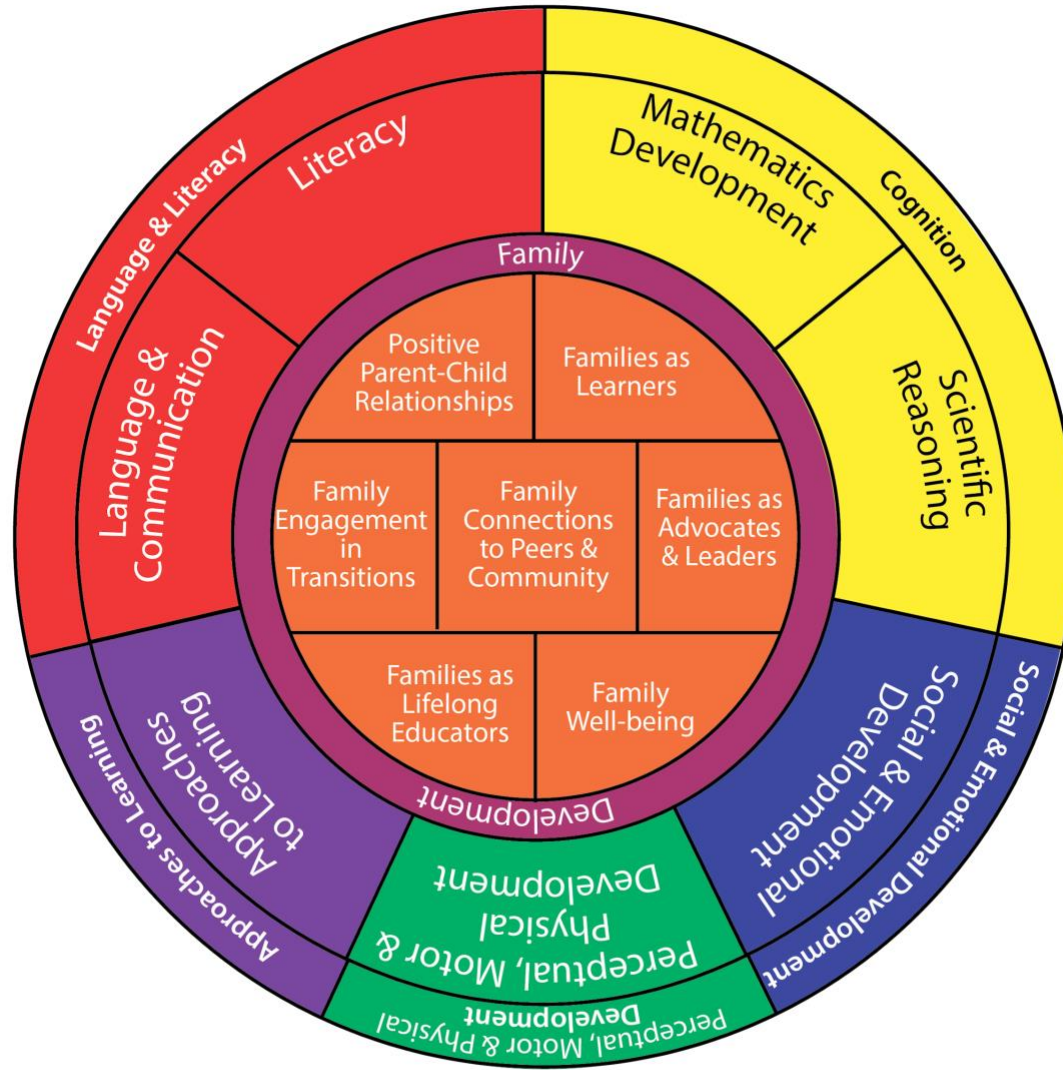


**Mid-West NMCAP Early Head Start School Readiness Plan**  
Program Year 2024/25



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.*

Mid-West NMCAP Early Head Start School Readiness goals have been determined by analysis of child outcome data including Teaching Strategies checkpoint assessment data from the school year 2021/2022 and 2022/2023. Per our Program School Readiness Goals, when utilizing the Teaching Strategies Checkpoint 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, Cognition, and Perceptual, Motor and Physical Development), a focused school readiness goal is developed. The MidWest NMCAP Early 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 preschool readiness.

