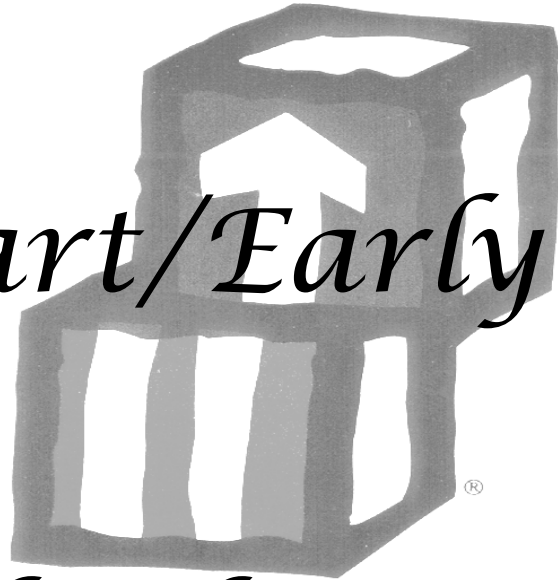


*S*_{outh} *E*_{ast} *A*_{labama} *R*_{egional} *P*_{lanning} & *D*_{evelopment} *C*_{ommission}

Head Start/Early Head Start



*School Readiness
Implementation Plan*



SECTION - 1
INTRODUCTION

Welcome to the Southeast Alabama Regional Planning & Development Commission (SEARPDC) Head Start/Early Head Program. Our main office is located in southeastern part of Alabama, at 462 North Oates Street on the fourth floor of the Houston County Administrative Building in Dothan Alabama.



SEARP&DC HEAD START/EARLY HEAD START MISSION STATEMENT

The overall mission of the SEARP&DC Head Start/Early Head Start Program is to bring about a greater degree of social competence in the young children of low-income families. Achieving and enhancing social competence must consider the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs, and all other factors that address the developmental needs of Head Start children. Developing and improving social competence enhances the child’s ability to function and carry out the everyday responsibilities of school and life.

The SEARP&DC Head Start Program’s approach to carrying out this mission is based on the philosophy that:

1. A child can benefit most from a comprehensive, interdisciplinary program with a broad range of services that remedies problems and fosters development;
2. The child’s entire family, as well as the community should be involved in supporting the child’s development. The family, which is the principal influence on the child’s development, is expected to directly participate in our child development program;
3. The program maximizes the strengths and unique experiences of each child in reaching their full potential.

The SEARP&DC Head Start Program is a child development program licensed by the State of Alabama Department of Human Resources to provide services to 331 children ages 3 to 5 years of age. The program operates with HHS federal funding and local in-kind support in providing continuous Head Start services for over 30 years. Enrollment information may be obtained by contacting the Center Directors at the following Head Start Centers:

Andalusia Head Start Center -	(334) 881-0181	Andalusia Early Head Start	-	(334) 222-1879
Eufaula Head Start Center -	(334) 687-2796			
Florala Head Start Center -	(334) 858-3060			
Geneva Head Start Center -	(334) 684-6168			
Headland Head Start Center -	(334) 693-2925	Headland Early Head Start	-	(334) 693-0400
Opp Head Start Center -	(334) 493-4451			

**SEARPDC Head Start/Early Head Start
Office: Dothan, Alabama
Serving: Barbour, Covington, Geneva & Henry Counties**

Andalusia Head Start(HS)/Early Head Start (EHS)	Staff (9-HS / 5-EHS), Children (60-HS& 16-EHS)
Eufaula Head Start	Staff (6) Children (40)
Floralia Head Start	Staff (6) Children (34)
Geneva Head Start	Staff (9) Children (60)
Headland Head Start(HS)/Early Head Start (EHS)	Staff (7-HS / 5-EHS), Children (40-HS & 16-EHS)
Opp Head Start	Staff (12) Children (77)
Management Staff includes:	Head Start Director, 4- Managers (Education, Health/Nutrition, Family/Community Partnership, Disability/Mental Health)
Total	64 staff= Head Start-49/Early Head Start Staff-10/Mgt-5 343 children = 327-HS & 32-EHS

**There are center directors located at each center and all of these sites are center based facilities.
We are a full day/five days a week program, serving breakfast, lunch and snack.**

SECTION - 2

SEARP&DC Head Start/Early Head Start School Readiness Goals Plan

Improving Head Start for School Readiness Act of 2007

Purpose of Head Start:

“To promote the school readiness of low income children by enhancing their cognitive, social and emotional development”

To promote school readiness: “in a learning environment that supports children’s growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills and approaches to learning; and” To promote school readiness: “through the provision to low-income children and their families of health, educational, nutritional, social and other services that are determined, based on family needs assessments, to be necessary”.

Philosophy:

Our agency will identify goals and skills that children can demonstrate their ability which indicates they are “school ready”. We want to assist the children, families, staff, public school-LEA, community and stakeholder in preparing children for school and life.

