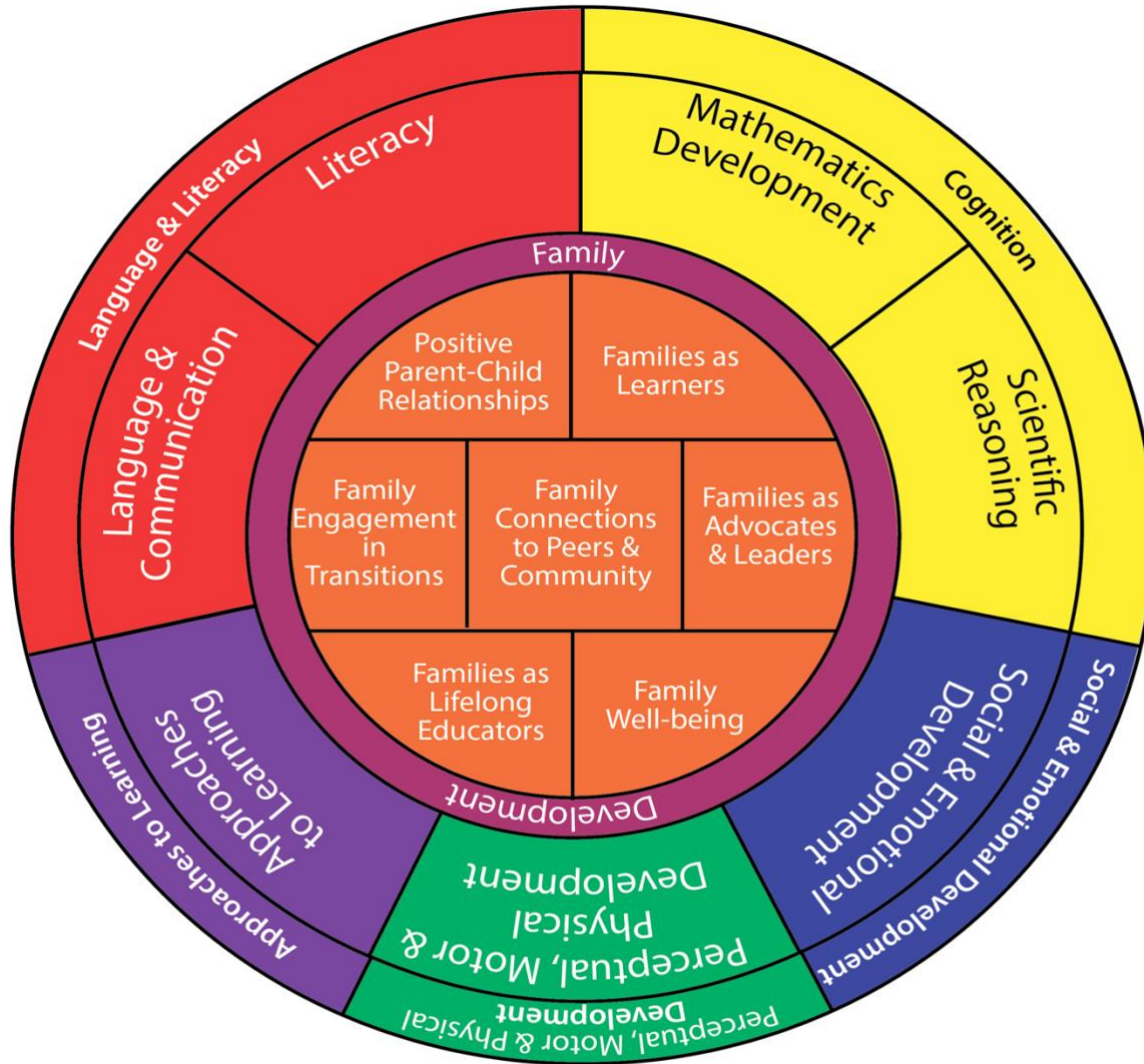


Mid-West NMCAP Head Start School Readiness Plan

Program Year 2024/2025



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 Head Start School Readiness goals have been determined by data analysis of child outcomes as indicated by Teaching Strategies checkpoint assessment data from school year 2023/2024. 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 and Literacy, Cognition, and Perceptual, Motor and Physical Development), a focused school readiness goal is developed. The Mid-West 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 two goal areas: Program goals, School Readiness 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.

