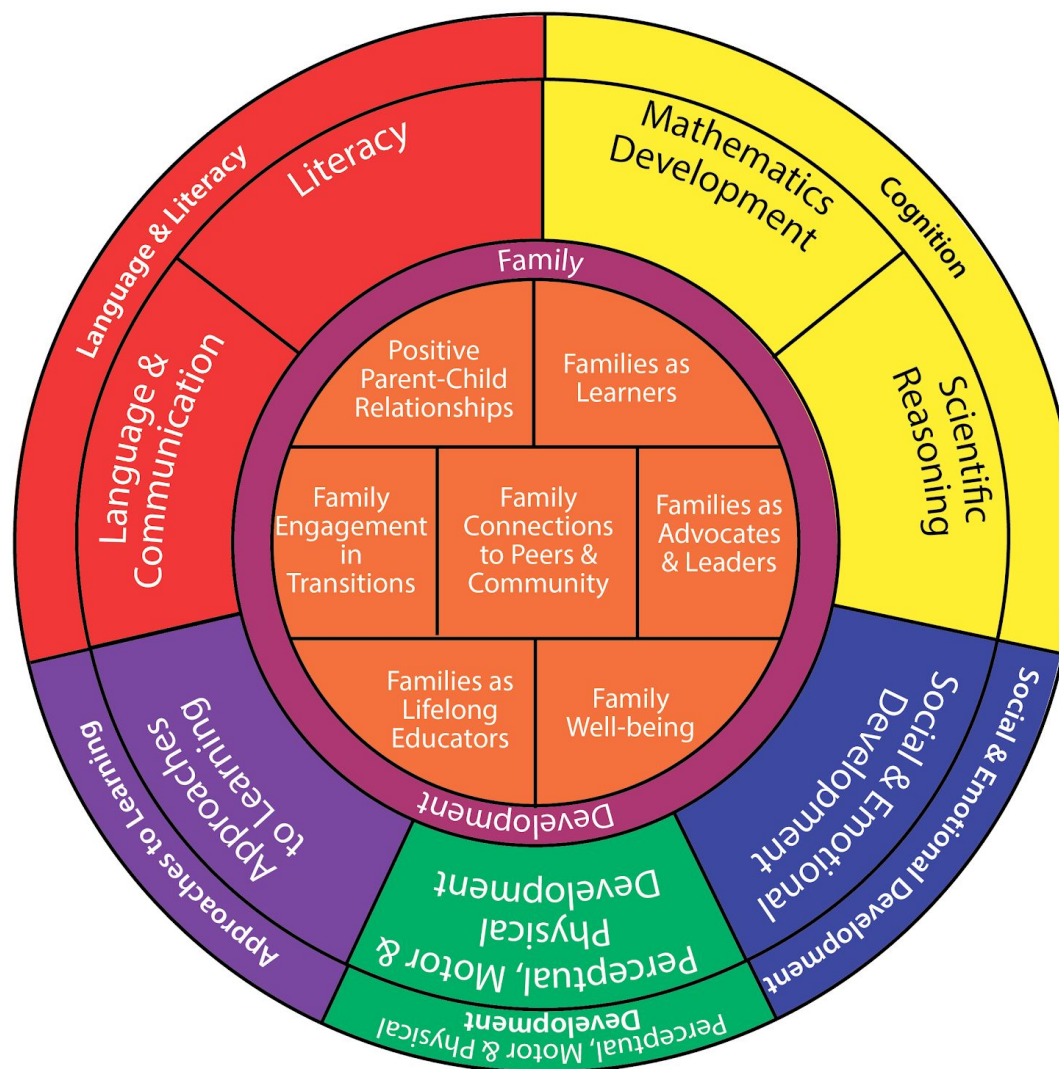


Midwest NMCAP Head Start School Readiness Plan

Program Year 2020/2021



Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning in life. The Head Start approach to school readiness means that *children are ready for school, families are ready to support their children's learning, and schools are ready for children.*

Midwest NMCAP Head Start School Readiness goals have been determined by data analysis of child outcomes as indicated by Teaching Strategies GOLD checkpoint data from school year 2019/2020. Per our Program School Readiness Goals, when utilizing the Teaching Strategies GOLD assessment tool, if data indicate that more than 20% of all children fall below "Widely Held Expectations" within the five core domains (Social and Emotional Development, Approaches to Learning, Language and Literacy, Cognition, and Perceptual, Motor and Physical Development), a focused school readiness goal is developed.

The MidWest NMCAP Head Start School Readiness Plan was developed to give an overview of developmental and learning focus areas for quality teaching and to provide family engagement goals to support kindergarten readiness.

This School Readiness Plan covers four goal areas: Program goals, Power Goals, School Readiness Goals, and Family Engagement Goals.