Definition: Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and 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. Head Start is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, and social and emotional development, all of which are essential to children getting ready for school.

Importance:

Our agency believes that school readiness allows us to support children’s learning , gives families peace of mind in knowing that their child will be able to succeed.

School Readiness Team

Ron Holliman, Head Start Director
Stephanie Dawsey, FCP Manager
Pat Nobles, Disability/MH Manager
Dorothy Kinsey, Center Director-Eufaula
Krystal Seay, Center Director-Geneva
Lisha Jackson, Center Director-Opp
Melanie Hunt, A/EHS Coordinator

Josephine Forte, Barbour Co. Health Dept. Rep
Stawantia Hill, EHS/Parent
Carol Spivey, Geneva County Schools-Nurse
J. Philip Carter, Geneva Mayor
Annissa B. Mitchell, Geneva Co. DHR
Linda Monaghan, GHS/Guardian
Lindsay Ball, Geneva Co.-CNP Director
Margaret Mixon, Geneva Co. -EMA Director
Vicki Norton, EFNEP-Agent Assistant
Karen Tipton, Henry Co. Health Dept.-Clinic Cord
Larry Glover, Community Rep.
Nikeli Reeves, HHS Parent

Jackie Daniels, Education Manager
Martha Lisenby, Health/Nutrition Manager
Denise Davis, Center Director-Andalusia
Lynda Christian, Center Director-Floral
Minnie Vickers, Center Director-Headland
Carolyn Conley, Health Manager's Assistant
Betty Thomas, H/EHS Coordinator

Elizabeth Boyce, OHS Parent
Cassandra Harris, AHS Parent
Sylvia Tyson, Community Rep-Nurse
Buddy Pryon, Policy Council
Lisa Byrd, Parent
Jessica Denny, Parent
Tanya James, OHS Parent
Patty Ferman, Dietitian
Cynthia Taylor, Nurse Practitioner

School Readiness Goals

SRG Domains

Physical Development & Health

Social & Emotional Development

Approaches to Learning

(Creative Arts/Approaches to Learning)

Language & Literacy

Cognition & General Knowledge

(Logic & Reasoning, Mathematics/Science/Social Studies Knowledge & Skills)

PROCESS OF DEVELOPING GOALS

Attend trainings

Conduct meetings

Select members

Conduct SR meeting

Write goals-draft

Distribute – goals' draft

(obtain input from- staff, parents, TTA, RO, stakeholders, & community reps)

Update goals

Component Descriptions (as they relate to agency' SGR: on-going child assessment date, CLASS)

***SEARPDC* Head Start School Readiness Goals**

The following are our agency's school readiness goals. They are divided into the five areas, as identified by the Office of Head Start.

Physical Development

Children will.....

- participant in appropriate health practices (oral, visual, health) for healthy & safe living
- demonstrate their understanding of health by recognizing, communicating and distinguishing habits
- demonstrate their ability to develop gross motor skills that will enhance their control & coordination
- demonstrate their ability to manipulate a variety of tools & materials for fine motor skills

Social/Emotional

Children will

- develop & demonstrate social skills by establishing appropriate relationships with adults & peers
- show their ability to engage in appropriate independence and decision making with various tasks
- demonstrate their ability to understand and behaviors
- resolve conflicts & express emotions/feelings or behaviors in an appropriate manner
- show progress in understanding the similarities and differences in people

Approaches to Learning w/Creative Expressions

Children will.....

- demonstrate their willingness to persist/accomplish a variety of topics & tasks with curiosity
- show their ability to be engaged and attentiveness with various task until completed
- be able to express their creative abilities in music, art, dance and dramatic experiences

***SEARPDC* Head Start School Readiness Goals**

Language & Literacy

Children will.....

- demonstrate their ability to understand & utilize various forms of language
- verbalize their language skills in a variety of methods (expressing their needs & wants)
 - show their ability to distinct letter sounds.
 - identify and discriminate beginning sounds (especially familiar words)
 - be able to identify letter and letter sounds.
 - be able to identify everyday print in various forms.

(for non-English-speaking children)

- demonstrate their understanding communicate thoughts, ideas, expressions & show progress in understanding English

Cognitive Development (w/ Logic & Reasoning-Mathematics-Science- Social Studies)

Children will.....

- demonstrate their ability to use various methods for solving problems, utilizes various ways to ask questions, accomplish task and apply reasoning skills
- demonstrate ability to use math for counting, comparing, solving problems/patterns in daily routines/living
- engage in discovery skills of exploring, observing, questioning, predicting, theorizing related to the natural & physical world

Our program individualizes early childhood development services for children of all abilities, who are enrolled with our grantee.