This School Readiness Plan covers two goal areas: Program goals, School Readiness Goals.

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

**School Readiness Goals:** Mid-West NMCAP Early Head Start has adopted seven 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 with NM Early Learning Guidelines, HS ELOF, and TSG Objectives for Development and Learning. The followings are the focused school readiness goals for the school year 2023/2024 and the Power Goals that they align to:

<b>HSELOF / NM ELG ALIGNMENTS</b>	<b>School Readiness Goal</b>	<b>How will I know my child is ready for preschool?</b>	<b>How will my child's teacher know? (TSG)</b>
<p><i>HSELOF: Perceptual, Motor, and Physical Development</i>  IT PMP-3, IT PMP-4, IT PMP-6, IT PMP-7, IT PMP-8</p>	<p>We use increasingly more coordinated small and large muscle movements to play and learn in our environment. We can pick up small objects with our fingers. We can play games and engage in physical</p>	<p>Your child can throw and kick a ball  Your child can stack objects and put objects into a container  Your child engages in activities that use smaller muscles such as puzzles, folding paper, and drawing</p>	<p>4: Demonstrates traveling skills  5: Demonstrates balancing skills  6: Demonstrates gross motor manipulative</p>

<p>NM ELG- FOCUS Domain: Beginning to Move and Do Components: 11, 12</p>	<p>activities like kicking, jumping, and catching.</p>	<p>When playing, your child adjusts his/her posture such as squatting, sitting, laying, and tippy toes</p> <p>When using different tools such as holding a pencil, a sandbox shovel, and a fork your child adjusts his/her grip</p> <p>Uses different types of movements such as running, jumping, and climbing</p>	<p>skills 7: Demonstrates fine motor strength and coordination a. Uses fingers and hands</p>
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<b>HSELOF / NM ELG ALIGNMENTS</b>	<b>School Readiness Goal</b>	<b>How will I know my child is ready for preschool?</b>	<b>How will my child's teacher know? (TSG)</b>
<p><i>HSELOF:</i> <b>Cognitive</b> IT C-1, IT C-2, IT C-6, IT C-7</p> <p>NM ELG- FOCUS Domain: Beginning Building Concepts Components: 8, 9, 10</p>	<p>We show curiosity about objects, materials, or events, and are motivated to interact, experience, and explore. When something is difficult for us, we show persistence.</p>	<p>Your child will participate in a new experience and ask questions about it</p> <p>When something interests your child, he/she will engage in the activity for a period of time</p> <p>Your child investigates ways to make things happen in their environment</p> <p>Your child watches how others solve problems and imitates them</p> <p>Your child looks for a favorite book or toy until they have found it</p>	<p>11: Demonstrates positive approaches to learning a: attends and engages b: persists c: solves problems d: shows curiosity and motivation</p>

<p><i>HSELOF:</i> <b>Cognitive</b> IT C-3, IT C-4, IT C-5</p> <p>NM ELG: FOCUS Domain: Beginning to Build Concepts Components: 8</p>	<p>We recognize differences between familiar and unfamiliar people, objects, actions, and events.</p>	<p>Your child recalls people, objects, and actions from the recent past (a few months)</p> <p>Your child remembers and anticipates routines such as going to the table to eat and remembering to brush their teeth</p> <p>When an object is moved, your child notices that it has been moved.</p> <p>Your child is beginning to demonstrate spatial relationships and one-to-one concepts by stacking objects and crawling under objects.</p>	<p>12: Remembers and connects experiences</p> <p>a: recognizes and recalls</p> <p>b: make connections</p>
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<p><i>HSELOF:</i> <b>Emergent Mathematical Thinking</b> IT C-8, IT C-9</p> <p>NM ELG- FOCUS Domain: Beginning to Build Concepts Components: 9</p>	<p>.We can demonstrate one-to-one correspondence and explore spatial relationships.</p>	<p>Your child is beginning to demonstrate spatial relationships and one-to-one concepts by stacking objects and crawling under objects.</p>	<p>20: Uses number concepts and operations</p> <p>a. Count</p> <p>21.Explores and describes spatial relationships</p> <p>a. Understands spatial relationships</p>
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<b>HSELOF / NM ELG ALIGNMENTS</b>	<b>School Readiness Goal</b>	<b>How will I know my child is ready for preschool?</b>	<b>How will my child's teacher know? (TSG)</b>
<p><i>HSELOF:</i> <b>Social and Emotional Development</b> IT SE-1, IT SE-3, IT SE-4, IT SE-5, IT SE-6, IT SE-9</p> <p>NM ELG: FOCUS</p>	<p>When we learn and play with adults and other children in our environment, we can express our wants and needs appropriately, make friends, share, and cooperate.</p>	<p>Is calmed by a familiar adult or asks a familiar adult for help.</p> <p>Your child seeks out other children to play with.</p> <p>Your child takes turns with other children and plays games as a group.</p>	<p>1: Regulates emotions and behaviors</p> <p>a. Uses adults to support calm</p>

