

The Head Start Program Performance Standards (HSPPS) require programs to:

- Set goals for improving the school readiness of children §1302.102(a)(3)
- Establish goals in collaboration with the governing body and policy council §1302.102(a)(3)
- Align the goals with the HSELOF, state and tribal early learning standards, and the expectations of schools Head Start children will attend §1302.102(a)(3)
- Evaluate progress toward reaching these goals §1302.102(b)(2)(i)
- Establish goals in consultation with parents §1304.11(b)(1)(iii)

Zaasijiwan Head Start School Readiness Goal:

Through quality teaching and learning, children will progress to 90% meeting or exceeding the widely held (age level) expectations in Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics areas of Development and Learning using the Teaching Strategies assessment tool by the end of the school year.

Note: The assessment report will be run to exclude children with disabilities/delays as identified by Part B and Part C agencies. A 90% goal, rather than 100% accounts for those who may be unidentified or other delays. When children with IEPs or IFSPs are included in the reports the program goal is 80% meeting or exceeding program expectations.

Zaasijiwan Head Start School Readiness Plan:

Our goals will address and strengthen school readiness for children birth to five at developmentally appropriate stages by:

- Ensuring quality teaching and learning by trained and reliable raters utilizing a research-based curriculum, assessment tool and the accompanying professional development and fidelity tools at least annually.
- Aligning with the [Head Start Early Learning Outcomes Framework-Ages Birth to Five](#) and
- [WI Model Early Learning Standards, 5th Edition](#) ([HSELOF & WMELS Alignment Document](#)),
- Using [Teaching Strategies Objectives for Development and Learning: Birth through Kindergarten](#) to focus our observations, and
- Using **Teaching Strategies GOLD** assessment tool ([GOLD and WMELS Alignment Document](#)) with **The Creative Curriculum for Preschool**
- to assess progress.

We will assess our progress three times during our school year by completing checkpoints after each academic period (“Fall,” “Winter,” and “Spring”).

The format of our plan is based on our assessment tool using the **Teaching Strategies Objectives for Development and Learning: Birth through Kindergarten**, color-coded by the 5 central domains of the **Head Start Early Learning Outcomes Framework-Ages Birth to Five**, dimensions in bold are “4K Power Standards” of the Lac Du Flambeau Public School.

Head Start Early Learning Outcomes Framework



HSELOF CENTRAL DOMAIN	TEACHING STRATEGIES OBJECTIVES FOR DEVELOPMENT AND LEARNING		
	AREA	OBJECTIVE	DIMENSION
Social and Emotional Development	<u>Social-Emotional</u>		
		<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> a. Manages feelings b. Follows limits and expectations c. Takes care of own needs appropriately 2. Establishes and sustains positive relationships <ol style="list-style-type: none"> a. Forms relationships with adults b. Responds to emotional cues c. Interacts with peers d. Makes friends 3. Participates cooperatively and constructively in group situations <ol style="list-style-type: none"> a. Balances needs and rights of self and others b. Solves social problems 	
Perceptual Motor and Physical Development	<u>Physical</u>		
		<ol style="list-style-type: none"> 4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills 7. Demonstrates fine-motor strength and coordination <ol style="list-style-type: none"> a. Uses fingers and hands b. Uses writing and drawing tools 	
Language and Literacy	<u>Language</u>		
		<ol style="list-style-type: none"> 8. Listens to and understands increasingly complex language <ol style="list-style-type: none"> a. Comprehends language b. Follows directions 9. Uses language to express thoughts and needs <ol style="list-style-type: none"> a. Uses an expanding expressive vocabulary Uses social rules of language 	

- b. Speaks clearly**
- c. Uses conventional grammar**
- d. Tells about another time or place**

10. Uses appropriate conversational and other communication skills

- a. Engages in conversations**
- b. Uses social rules of language

Cognitive

Approaches to Learning

11. Demonstrates positive approaches to learning

- a. Attends and engages**
- b. Persists**
- c. Solves problems
- d. Shows curiosity and motivation
- e. Shows flexibility and inventiveness in thinking**

Cognition

12. Remembers and connects experiences

- a. Recognizes and recalls
- b. Makes connections

13. Uses classification skills

14. Uses symbols and images to represent something not present

- a. Thinks symbolically
- b. Engages in sociodramatic play**

Literacy

Language and Literacy

15. Demonstrates phonological awareness

- a. Notices and discriminates rhyme**
- b. Notices and discriminates alliteration
- c. Notices and discriminates smaller and smaller units of sound

16. Demonstrates knowledge of the alphabet

- a. Identifies and names letters**
- b. Uses letter–sound knowledge

17. Demonstrates knowledge of print and its uses

- a. Uses and appreciates books
- b. Uses print concepts

18. Comprehends and responds to books and other texts

- a. Interacts during read-alouds and book conversations**
- b. Uses emergent reading skills
- c. Retells stories

19. Demonstrates emergent writing skills

- a. Writes name**
- b. Writes to convey meaning**

Mathematics

Cognition

20. Uses number concepts and operations

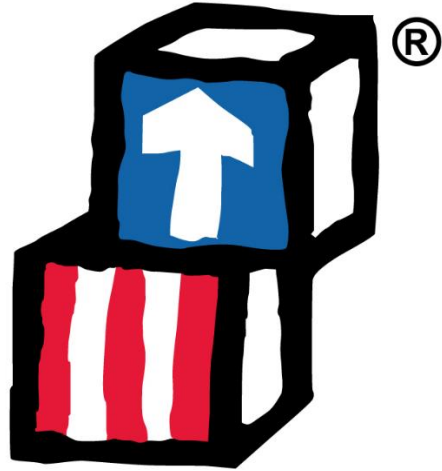
- a. Counts**
- b. Quantifies**
- c. Connects numerals with their quantities**

21. Explores and describes spatial relationships and shapes

- a. Understands spatial relationships**
- b. Understands shapes**

22. Compares and measures

23. Demonstrates knowledge of patterns



<https://eclkc.ohs.acf.hhs.gov/programs/article/head-start-approach>