SEARP&DC Head Start/Early Head Start School Readiness Action Plan

PURPOSE: To develop a system to implement the school readiness requirements in accordance to the Head Start Act. These goals will reflect the programs' expectations for children, families and staff across the five domains. This will allow us to promote positive child outcomes in the classrooms as well as provide support professional development for staff.

PROCESS	ACTIVITY	TARGET AUDIENCE	TARGET DATE	PERSON RESPONSIBLE	RESOURCES
Step 1	Attend School Readiness Training (State-Clusters)	Head Start Director, Managers, Center Directors,	July 2013-May 2014	T/TA ECE Specialist	ECKLC OHS – Road Map to Excellence Alabama Head Start Association (AHSA)
Step 2	Attend School Readiness Training (State)	Head Start Directors, Center Directors, Teachers, & Teacher's Assistants	September 2013	T/TA ECE Specialist	ECKLC
Step 3	Attend School Readiness Training (Regional)	Head Start Director, Managers, Center Directors	September 2013	T/TA ECE Specialist Region IV Association	Various Consultants
Step 4	Conduct Meeting with Management Team to discuss school readiness goals	Head Start Director, Managers, Center Directors	July – October 2013	Education Manager	ECKLC - handouts
Step 5	Conduct Staff Meetings to discuss school readiness goals	Center Directors, Managers	October 2013-May 2014	Education Manager	ECKLC – handouts T/TA - handouts

ANNUAL GOALS

Step 6	Present school readiness goals information to various stakeholders	Board Members Policy Council Members LEA & Community Representatives	June -May	Education Manager, Head Start Director, Managers, & Center Directors	ECKLC – handouts T/TA - handouts
Step 7	Implement classroom activities related to transitioning to public school (ex-lunch-choosing items, using lunch codes, getting on & off bus appropriately, etc...)	Center Director Teachers Teacher’s Assistant	October -May	Center Directors Managers	
Step 8	Conduct Staff Meetings to discuss school readiness goals	Center Directors, Managers Teachers, Teachers’ Assistants	October -May	Education Manager Center Directors	ECKLC – handouts T/TA - handouts
Step 9	Invite Public School Personnel to conduct Parent Meetings to discuss transition	Parents, Head Start Staff	October -May		ECKLC – handouts T/TA - handouts
Step 10	Visit the Public School kindergarten classroom as a transition activity	Children	May	Center Director Public School staff	ECKLC – handouts T/TA - handouts
Step 11	Obtain kindergarten registration papers Inform parents of kindergarten registration dates & time Prepare copies of needed paperwork for registration	Parents	April – May	Center Director Family Service Worker	Registration forms

SECTION - 4

Curricula Description

Creative Curriculum Fifth Edition

At the heart of *The Creative Curriculum* is knowledge of child development theory and careful consideration of the latest research in the field of early childhood education. Used to inform and shape the *The Creative Curriculum* and the guidance offered to teachers, the research base ensures that teachers know not only what and how to teach children but *why* particular practices are effective. By understanding the theory and research behind how children's knowledge, skills, and behaviors progress over time, teachers are better able to support children's development and learning. *The Creative Curriculum* highlights the important balance between applying a general knowledge of child development with the particular knowledge a teacher gains by forming a relationship with each child and family. Until the 20th century, little scientific attention was given to studying how children develop and learn. In the past 75 years, however, research has provided a wealth of information about childhood as a separate and distinct stage of life with its own characteristics. That research informs developmental and learning expectations for young children in early childhood education programs (Berk, 2009). Early childhood professionals make decisions about the education of children based upon three types of information (Copple & Bredekamp, 2009):

- child development and how children learn
- the individual strengths, needs, and interests of each child
- each child's family and community cultures

2 Research Foundation: *The Creative Curriculum The Creative Curriculum for Preschool* is based on five fundamental principles. They guide practice and help us understand the reasons for intentionally setting up and operating preschool programs in particular ways. These are the principles:

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

This paper summarizes the major theories and research that helped Teaching Strategies identify these principles; each of these influences our understanding of child development and learning and informs our recommendations to teachers.

Yes, we think the chosen curriculum supports our school readiness goals as aligned above

Supplement Curricula

AS I AM

Growing Up Wild

High Five, Mathmatize

ECLKC (HS/EHS)

DECA-

High Reach Curriculum

NHS-STEPS Manuals

Creative Curriculum – Study Starters

Curriculum training – July

CLASS Observations

CLASS Implementation Plan (attached)

Professional Development Plan (copy attached)

TTA Plan (copy attached)

SECTION – 5

On-Going Child Assessment Data

Teaching Strategies Gold (on-line) TSG

- **the children will be observe daily**
- **staff will document and enter data in system**
- **at the end of each checkpoint the children’s documentation will berated according to their ability**
 - **using the rating system in Creative Curriculum-vol. 5**
- **reports will be generated**
- **information was reported to various parties**
(parents, staff, board, policy council & community representatives)