School Readiness Goals: Mid-West NMCAP Head Start has adopted nine focused school readiness goals for teaching and learning across the five domains of the Head Start Early Learning Outcomes Framework (HSELOF): 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 (NM ELG), HSELOF, and TSG Objectives for Development and Learning. The following are the focused school readiness goals for the school year 2024/2025.

HSELOF and NM ELG Alignment	School Readiness Goal	How will I know my child is ready for kindergarten?	How will my child's teacher know? (TSG)
<p>HSELOF <i>Perceptual Motor and Physical Development</i> P PMP-1, P PMP-3</p> <p>NM ELG-FOCUS Domain: Physical Development, Health and Wellbeing</p> <p>Essential Indicators: 1.1, 1.2, 2.2</p>	<p>We can control our large and small muscles for movement and coordination.</p>	<p>Your child can run, play, and climb.</p> <p>Your child can move from place to place without running into things or falling.</p> <p>Your child plays simple ball games like catch, throw or kick a ball.</p> <p>Your child can draw a picture that others recognize.</p> <p>Your child can use scissors to cut out simple shapes.</p>	<p>4. Demonstrates traveling skills</p> <p>5: Demonstrates balancing skills</p> <p>6: Demonstrates gross motor manipulative skills</p> <p>7: Demonstrates fine motor strength and coordination</p>
<p>HSELOF <i>Approaches to Learning</i> P-ATL-7, P-ATL-8, P-ATL-9, P-ATL-10, P-ATL-11</p> <p>NM ELG-FOCUS Domain: Approaches to Learning</p> <p>Essential Indicators: 23.2, 24.2, 25.3, 27.1</p>	<p>We approach positive learning exploring by making connections between images that represent something, symbols, and real-life experiences</p>	<p>Your child can ignore distractions when playing with something interesting.</p> <p>Your child wants to know how things work or why things happen.</p> <p>Your child shows persistence and flexibility in thinking.</p> <p>Your child can connect similar ideas and demonstrate them through drawings and collaboration with others.</p>	<p>11. Demonstrate positive approaches to learning</p> <ul style="list-style-type: none"> a. Attends and Engages b. Plans and pursues a variety of appropriately challenging tasks. d. Shows eagerness to learn about s variety of topics and ideas <p>14. Uses symbols and images to represent something not present</p> <ul style="list-style-type: none"> a. Thinks symbolically b. Engages in sociodramatic

			play

HSELOF and NM ELG Alignment	School Readiness Goal	How will I know my child is ready for kindergarten?	How will my child's teacher know? (TSG)
<p>HSELOF Cognition P MATH 2, P MATH 3, P-MATH 9</p> <p>NM ELG- FOCUS Domain: Numeracy</p> <p>Essential Indicators: 9.2, 10.1, 11.3</p>	<p>We can maneuver numbers by counting and quantifying while exploring spatial relationships and shapes. Compare sizes and weight of objects.</p>	<p>Your child can answer “how many?” questions for groups of up to 10 objects.</p> <p>Your child can explain the concept of more when counting or comparing two groups.</p> <p>Your child sees 6 blocks or 3 blocks and 3 beads and knows that each set equals 6. Your child can show you the correct number of objects when given a value, for example, they will pick 6 Legos when you ask him/her to show you 6 Legos.</p> <p>Your child will be able to identify environmental shapes within their environment.</p> <p>compare sizes of toys and portions of food, their own height to another's, the weights of two objects.</p>	<p>20: Uses number concepts and operations</p> <ul style="list-style-type: none"> a. counts b. quantifies c. connects numerals with their quantities <p>21: Explores and describes spatial relationships and shapes.</p> <ul style="list-style-type: none"> b. Understands shapes <p>22. Demonstrates emerging knowledge of measurement.</p>

