

HMS Pre-K Program Description

After the screening process is complete and the screening team (classroom teacher, speech and language pathologist, and school social worker) have reviewed and weighted all screening participants, The 40 most at-risk students will be notified that they are eligible to participate in the program and the remaining children will be placed on awaiting list.

The High Mount Preschool for All Children's program will have a 2/20 staff-child ratio. The Program will consist of a morning session. Each class will meet 2.5 hours a day, five days a week, and is based a 180 day school year. High Mount School understands and feels strongly that each child's academic and social/emotional development should and will be addressed and assessed on an individual bases.

Curriculum and services will be aligned with the Illinois Early learning Standards.

Continuing assessment will be done using Creative Curriculum, classroom activity checklist, social and academic checklists to show individual progress. This progress will be shared formally with parents 3 times a year. If needed additional Parent/Teacher Conferences may be scheduled.

Curriculum to be used:

“Opening the World of Learning”(OWL), *Pearson Early Learning*: is an evidence based and scientifically researched integrated Pre-K curriculum designed to develop language and early literacy skills in the context of rich content of math, science, social studies, social-emotional development, the arts and physical development. OWL and its suggested classroom routines reflect children's varied backgrounds and take into account each child's interests, special needs and cultural and linguistic needs. OWL fosters a print rich classroom environment that emphasized explicit, systematic instruction in oral language (expressive and receptive, and includes vocabulary building development). Teacher directed activities allow the opportunity for children to interact in a safe and nurturing environment. Centers and small group activities provide the opportunity for children to playfully experiment and refine the skills that they are learning. Owl's assessment tools are embedded in the daily schedule.

“Let's Begin with the Letter People” *Abrams & Company*: is a research-based program supported by NAEYC. The Letter People Program is a comprehensive, thematically organized literacy program that supports Early Reading First and the Head Start Outcomes. It builds oral language, vocabulary, phonological awareness, letter identification, and print awareness.

Second Step-Pre/K: A Violence Prevention Curriculum: a program designed to reduce impulsive and aggressive behavior in young children, teach social and emotional skills and build self-esteem. Second Step emphasizes language-skill development and teaches

young children how to identify feelings, reduce anger, solve problems and get along with others. This interactive program teaches children how to calm themselves down, appreciate others' points of view, and to solve problems peacefully.

At the end of each school year, the Pre-k and Kindergarten teacher schedule home visits with all students who will be going to Kindergarten, The Pre-K teacher will share the child's program progress and current academic and social-emotional level with the Parents and Kindergarten teacher. Then the Kindergarten Teacher will share information with the parent about the Kindergarten Program.

Classroom Environment:

The classroom will be arranged to support whole group, small group and individual student/teacher time and to support independent and guided activities.

The classroom will be arranged to support centers: blocks, art, housekeeping, drama, books, science/exploration, sand/water, computers and fine motor manipulative.

Classroom time will be divided into: Whole group, small group/individual time, free choices, directed centers, snack, library, outside play or PE in the gym and music.

The classroom will practice all emergency drill procedures with the regular High Mount School Children. Emergency drill procedures and safe locations will be posted in the classroom.

The teaching staff will create individual learning plans for each student in the program based on individual skills and needs. Further testing will be provided if staff and parent feel additional services are needed to support physical, developmental, or social-emotional delays. In these cases an Individual Education Plan may be necessary. Appropriate agency referrals will be made.

Individual student files will be maintained on all students. These files will contain but not be limited to: Parent contract and program permission form, emergency/pick-up permission information form, health/immunization forms (physical, dental, vision and hearing), and screening results.

Daily Schedule:

A.M.	P.M.	
8:20-9:00	12:20-1:00	Fine motor centers and table games
9:00-9:15	1:00-1:15	Line up, Assign jobs, Restroom
9:15-9:30	1:15-1:30	Whole Group Meeting (calendar and weather)
Story, Daily activity		
9:30-10:00	1:30-2:00	Center Time
10:00-10:15	2:00-2:15	Music and Movement
10:15-10:30	2:15-2:30	Snack

10:30-10:50	2:30-2:50	Outdoor Gross Motor Activities/Free Play
10:50-11:00	2:50-3:00	Going home preparation

Once a week students will participate the following special activities: Library to hear a story read by the school librarian and to get a book to take home for one week, go the gym to participate in organized physical education games and activities, read with their sixth grade reading buddies and art with fifth grade buddies.