

## **Española Public Schools NMPREK and Three Year Old/Four Year Old Program**

### **Goals for SY 2018-2019**

#### **Timeline for all goals: August 2018-May 2019**

Note: All goals address FOCUS Essential Elements of Quality, including family engagement, inclusive practices for children with diverse abilities, promoting social relationships, and effective early literacy instruction.

#### **Goal #1 Focus Area-Literacy**

Increase literacy skills through experiences that engage the four modalities of reading, writing, speaking, and listening.

#### **Rationale**

Academic achievement is strongly correlated to increased vocabulary, literacy experiences, and exposure to print during the early years of a child's life. With these in mind, Prek staff and other stakeholders will focus on enriching their classrooms and the Early Childhood Education experience with literacy opportunities that tap into the four modalities of literacy (reading, writing, speaking and listening). Further, many children in the programs have Individualized Educational Plans. Thus supporting areas of communication that are more encompassing (i.e., signing) help all students access the curriculum and be academically successful.

#### **Stakeholders**

Española Public Schools NMPREK and Three Year Old/Four Year Old Program Staff  
Española Public Schools Prekindergarten Coordinator  
Española Public Schools Special Education Department  
Española Public Schools Administration (i.e., site and Central Office)  
Española Public Schools Ancillary Staff (i.e., Speech Language Pathologist)  
Students  
Students' Families

#### **Actions**

Increase environmental print in the classroom (i.e., labels, posters)  
Daily read aloud  
Centers with reading, writing, speaking and listening very present  
Integrated units that highlight vocabulary and the retention of ideas  
Regular family newsletters  
Opportunities for children to speak (i.e., mealtimes, self select time, during whole and small group instruction)  
Celebrations of learning (field trips, family events)  
Instruction that taps into many intelligences

#### **Desired Result**

Increased vocabulary, social skills, literacy skills, and overall communication skills.

## ELG Literacy Domain

Outcome 5: The child demonstrates the understanding and function of both receptive and expressive vocabulary. Indicator 5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions. Indicator 5.3: Demonstrates increasing abilities to understand and use language by the number, variety and complexity of words across varied purposes.

Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards RL.K.4 Ask and answer questions about unknown words in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Outcome 6: The child communicates experiences, ideas, and feelings through speaking or American Sign Language (ASL). Indicator 6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences. Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B Continue a conversation through multiple exchanges. SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills. Indicator 7.2: Demonstrates comprehension of a story “read aloud” by asking relevant questions and providing key details in literary texts. Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.10 Actively engages in group reading activities with purpose and understanding. RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.10 Actively engages in group reading activities with purpose and understanding. SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills. Indicator 7.3: Demonstrates the knowledge to make sense of print. Rubric 7.3a: Shows an understanding of the basic concepts of print. Rubric 7.3b: Understands that print carries meaning. Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards RI.K.5 Identify the front cover, back cover, and title page of a book. RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1.A Follow words from left to right, top to bottom, and page by page. RF.K.1.C Understand that words are

separated by spaces in print. RL.K.2 With prompting and support, retell familiar stories, including key details.

Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills. Indicator 7.4: Hears and discriminates the sounds of language in words to develop phonological awareness. Rubric 7.4a: Recognizes and generates rhyming sounds in spoken language. Rubric 7.4b: Demonstrates understanding of spoken words, syllables and sounds (phonemes). Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A Recognize and produce rhyming words. RF.K.2.B Count, produce, blend, and segment syllables in spoken words. RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (\*This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills. Indicator 7.5: Demonstrates an understanding of alphabet principle and word recognition skills. Rubric 7.5a: Shows an understanding of alphabetic knowledge. Rubric 7.5b: Knows and applies letter-sound correspondence and beginning sound-recognition skills. Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3.A Demonstrates basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Outcome 8: The child demonstrates that writing is a way of communicating for a variety of purposes. Indicator 8.3: Understands how to apply the early stages of drawing and writing to convey meaning. Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.A Print many upper- and lowercase letters. L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships. W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## **Goal #2 Focus Area-Social/Emotional Development**

Promote positive and productive social/emotional development in Española Public Schools Prekindergarten and 3y/4y classrooms.

### **Rationale**

Contemporary classrooms are experiencing an increase in anti-social and aggressive behaviors. To help children learn self-regulation, peer interaction, and other behaviors appropriate for the school setting and that are useful in everyday life, pro-social curriculum and instruction will be addressed.

### **Stakeholders**

Española Public Schools NMPREK Three Year Old/Four Year Old Program Staff  
Española Public Schools Prekindergarten Coordinator  
Española Public Schools Ancillary Staff (i.e., Speech Language Pathologist)  
Española Public Schools Special Education Department  
Española Public Schools Administration (i.e., site and Central Office)  
Students  
Students' Families

### **Actions**

Increased use of Creative Curriculum to promote social/emotional skills  
Positive reinforcement/positive child guidance  
Newsletter that highlights positivity in the classroom and in children's lives  
Celebrations of learning (i.e., for regular attendance and no incidents)  
Monthly Child finds

### **Desired Result**

Improve Early Childhood Education experiences by maximizing instructional time and diminishing disruptive behaviors in these classrooms. Utilize proven, positive strategies, including the adopted curriculum, to guide young children in productive ways.

