

SMTCCAC Inc. Head Start Program

Serving 3-5 Year Olds



Mission: Our program promotes school readiness by assisting eligible families to improve the social, emotional and cognitive development of the individual child through the support of educational, health, nutritional and community services

School Readiness: “Early positive experiences, even those in the womb, is the soil in which the young mind grows”

Spence, Shapiro, Zaidel

Children’s success in school is ensured by adequate and appropriate cognitive development in their earliest years of life. That being said, social & emotional engagement is the driving force to all other developmental domains. At SMTCCAC Inc. Head Start, learning while having fun, is an essential piece in our program. The early childhood instruction at our three locations, provides successful opportunities for children (and families) to grow through peer-peer & peer-adult interactions, self-expression and the process of problem-solving experiences during this time in their lives.

Our School Readiness Plan and goals were developed from data received in our prior program year data aggregation. Based on that information, we have aligned our efforts with Maryland Department of Education-MMSR, the National Head Start Child Development and Early Learning Framework and Teaching Strategies Gold for Early Childhood to meet expectations in these critical areas. With collaborative efforts of teachers, parents and community resources, all children will transition into Kindergarten ready to learn.



Policy: School Readiness goals are expectations in stages of development that allow children to benefit from their many learning experiences. Our program will focus on domain areas of the Head Start Learning Framework wheel, with emphasis placed on the following:

- **Language and Literacy (Comprehension & Letter Recognition)**
- **Social-Emotional Development (Self-Regulation)**
- **Cognitive and General Knowledge (Math & Science)**
- **Physical Development and Health (Fine Motor)**
- **Approaches to Learning (Attending & Engaging)**
- **Family Engagement**

Office of Head Start Expectations:

- **Develop goals from a need within the program**
- **Arrange goals that are in line with state requirements**
- **Plan and implement the school readiness plan**
- **Assess during the fall, winter and spring, then aggregate data**
- **Review data and make improvements where needed**
- **Share outcomes of the program with the community**

Responsibility: **The agency and Head Start staff will collectively support this plan of action. Teaching teams will use all educational resources and professional development to prepare thorough lesson plans that will engage and help children reach goals.**

Procedure: ***The children in the program will progress through all Teaching Strategies Gold Indicators of development and learning for their age level and beyond***

Family Engagement Goal:

Participation from families will support their child's learning and development in the following ways:

- **Interest, intake and enrollment in the program**
- **Awareness and use of the School Readiness Plan strategies at home**
- **Complete home visits with teachers & staff**
- **Attend student conferences and meetings**
- **Involvement in parent-child center sessions**
- **Serve on Parent Committees and Policy Council**
- **Advance educational pursuits and apply for a position with the program**

Differentiation:

Teaching teams must adjust their instructional strategies to meet the needs of all their children. Throughout the year, this approach must occur through:

- **Using Teaching Strategies Gold Assessment**
- **Classroom data analysis from Fall, Winter and Spring checkpoints**
- **BRIGANCE Screening Tool and supplemental assessments for**
 - ***language development**
 - ***social-emotional and self-help development**
- **Language Screen**
- **CLASS observation data**
- **Second Step topics during whole & facilitated groupings**
- **Anecdotal observations throughout the day**
- **School Readiness indicator rubric**

One-to-one time, take home activities, additional community resources and/or a referral may be recommended if children are unable to meet age-appropriate goals.

School Readiness Goals & RUBRIC 2013-2014

Domains	Goals	2-3 Year Olds	Preschool 3 Year Old	Pre-K 4 Year Old	Kindergarten 5 Year Old
Language & Literacy Development	8a.TCW listen to and understand language	Starts to show interest in speech of others and tries to identify familiar objects when prompted	Starts to respond to some specific vocabulary, statements, questions and stories	Responds appropriately to vocabulary, statements, questions and stories consistently	Ask and responds to complex statements, questions, vocabulary and stories regularly
*Dual Language Learners (DLL)	37 TCW progress in listening to and understanding English	BEGINNING to observe others as they converse in play and activities, imitates behaviors	PROGRESSING in response to common English words and phrases when suggested or visual aids	INCREASING in response to English words and phrases	ADVANCING in understanding complex English phrases used by peers and adults in the classroom
	16a TCW demonstrate knowledge of the alphabet by identifying and naming letters	Starts to recognize and name a few letters in own name	Recognizes as many as 10 letters, especially those in own name	Identifies and names 11-20 upper and lowercase letters when in random order	Identifies and names all upper and lowercase letters
Social & Emotional Development	1b TCW regulate emotions and behaviors for independence by following directions and expectations	Starts to respond to changes in an adults tone of voice and expression	Accepts redirection	Manages rules, routines and transitions with some reminders	Associates and applies rules in situations
Cognitive Development	MATH--20abc TCW will use number concepts and operations to count, quantify and connect numbers	Starts to recognize, name and count numbers; then demonstrates some concepts of one, two, more	Can verbally count to 10 and name at least 5 objects accurately in a set	Verbally can count known objects to 20 and can make sets containing up to 10 ; able to connect numbers to groups of objects	Uses a variety of strategies-- counting objects, fingers,counting on or back to solve problems and identifies numerals to 20 by name
	MATH- 22 TCW learn to compare and measure with various objects	Starts to make simple comparisons between two objects	Compares and orders a small set of objects according to size, length,weight, area or volume; knows sequence concept	Uses multiple tools to measure with and uses numbers to compare	Uses measurement words and tools accurately; uses ordinal numbers from first to tenth

	SCIENCE----- TCW learn to use the scientific inquiry skills within the environment	Demonstrates knowledge of the characteristics of living things	Demonstrates knowledge of the physical properties of objects and materials	Demonstrates knowledge of Earths environment	Uses tools and other technology to perform tasks
	NEY E MPE	NEY E MPE	NEY E MPE	NEY E MPE	NEY E MPE
Physical & Health Development	7ab TCW demonstrate fine-motor strength and coordination	Starts to grasp and manipulate objects	Use fingers and whole-arm movements to grip, make marks, draw and write	Uses wrist and finger movements to hold a three-point grip while drawing or writing	Uses precise hand movements for gripping, drawing and writing consistently
Approaches to Learning	11a TCW demonstrate a positive approach to learning by attending and engaging	Starts to pay attention in a structured setting	Able to keep interest while working on a task when offered suggestions, questions and comments	Can stay on task with age-appropriate activities and can ignore most distractions	Stays on task for a period of time and can return to activities after distractions
Family Engagement	Families will support their child's learning and development	Inquiry about the program and begin the application process; learn about the School Readiness Plan	Attending home visits, teacher conferences, center activities, IEP or IFSP meetings, advocate for your child and implementing ICP goals	Become an integral part of the program by working on a center parent committee, being a Policy Council representative or volunteering in our classrooms	Consider giving back to your community by applying for a HS position, furthering your education or technical expertise

KEY of Colors:

Yellow---2 year level	Orange---not emerging yet (NEY), emerging (E), met program expectation (MPE)
Green---3 year level	White---(DLL) beginning, progressing, increasing or advancing
Blue---4 year level	Pink---Family Engagement
Purple---Kindergarten Level	