

## School Readiness Goals, Objectives, & Action Plans 2018-2024

### Overarching School Readiness Goal:

The program will emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; to engage all learners through communication and language rich environments; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; continuously, motivate effort; and support all children's engagement in learning experiences and activities.

### Objective No. 1:

All children in our program will make progress across domains of language and literacy development, cognition, and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for Kindergarten with a minimum of 75% of students meeting or exceeding expectations and thresholds for proficiency as measured by Teaching Strategies Gold.

### Expected Outcome(s):

To plan teaching and learning experiences that align to school readiness goals and track children's progress across developmental domains.

### Expected Challenge(s):

Proper implementation of new curriculum and multi-tiered systems of support for differentiation as well as individualization. Time constraints for lesson planning and documentation.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and Monitoring	Financial Supports
1.) Adopt new curriculum (Creative Curriculum). Utilize professional development for proper implementation of new curriculum (including but limited to: literacy blocks, differentiation, dual language learner strategies, differentiation, and other). a. Instructional staff will organize and participate in on-going annual professional development.	Education Disabilities Mgr., Mentor Teachers, and Instructional teams Teaching Strategies Gold (TSG) Representative, Education Disabilities Mgr.	March 17 – Training Creative Curriculum./TSG Representative  Pre-Service –Curriculum Training  Lesson Plans, Daily Schedules, Sign In Sheets/Agendas  (See T&TA for full scope of PD)	Financial supports will include but are not limited to: curriculum adoption \$20,000.  Training & stipends \$5,000, and other supports/materials for

			implementation.
<p>2.) Progress Monitor and use of MTSS/Differentiation and/or Individualization.</p> <ul style="list-style-type: none"> <li>a. Focus on entering documentation weekly for each student in Teaching Strategies Gold</li> <li>b. Create and note differentiation in lesson plans.</li> </ul>	Ed. Mgr. - Monitors Instructional Teams Observe and Enter	<p>Data points and monitoring reports will be from Teaching Strategies Gold</p> <p>TSG Snapshot (Checkpoint) Reports – Baseline, Mid-year, &amp; spring</p> <p>The school readiness outcomes are embedded in goals below by domain.</p>	TSG License \$9.95/Student - \$1,800 for program.
3.) Continue coaching student/teacher interactions through CLASS observations.	All Certified CLASS Observers: Early Childhood Coord./Superv., Ed. Mgr. Contracted Coach, and Mentor Teachers.	Fall, mid-year and end-of-the-year CLASS observations. Use data to set individual growth plans for professionals and to monitor and remediate student/teacher interactions.	Renew Certifications \$200/yr. for 6 observers.
4.) Use required state assessments to meet proficiency thresholds for 4-year old students.	Ed. Mgr. - Monitors Instructional Teams Administer	VPK state assessments and Florida Kindergarten Readiness Screener.	\$0.
<p>5.) Individualization:</p> <p>Students with Disabilities will be accommodated according to their Individualized Education Plan.</p>	Ed./Disab. Mgr. & Instructional Staff	Teaching Strategies Gold as indicated in Domains listed below.	

Dual Language Learners will participate in small group activities and additional individualized strategies according to the curriculum to further enhance their understanding of the English language.			
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### ***School Readiness Goals by Domain:***

#### **Approaches to Learning Goal**

Children will be provided opportunities to successfully navigate learning experiences by developing the ability to self-regulate in a variety of situations.

#### **Objective No. 1a:**

For all students to demonstrate growth, with 75% or more meeting or exceeding the expectation by age by the Spring Checkpoint in Teaching Strategies Gold in this domain.

#### **Expected Outcome(s):**

Children will be able to show an increasing ability to form positive relationships with adults and peers. Students will demonstrate a strong sense of self, confidence in their abilities, and a strong identity as well as engaging in positive peer and adult-child relationships and interactions.