Program School Readiness Goal: All children will make progress across all Teaching Strategies Gold areas of development and learning, with at least 80% at or above widely held expectations.

MidWest NMCAP Head Start has adopted four Power Goals. Power goals are identified as the primary focus for all of MidWest NMCAP's Head Start teachers based on school readiness data. Power goals are "big picture" goals, or broad goals, that help teachers evaluate instructional alignment to school readiness.

Power Goals:

1. We are learning to love learning
We are curious about the world around us and use movement and exploration to learn about the world. When something is difficult for us - we keep trying and get help if we need it.
2. We are becoming mathematical thinkers
We can count in order and explain the number of objects that are in the group. We can identify the numeral for a given value. We can measure and compare objects to describe their attributes such as more or less, and bigger or smaller.
3. We are learning to be good friends
We talk about our feelings and try to understand the feelings of others. We use our words to solve conflicts and to tell others what we want or need.
4. We are becoming readers and writers
We understand that words are made up of smaller sounds and are able to identify rhyming and similar sounds in words. We use writing and drawing to explain our ideas and can write our names.

School Readiness Goals: MidWest NMCAP Head Start has adopted nine focused school readiness goals for teaching and learning across the five domains in the Head Start Early Learning Outcomes Framework (ELOF): Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, and Perceptual, Motor and Physical Development. School Readiness goal focus areas are identified using TSG child outcome data, kindergarten readiness indicators from local school districts, and feedback from teachers and parents. School Readiness goals are aligned to NM Early Learning Guidelines, HS ELOF, and TSG Objectives for Development and Learning. The following are the focused school readiness goals for school year 2020/2021 and the Power Goals that they align to:

Power Goal: We are learning to love learning:

We are curious about the world around us and use movement and exploration to learn about the world. When something is difficult for us - we keep trying and get help if we need it.

<i>School Readiness Domain, Goal (ELOF)</i>	<i>School Readiness Goal</i>	<i>How will I know my child is ready for kindergarten?</i>	<i>How will my child's teacher know?(TSG)</i>
<i>Perceptual Motor and Physical Development</i> Child demonstrates control, strength, and coordination of large and small muscles (P-PMP-1, P-PMP-3)	We can control our large and small muscles for movement and coordination.	Your child can run, play, and climb. Your child can move from place to place without running into things or falling down. Your child plays simple ball games like catch or kick ball. Your child can draw a picture that others recognize. Your child can use scissors to cut out simple shapes.	6: Demonstrates gross motor manipulative skills 7: Demonstrates fine motor strength and coordination
<i>Approaches to Learning</i> Child maintains focus and sustains attention (P-ATL-6) Child persists in tasks (P-ATL-7) Child shows interest or curiosity about the world around them. (P-ATL - 11)	We approach learning enthusiastically - with curiosity, persistence, engagement, and attentiveness.	Your child can ignore distractions when playing with something interesting. Your child wants to know how things work or why things happen. Your child looks through a pile of magnet letters until he/she finds all the letters of their name. Your child knows, from practice, that the big block should go on the bottom of the tower or the tower will fall.	11: Demonstrates positive approaches to learning a. Attends Persists b. Solves problems c. Shows curiosity and motivation

Power Goal: We are becoming mathematical thinkers

We can count in order and explain the number of objects that are in the group. We can identify the numeral for a given value. We can measure and compare objects to describe their attributes such as more or less, and bigger or smaller.

School Readiness Domain, Goal (ELOF)	School Readiness Goal	How will I know my child is ready for kindergarten?	How will my child's teacher know?(TSG)
<i>Cognition</i> Child knows number names and the count sequence (P-MATH 1)	We can demonstrate knowledge of numbers by counting or signing to at least 20.	Your child can count to at least 20 by ones using words or sign language. Your child counts items in a group.	20: Uses number concepts and operations a. Counts
<i>Cognition</i> Child understands the relationship between numbers and quantities (P-MATH 3)	We can connect numbers with objects and accurately count each quantity up to at least 10.	Your child can answer "how many?" questions for groups of up to 10 objects. Your child is able to explain the concept of more when counting up or less when counting down or comparing two groups. Your child sees 6 blocks or 3 blocks and 3 beads and knows that each set equals 6. Your child is able to show you the correct number of objects when given a value, for example, your child will pick 6 Legos when you ask him/her to show you 6 Legos.	20: Uses number concepts and operations b. quantifies c. connects numerals with their quantities
<i>Cognition</i> Child measures objects by their various attributes using standard and nonstandard measurement (P-MATH 8)	We can measure and compare using various tools and describe the characteristics of objects such as shortest, heavier, biggest, etc.	Your child uses household items to explain the size of an object: "My bed is 10 blocks high". Your child accurately compares two or more objects and can explain what makes them the same and/or different. Your child can put objects in order by their characteristics, for example: tallest or shortest, biggest or smallest	22: Compares and measures

Power Goal: We are learning to be good friends

We talk about our feelings and try to understand the feelings of others. We use our words to solve conflicts and to tell others what we want or need.