<p>HSELOF Scientific Reasoning P-SCI-1, P-SCI-3, P-SCI-4, P-SCI-5, P-SCI-6</p>	<p>We will explore the characteristics of living things and the physical properties of objects.</p>	<p>Your child will ask “why” and other simple questions about things they observe.</p>	<p>24. Uses sense to Investigate characteristics and behaviors in the physical and natural</p>
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<p>NM ELG- FOCUS Domain: Scientific Conceptual Understanding</p> <p>Essential Indicator: 14.1, 14.3</p>		<p>Your child will make predictions or make guesses about nature experiences and things related to those experiences.</p> <p>Your child will develop plans with assistance to test his/her ideas.</p>	<p>world. Begins to form explanation of observations and exploration.</p>
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<i>HSELOF and NM ELG Alignment</i>	School Readiness Goal	How will I know my child is ready for kindergarten?	How will my child's teacher know? (TSG)
<p><i>HSELOF Social and Emotional Development</i> P SE-6</p> <p>NM ELG- FOCUS Domain: Self, Family and Community</p> <p>Essential Indications: 19.1</p>	<p>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, recognize, and listen to the feelings of others.</p>	<p>Your child understands different emotions such as happy and sad, disappointed and angry.</p> <p>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).</p> <p>When you ask, “How did that make you feel,” your child can tell you how he/she is feeling.</p> <p>Your child understands different emotions such as happiness and sadness, disappointment and anger and recognizes this in others.</p>	<p>1: Regulates own emotions and behaviors a. manages feelings</p> <p>2: Establishes and sustains positive relationships a. responds to emotional cues.</p>
<p><i>HS ELOF Social and Emotional Development</i> P SE-1, P SE-2</p> <p>NM ELG-FOCUS Domain: Self, Family and Community</p>	<p>We cooperate and play with our friends and adults in our classroom. When we have a conflict, we can solve it or get help.</p>	<p>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.</p> <p>Most of the time your child will play with other children without fighting.</p> <p>Your child can carry on a conversation with friends or adults.</p>	<p>2: Establishes and sustains positive relationships a. forms relationships with adults. c. interacts with peers d. makes friends</p> <p>3: Participates</p>

Essential Indicators: 20.1, 20.2		Your child can name a friend Most of the time your child will share toys when asked.	cooperatively and constructively in group situations b. Suggest solutions to social problems
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HSELOF and NM ELG Alignment	School Readiness Goal	How will I know my child is ready for kindergarten?	How will my child's teacher know? (TSG)
HSELOF Language and Literacy P LC-4, P LIT-1, P LIT-5 NM ELG -FOCUS Domain: Literacy Essential Indicators: 5.1, 5.3, 6.1, 7.1	We can use our words to say our wants and needs and have conversations and reflections about the story.	Your child will be able to sit through a story for 3-5 minutes. Your child will be able to reflect on the story with their own thoughts and opinions. Your child can follow 2-3 step directions and restate what was said. Your child will be able to engage in 2-3 exchanges within a conversation with others.	8a: Comprehends Language. 8b: Follows Directions 9: Uses Language to express wants and needs. 18a: Interacts during reading experiences, book conversations, and text reflections.
HSELOF Language and Literacy P LIT-2, P LIT-6 NM ELG - FOCUS Domain: Literacy	We understand that writing and drawing convey meaning and demonstrate the ability to write some letters, especially some of those in their name.	Your child draws pictures and can explain what the objects in the picture represent. Your child can write some letters of his/her first name. Your child asks how to spell words to label stories or drawings.	17. Demonstrates knowledge of print and its uses. a. Uses and appreciates books and other texts.

Essential Indicators: 7.4, 8.3,			19: Demonstrates emergent writing skills a. Writes name b. writes to convey meaning