#### **Expected Challenge(s):**

Documenting interventions and differentiation.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and Monitoring	Financial Supports
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<ol style="list-style-type: none"> <li>1. Children will be able to express themselves through engaging with others through creative role-play.</li> <li>2. Children will be able to show a positive approach to learning through engagement, attentiveness, persistence, and curiosity.</li> <li>3. Follow simple rules and routines with increasing independence (1b)</li> <li>4. Persists with a difficult or non-preferred activity and seeks help when needed (11b)</li> <li>5. Uses imagination in play and interactions with others to plan, initiate and complete learning activities (11e)</li> </ol>	<p>Education/Disabilities Manager - Monitors</p> <p>Instructional Teams facilitate classroom instruction and entering observations.</p>	<p><b>Three Checkpoints (Baseline – Mid-year, and end of the year)</b></p> <p><b>Teaching Strategies Gold:</b></p> <p>Regulates own emotions and behaviors</p> <p>1a: Managing feelings</p> <p>1b: Follows limits and expectations</p> <p>1c: Takes care of own needs appropriately</p> <p>Participates cooperatively and constructively in group situations</p> <p>3a: Balances the needs and rights of self and others</p> <p>3b: Solves social problems</p> <p><b>Teaching Strategies Gold:</b></p> <p>Establishes and sustains positive relationships</p> <p>2a: Forms relationships with adults</p> <p>2b: Responds to emotional cues</p> <p>2c: Interacts with peers</p> <p>2d: Makes friends</p>	<p>TSG (Database) License</p> <p>\$1,791.00</p>
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### **Social & Emotional Development Goal:**

Children will gain a sense of identity and belonging through social interactions and positive emotional connections in order to experience personal success.

### **Objective No. 1b :**

For all students to demonstrate growth, with 75% or more meeting or exceeding the expectation by age by the Spring Checkpoint in Teaching Strategies Gold in this domain.

### **Expected Outcome(s):**

Students will demonstrate a strong sense of self, confidence in their abilities, and a strong identity as well as engaging in positive peer and adult-child relationships and interactions.

### **Expected Challenge(s):**

Documenting interventions and differentiation.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and Monitoring	Financial Supports
1. Children will be able to show an increasing ability to manage their own emotions and behaviors.  2. Children will be able to show an increasing ability to form positive relationships with adults and peers.	Education/Disabilities Manager - Monitors  Instructional Teams facilitate classroom instruction and entering observations.	<b>Teaching Strategies Gold:</b> Regulates own emotions and behaviors 1a: Managing feelings 1b: Follows limits and expectations 1c: Takes care of own needs appropriately  Participates cooperatively and constructively in group situations 3a: Balances the needs and rights of self and others 3b: Solves social problems  <b>Teaching Strategies Gold:</b> Establishes and sustains positive relationships 2a: Forms relationships with adults 2b: Responds to emotional cues 2c: Interacts with peers 2d: Makes friends	

### Perceptual Motor & Physical Development Goal:

Children will increase gross and fine motor skills and understand self-care skills to fully function and explore in their environment.

### Objective No. 1c :

For all students to demonstrate growth, with 75% or more meeting or exceeding the expectation by age by the Spring Checkpoint in Teaching Strategies Gold in this domain.

### Expected Outcome(s):

Children will demonstrate control of large muscles for movement, navigation, and balance as well as control of small muscles for such purposes as using scissors, utensils, self-care, building, writing, and manipulation. Children will also identify and practice healthy and safe habits.

**Expected Challenge(s):**

Documenting interventions and differentiation.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and Monitoring	Financial Supports
1. Children will be able to show control of large muscles for movement, coordination and balance.  2. Children will be able to show use of fingers and hands in small movements, as well as using tools for writing and drawing.	Education/Disabilities Manager - Monitors  Instructional Teams facilitate classroom instruction and entering observations.	Teaching Strategies Gold: Traveling skills 4a: Walks 4b: Runs 4c: Gallops and skips  Balancing skills 5a: Sits and stands 5b: Walks on beam 5c: Jumps and hops  Gross-motor manipulative skills 6a: Throws 6b: Catches 6c: Kicks  Teaching Strategies Gold: Fine motor strength and coordination 7a. Using fingers and hands 7b: Use writing and drawing tools	

**Cognition and General Knowledge Goal:**

Children will develop reasoning, memory, problem solving, and thinking skills to connect experiences and organize their world.