Domain 6: Self, Family, and Community Outcome 18: The child develops self control. Indicator 18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations). Aligned New Mexico Kindergarten Standards: Social Studies Standards Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. K-4 Benchmark III-D: Understand rights and responsibilities of "good citizenship" as members of a family, school and community. K.2. Explain what is meant by "good citizenship," to include: a. taking turns and sharing b. taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others.

Domain 6: Self, Family, and Community Outcome 19: The child demonstrates personal responsibility. Indicator 19.1: Cares for personal and group possessions. Aligned New Mexico Kindergarten Standards: Social Studies Standards Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. K-4 Benchmark III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community. K.2. Explain what is meant by “good citizenship,” to include: a. taking turns and sharing b. taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others

Domain 6: Self, Family, and Community Outcome 20: The child works cooperatively with other children and adults. Indicator 20.1: Plays and interacts with various children, sharing experiences and ideas with others. Aligned New Mexico Kindergarten Standards: Physical Education Standards Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will: K-4 Benchmark 2: work cooperatively and productively with a partner or small group: K-2.1. invite a peer to take his turn at a piece of apparatus before repeating turn; and K-2.2. assist partner by sharing observations about skill performance during practice. Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will: K-4 Benchmark 2: recognize the talents that individuals with differences can bring to group activities: K-2.1. work productively with a variety of partners. K-4 Benchmark 3: experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins: K-2.1. accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.).

Domain 6: Self, Family, and Community Outcome 20: The child works cooperatively with other children and adults. Indicator 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts. Aligned New Mexico Kindergarten Standards: Physical Education Standards Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will: K-4 Benchmark 3: recognize the influence of peer pressure and identify ways of resolving conflict: K-2.1. demonstrate the elements of socially acceptable conflict resolution; and K-2.2. demonstrate effective communication skills.

Domain 6: Self, Family, and Community Outcome 21: The child develops relationships of mutual trust and respect with others. Indicator 21.2: Accepts guidance from a variety of appropriate adults and seeks their support when needed. Aligned New Mexico Kindergarten Standards: Social Studies Standards Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments. K.1. Identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, and public officials). Health Standards

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will: K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health: K.3. know how to access help (e.g., dial 911 in an emergency, trusted adult).

### **Goal #3 Focus Area-Family Involvement**

Create learning environments that encourage and enable families to participate. Increase lines of communication between families and prekindergarten staff as a means to positively effect children's learning.

#### **Rationale**

Family involvement in education improves the learning experience, helps with academic success, and contributes to a quality Early Childhood Education program.

#### **Stakeholders**

Española Public Schools NMPREK Three Year Old/Four Year Old Program Staff  
Española Public Schools Prekindergarten Coordinator  
Española Public Schools Ancillary Staff (i.e., Speech Language Pathologist)  
Española Public Schools Special Education Department  
Española Public Schools Administration (i.e., site and Central Office)  
Students  
Students' Families

#### **Actions**

Host celebrations of learning (i.e., literacy night) and other events that encourage family involvement  
Newsletters  
Informal dialogue with families before and after school  
Family/teacher conferences (2x annually)  
Volunteer opportunities  
Bring your parent to school day  
Field trips (two fall semester, two spring semester)  
Host Child finds

#### **Desired Result**

Increased communication between students' families and prek staff/Española Public Schools. Increased relationships that are built on respect and rapport. Dissemination of information to families so they may better support their children's academic and social/emotional growth.

### **Goal #4 Focus Area-Social/Emotional Skills**

Utilize play, outdoor experiences and other modalities of teaching and learning that promote positive social and emotional skills.

## **Rationale**

Physical activity helps with children's cognitive, social, emotional and physical development. For instance, they increase flexibility in thinking, such as symbolic representation, gain concrete experience with visual/spatial and mathematical concepts, aid in problem solving, learn to share and compromise, practice fine and gross motor skills, increase control with tools, build self-esteem, and much more.

## **Stakeholders**

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Española Public Schools Prekindergarten Coordinator  
Española Public Schools Ancillary Staff (i.e., Speech Language Pathologist)  
Española Public Schools Special Education Department  
Española Public Schools Administration (i.e., site and Central Office)  
Students  
Students' Families

## **Actions**

Daily outdoor time  
Physical activity and movement during whole group instruction  
Physical activity and movement during small group instruction  
Play and outdoor experiences that facilitate social and emotional growth  
Promote benefits of physical activity among children's families, such as highlighting the benefits, in newsletters  
Address students' Individualized Educational Plan goals (i.e., Physical Therapy, Speech Therapy and Occupational Therapy) through physical modes

## **Desired Result**

Implement Tier I and Tier II interventions that will address students' social and emotional skills, hence leading to less Behavior Intervention Plans.

Domain 7: Approaches to Learning Outcome 24: The child takes initiative. Indicator 24.2: Develops increasing independence during activities, routines, and play. Aligned New Mexico Kindergarten Standards: Physical Education Standards Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will: K-4 Benchmark 4: work independently and on-task for short periods of time: K-2.1. demonstrate independent work habits during short-term activity.

Domain 7: Approaches to Learning Outcome 27: The child displays persistence and pursues challenges. Indicator 27.1: Focuses and completes a variety of tasks, activities, projects, and experiences. Aligned New Mexico Kindergarten Standards: Physical Education Standards Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will: K-4 Benchmark 4: work independently and on-task for short periods of time: K-2.1. demonstrate independent work habits during short-term activity. Health Standards Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-

making skills to enhance health. Students will: K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems: K .1. list steps in the decision-making process.