School Readiness Domain, Goal (ELOF)	School Readiness Goal	How will I know my child is ready for kindergarten?	How will my child's teacher know?(TSG)
<i>Social and Emotional Development</i> Child expresses a broad range of emotions and recognizes these emotions in others. (P-SE-6)	We are able to describe and identify different emotions such as mad, happy, angry, and sad. We use our words to talk about our feelings and listen to the feelings of others.	Your child understands different emotions such as happy and sad, disappointed and angry. When you ask your child "How do you think it felt when you took your friend's toy", your child responds appropriately (i.e sad or mad). When you ask, "How did that make you feel," your child can tell you how he/she is feeling.	1: Regulates own emotions and behaviors a. manages feelings 2: Establishes and sustains positive relationships a. responds to emotional cues.
<i>Social and Emotional Development</i> Child engages in and maintains positive relationships and interactions with adults. (P-SE-1) <i>Social and Emotional Development</i> Child engages in pro-social and cooperative behavior with adults. (P-SE-2)	We make friends, cooperate, and play with our friends and adults in our classroom. When we have a conflict, we are able to solve it or get help to solve it.	When your child and a friend both want the same toy at the same time, your child makes suggestions about how they can share or take turns. Most of the time your child will play with other children without fighting. Your child can carry on a conversation with friends or adults. Your child can name a friend Most of the time your child will share toys when asked.	2: Establishes and sustains positive relationships a. forms relationships with adults. c. interacts with peers d. makes friends 3: Participates cooperatively and constructively in group situations

Power Goal: We are becoming readers and writers

We understand that words are made up of smaller sounds and are able to identify rhyming and similar sounds in words. We use writing and drawing to explain our ideas and can write our names.

School Readiness Domain (ELOF)	School Readiness Goal	How will I know my child is ready for kindergarten?	How will my child's teacher know?(TSG)
Child demonstrates awareness that language is composed of smaller segments of sound. (P-LIT-1)	We understand that words are made up of smaller parts and show our understanding by rhyming, producing the beginning sound of a word, and identifying words that start with the same sound.	With your help, your child can say a list of words that all have the same beginning sound, especially when the using his/her name (i.e. Susan, silly, sound, star). When you ask your child what sound "cat" starts with they produce the sound /c/. Your child identifies rhyming words in songs or stories. Your child is correctly able to identify that "ball" and "baby" have the same beginning sound but "goat" does not. When you give your child a word, he/she is able to clap once for each syllable.	15: Demonstrates phonological awareness a. notices and discriminates rhyme b. notices and discriminates alliteration
Child writes for a variety of purposes using increasingly sophisticated marks. (P-LIT 6)	We express our ideas using writing and drawing and create many different writing products.	Your child draws pictures and can explain what the objects in the picture represent. Your child copies simple words. Your child is able to correctly write his/her first name. Your child writes words using invented spelling. Your child asks how to spell words to label stories or drawings.	19: Demonstrates emergent writing skills a. Writes name b. writes to convey meaning

Family Engagement School Readiness Goal:

School Readiness Domain	School Readiness Goal	How can I help my child be ready for kindergarten?	How will my child's teacher know?(TSG)
Family Engagement	As their child's first teacher, families will be involved in their child's education by engaging in educational activities at home.	<p>Spend at least 15 minutes every day working with your child on learning activities.</p> <p>Read with your child every day</p> <p>Play, explore, and be creative</p> <p>Practice independence and build self-esteem</p> <p>Your child can help cook, garden, help with simple household chores, and take care of a pet.</p> <p>Help your child practice a routine</p> <p>Establishing regular routines such as bed times, teeth brushing, etc. helps children do better socially and in School.</p> <p>Encourage your child to interact with others</p> <p>Help your child learn how to get along with others by playing with other children. Early experiences with different adults and children help children get along with classmates and teachers at school.</p>	<p>Monthly activity / In-Kind forms</p> <p>Your child will:</p> <ul style="list-style-type: none"> • Be a great helper in the classroom • Follow routines • Make friends • Learn more during free time activities
Family Engagement	Families will participate in the Head Start program and take an active role in their child's education.	<p>Participate in the Head Start program as often as you are able.</p> <p>Head Start has many ways for you to be involved in your child's education: Family meetings, family conferences, home visits, classroom volunteer opportunities, family engagement events, and policy council (to name a few).</p>	<p>Sign-in sheets</p> <p>Home Visit Forms</p> <p>Family Conference Forms</p>