

**Early Years Program
Walnut Court
Plan on a Page 2011-2012**

Topics	Goals <i>(Are the Goals SMART: <u>S</u>pecific, <u>M</u>easurable, <u>A</u>ttainable, <u>R</u>ealistic, and <u>T</u>ime-bound?)</i>	Action Plans <i>(What specific activities will we undertake to make this happen?)</i>
NAEYC Accreditation	To maintain national accreditation for the pre-k program.	<ul style="list-style-type: none"> • Monthly curriculum/staff meetings discussing the procedures and activities needed in updating portfolios. • Classroom and Program portfolios are updated and ready for evaluation • SIP days used for staff training in developmentally appropriate practice. • Staff development throughout the year on developmentally appropriate practices and curriculum
Language and Literacy	Emergent Writing <ul style="list-style-type: none"> • Students aged 3-4 will show improvement in fine motor/ writing ability as determined by the data from the VMI test administered during Sept (pre) and April (post). • At mid-year 50% of 3 -4 year olds can make a vertical, horizontal, circle, and cross w/crossover • At Posttest – 85% of all 3 and 4 year-olds will make the vertical, horizontal, circle and cross w/crossover 	<ul style="list-style-type: none"> • After the pretest, children will receive individualized instruction according to set goals on pencil grasp, line, shape and letter writing. • A mid-year shape and figure assessment will note progress. • The post test will assess progress on figure/letter writing and achievement of goals. • Daily sign-in sheets and ongoing anecdotal notes will monitor progress. • Progress is shared at Parent/Teacher conferences in fall and spring.
Social/Emotional Development	1. Beginning to understand and follow rules (32.A.ECa) * After 8 months of school, 85% of 3 yr old and 4 yr old children will demonstrate this Illinois Early Learning benchmark 2. Managing transitions and beginning to adapt to change in routines (32.A.ECb) * After 8 months of school, 85% of 3 yr old and 4 yr old children will demonstrate this Illinois Early Learning benchmark	<ul style="list-style-type: none"> • Classroom rules will be child-generated and posted in words and pictures in the room • Teachers will alert children to changes in the schedule so that they can deal with routine changes • Continued research will assist teachers in developing new transition activities (songs, rhyme, colors, etc) • Individualized social/emotional goals will be set during the fall parent/teacher conference and progress will be shared during the spring parent teacher conferences. • Anecdotal notes will be used to note progress.
State Evaluations	To Collect, record, evaluate and submit the necessary forms and records to the grant program that show growth and achievement of goals and performance for children, adults and families.	<ul style="list-style-type: none"> • Parent Educators will record information needed on the state forms by May • Parent Educators will track parental involvement in and at all program events throughout the school year
Teen Involvement	<ul style="list-style-type: none"> • Create and implement a 3-year cycle curriculum for the teen program at the local junior high and high schools • Maintain 85% participation in the teen program at the local junior high and high schools. 	<ul style="list-style-type: none"> • Parent Educators will compile resources and information to provide a teen curriculum that will be cycled every 3 years. • Parent Educators will provide services to teen parents at the local junior high and high school and maintain records on participation.