**Objective No. 1d :**

For all students to demonstrate growth, with 75% or more meeting or exceeding the expectation by age by the Spring Checkpoint in Teaching Strategies Gold in this domain.

**Expected Outcome(s):**

Students will enter Kindergarten using math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve. They will also use observation and manipulation, ask questions, make predictions, and develop hypotheses to better understand information and activities

in their surroundings.

**Expected Challenge(s):**

Documenting interventions and differentiation.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and Monitoring	Financial Supports
<p>1. Children will be able to show beginning math skills including spatial relationships, creating patterns and using math concepts through every day routines.</p> <p>2. Children will be able to show beginning math skills including shape recognition, counting and connecting numbers to quantities.</p> <p>3. Children will be able to show multiple ways to solve problems, problem solving skills, and symbolic thinking.</p> <p>4. Children will engage in exploring their environment through observation, manipulation, making predictions, classifying, comparisons and communicating their findings to others.</p>	<p>Education/Disabilities Manager - Monitors</p> <p>Instructional Teams facilitate classroom instruction and entering observations.</p>	<p><b>Teaching Strategies Gold:</b> Explores and describes spatial relationships and shapes 21a: Understands spatial relations 21b: Understands shapes 22: Compares and measures 23: Demonstrates knowledge of patterns</p> <p>Teaching Strategies Gold: Uses number concepts and operations 20a: Counts 20b: Quantifies 20c: Connects numerals to their quantities</p> <p>Teaching Strategies Gold: Uses symbols and images to represent something not present 14a: Thinks symbolically</p> <p>Teaching Strategies Gold: 13: Uses classification skills 24: Uses scientific inquiry skills</p>	

**Language & Learning Goal:**

Children will learn and develop both receptive and expressive language skills to build a strong emergent literacy foundation to promote school

readiness.

**Objective No. 1e :**

For all students to demonstrate growth, with 75% or more meeting or exceeding the expectation by age by the Spring Checkpoint in Teaching Strategies Gold in this domain.

**Expected Outcome(s):**

Students will comprehend and use complex and varied vocabulary, engage in literature in developmentally appropriate ways, and understand a print system of visible marks that represent sounds within words and words themselves.

**Expected Challenge(s):**

Documenting interventions and differentiation.

Action/Strategy	Person(s) Responsible	Timeline, Data Points and Monitoring	Financial Supports
1. 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.	Education/Disabilities Manager - Monitors Instructional Teams facilitate classroom instruction and entering observations.	<b>Teaching Strategies Gold:</b> Listens to and understands increasingly complex language 8a: Comprehends language 8b: Follows directions  Uses language to express thoughts and needs 9a: Uses an expanding expressive vocabulary 9b: Speaks clearly 9c: Uses conventional grammar 9d: Tells about another time or place  Uses appropriate conversational and other communication skills 10a: Engages in conversations 10b: Uses social rules of language	
2. Children, who are English Language Learners, will show progress in listening to, understanding and speaking English.			
3. 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.			
4. 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.			



		<p><b>Teaching Strategies Gold:</b>  37: Demonstrates progress in listening to and understanding English  38: Demonstrates progress in speaking English</p> <p><b>Teaching Strategies Gold:</b>  16a: Identifies and names letters  16b: Uses letter-sound knowledge  19a: Writes name  19b: Writes to convey meaning</p> <p><b>Teaching Strategies Gold:</b>  15a: Notices and discriminates rhyme  15b: Notices and discriminates alliteration  15c: Notices and discriminates small and smaller units of sound.  17a: Uses and appreciates books  17b: Uses print concepts  18a: Interacts during read-alouds and book conversations  18b: Uses emergent reading skills  18c: Retells stories</p>	
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