



## **Three Rivers Head Start School Readiness Program Plan**

This School Readiness Plan and Goals were created by the Three Rivers Head Start to align with the information that was collected from all area school districts around their School Readiness goals that currently existed. The goals were also created from the categories of development as described by the National Office of Head Start. They were developed to align with the Minnesota Early childhood Indicators of Progress, and the Kindergarten Entry Development Checklist, as well as the National Head Start Child Development and Early Learning Framework.

### **Policy:**

School Readiness goals are the expectation for the children's progress across the domains in the Framework. Our program will utilize the five domains, represented by the inner wheel of the Head Start Early Learning Framework as required for the agency preschool readiness goals.

### **OHS Expectations:**

1. Adopt and align established OHS goals from the revised Framework.
2. Create and implement a plan of action for achieving the goals
3. Assess child progress on an ongoing basis and aggregate and analyze data three times per year.
4. Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement.
5. Share information with the school districts to create universal alignments with programs.

### **Responsibility:**

All Head Start staff will support the program school readiness goals.

### **Procedure:**

Program School Readiness Goal:

***All children will make progress across all of the GOLD areas of development and learning, with at least 85% at or above the widely held expectations.***

***\*All objectives that do not have widely held expectation will show that at least 85% of the children are Meeting the Program Expectations or are Progressing.***

Teaching Strategies GOLD Assessment areas of development and learning indicators were aligned to meet the Framework. This goal encompasses all the areas of the inner and outer wheel of the Child Development and Early Learning Framework. (Also see School Readiness Goals)

Language and Literacy

- Literacy Knowledge and Skills
- Language Development
  - English Language Development

Approaches to Learning

- Creative Arts Expression
- Approaches to Learning

Cognition and General Knowledge

- Social Studies Knowledge and Skills
- Science Knowledge and Skills
- Mathematics Knowledge and Skills
- Logic and Reasoning

Social and Emotional Development

Physical Development and Health

**Future Plan:** To continually work with the Minnesota Quality User Group to work with aligning all programs within Minnesota.

**Parent Engagement Goal:**

**Parent Participation:**

- Policy Council Input
- Parent Child Activity Days
- Parent Meeting
- Conferences and Education Home Visits

**Program Plan to Support School Readiness Goals:**

Program data will be reviewed in the fall, winter, spring, and summer. This aggregation will result in specific program plans to support school readiness goals in each of the inner wheels.

Fall 2012/2013:

Language and Literacy

Approaches to Learning

Cognition and General Knowledge  
Social and Emotional Development  
Physical Development and Health

Winter 2012/2013:

Language and Literacy  
Approaches to Learning  
Cognition and General Knowledge  
Social and Emotional Development  
Physical Development and Health

Spring 2012/2013:

Language and Literacy  
Approaches to Learning  
Cognition and General Knowledge  
Social and Emotional Development  
Physical Development and Health

**Individualization:** Assessment data is gathered for individual children on a daily basis using Teaching Strategies GOLD.

Additional child data is gathered using screening tools including the ESI-P/K and the ASQ-SE.

Classroom data is gathered using the CLASS assessment tool at least twice per year.

Each classroom provides daily small group instruction one of which is Second Step to focus on Social Emotional Development and another which will focus on using data to inform the structure of the groups. This is documented in the GOLD weekly planning form.

When a child is not making progress or is far from the widely held expectations for his/her age, more individualized instruction takes place. This may include one-on-one instruction/interactions, intentional activities provided on home visits, additional resources gathered from and provided to the families, and may include a referral as necessary.

**Support:**

Classroom teams, including the Teacher and Assistant Teachers meet weekly to plan, individualize, review data, and organize for the upcoming week. A review of classroom data should be completed at by each teacher on weekly basis and on a monthly basis as a classroom team meeting. This classroom team meeting is essential to support the children and staff in moving towards success in school readiness goals.

SMART goals are set including both short and long term goals to improve classroom interactions and instruction that will directly result in improved child outcomes and CLASS scores.

**Resources and Related Forms:**

- Assessments and Screenings
- Conferences and Education Home Visits Forms
- Individual Child Goals
- Professional Development Goals
- TS GOLD Objectives and Dimensions
- TS GOLD Objectives for Development and Learning with Color Bands
- HS Revised Child Outcomes Framework
- MN Academic Standards for Kindergarten
- MN School Readiness Study
- MN GOLD Alignment PreK-2010
- Data Review Meeting Notes and Plan

**School Readiness Goals:**

**Social & Emotional Development:**

- Children will be able to show an increasing ability to manage their own emotions and behaviors.  
Teaching Strategies Gold: 1a, 1b, 1c
- Children will be able to show an increasing ability to form positive relationships with adults and peers.  
Teaching Strategies Gold: 2a, 2b, 2c, 2d

**Physical Development & Health:**

- Children will be able to show control of large muscles for movement, coordination and balance.  
Teaching Strategies Gold: 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c
- Children will be able to show use of fingers and hands in small movements, as well as using tools for writing and drawing.  
Teaching Strategies Gold: 7a, 7b

**Cognition & General Knowledge:**

- Children will be able to show beginning math skills including spatial relationships, creating patterns and using math concepts through every day routines.  
Teaching Strategies Gold: 21a, 21b, 22, 23
- Children will be able to show beginning math skills including shape recognition, counting and connecting numbers to quantities.  
Teaching Strategies Gold: 20a, 20b, 20c
- Children will be able to show multiple ways to solve problems, problem solving skills, and symbolic thinking.  
Teaching Strategies Gold: 14a
- Children will engage in exploring their environment through observation, manipulation, making predictions, classifying, comparisons and communicating their findings to others.  
Teaching Strategies Gold: 13, 24

### **Language & Literacy:**

- Children will be able to use words to express themselves, to understand language, follow directions, to have a conversation and to listen to stories in English or their native language.  
Teaching Strategies Gold: 8a, 8b, 9a, 9b, 9c, 9d, 10a, 10b
- Children, who are English Language Learners, will show progress in listening to, understanding and speaking English.  
Teaching Strategies Gold: 37, 38
- Children will be able to show Alphabet Knowledge through upper and lower case letter recognition, letter sounds and early writing skills by writing their first name.  
Teaching Strategies Gold: 16a, 16b, 19a, 19b
- Children will be able to show appreciation for books, awareness that language can be broken into syllables, or smaller pieces of sound in words, rhyming, and understanding of print concepts.  
Teaching Strategies Gold: 15a, 15b, 15c, 17a, 17b, 18a, 18b, 18c

### **Approaches to Learning:**

- Children will be able to express themselves through engaging with others through creative role play.  
Teaching Strategies Gold: 14b
- Children will be able to show a positive approach to learning through engagement, attentiveness, persistence, and curiosity.  
Teaching Strategies Gold: 11a, 11b, 11c, 11d, 11e

### **Parent Engagement:**

- Parents will participate in the program through involvement in Policy Council, Parent Child Activity Days, Parent Meetings, Conferences and Education Home Visits which cover topics on School Readiness.
  - Sign-in Sheets at Policy Council, Parent Child Activity Days and Parent Meetings
  - Goals set on Home Visit Forms and Conferences
- Parents will be involved in their child's education by providing educational activities at home around the school readiness goals as their child's first teacher.
  - Monthly Activity Calendars

\*\*Children identified as meeting special education qualifications will work on meeting the objectives outlined in their IEP, as well as the HS school readiness goals.