<p>Domain: Beginning to know about ourselves Components: 1,3,4</p>		<p>Your child communicates his/her needs verbally or nonverbally such as by sign language, pointing, or gesturing.</p> <p>Your child can explain (verbally or nonverbally) why they are sad, upset, angry, etc.</p>	<p>c. Indicates needs and wants; participates as adults attend needs 2: Establishes and sustains positive relationships 3: Participates cooperatively and constructively in group situations.</p>
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<p>HSELOF: <b>Social and Emotional Development</b> IT SE-1, IT SE-2, IT SE-4, IT SE-5</p> <p>NM ELG: FOCUS Beginning to know about ourselves Components: 2,3,4</p>	<p>We can form relationships with peers and familiar adults.</p>	<p>Your child can separate from known caregivers easily.</p> <p>Your child can demonstrate self-regulation.</p>	<p>2. Establishes and sustains positive relationships a. Forms relationships with peers c. Interacts with peers</p>
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<b>HSELOF / NM ELG ALIGNMENTS</b>	<b>School Readiness Goal</b>	<b>How will I know my child is ready for preschool?</b>	<b>How will my child's teacher know? (TSG)</b>
<p>HSELOF <b>Language (Receptive)</b></p>	<p>We learn by attending and listening to the verbal and non-verbal communication of others.</p>	<p>Your child is able to follow simple one or two-step directions</p>	<p>8: Listens to and understands</p>

<p>IT LC 1, IT LC 2, IT-LC 3, IT-LC 4,</p> <p><i>NM ELG: FOCUS</i> Domain: Beginning to Communicate Component: 5</p>		<p>Your child joins in a familiar rhyme, song, or story</p> <p>Your child demonstrates their understanding of communication using their words and actions</p> <p>When you play games with your child, he/she understands directions</p>	<p>increasingly complex language</p> <p>a: comprehends language</p> <p>b: follows directions</p>
<p><i>HSELOF Language (Expressive)</i></p> <p>IT LC 3, IT LC 4, IT LC 5, IT-LC 6</p> <p><i>NM ELG: FOCUS</i> Domain: Beginning to Communicate Component: 6</p>	<p>We express our wants and needs through both verbal and non-verbal interaction with others.</p>	<p>Your child engages in conversation with others and uses 3-4 words sentences</p> <p>Your child tells stories</p> <p>Your child asks questions such as: “why,” “what’s that,” and “who’s that?”</p> <p>When your child is upset, they can explain why.</p>	<p>9: Uses language to express thoughts and needs</p> <p>a. uses an expanding expressive vocabulary.</p> <p>b. speaks clearly</p> <p>10a: engages in conversations</p>
<p><i>HSELOF Early Literacy</i></p> <p>IT LC-9, IT LC-10, IT LC-11, IT LC-12</p> <p><i>NM ELG: FOCUS</i> Domain: Beginning to Communicate Components: 7</p>	<p>We engage in stories, rhymes, or songs; and we use pictures, signs, symbols, and words to comprehend.</p>	<p>Your child sings songs and recites rhymes</p> <p>Your child pretends to read books by turning the pages and talking about what is happening</p> <p>Your child will be able to select a book to explore.</p>	<p>17a: Uses and appreciates books and other texts.</p>