Guam Head Start Philosophy:

The Guam Department of Education Head Start Program strives to provide, arrange and/or obtain comprehensive services for low-income children and families. The number of families that are no longer eligible for public assistance programs continues to increase, although their level of income remains low. The program assists families to become more involved with the health, safety, social and educational needs of their children and adult family members. The more knowledge and understanding the families have regarding issues and concerns, the better they can advocate for themselves and with us.

Guam Head Start Vision:

All children and families receive quality comprehensive services respectful of diversity, which empowers them to achieve their life goals and become stronger advocates for their families, children, and self

Guam Head Start Mission:

Prepare: Children and Families for Success
Promote: Increased social competency and self- sufficiency
Provide: Support and services

Table 2 (2012-2013 Data)

DOMAIN	%	2012-2014
Social Emotional Development	90.7%	
Physical Development	91.3%	
Language Development	84%	
Cognitive Development	84.1%	
Literacy Development	77.1%	
Mathematics Development	68.4%	

Goal I: The program will improve the quality of services to support positive child outcomes and school readiness.

Objective 1: **Each year the program will at least meet the average CLASS scores in the three domains and each dimension based on the previous year's OHS findings as a means to measure classroom quality.**

Objective 1 a: In the areas where the program met or exceeded the national average the program will not fall below the national average.

Objective 1 b: Instructional support scores will improve and meet or exceed the national average each year.

Table I

Domain	Dimension	National Average 2013	Guam's Average 2013
Emotional Support		5.99	6.09
	Positive Climate	5.97	6.0
	Negative Climate	1.05	1.12
	Teacher Sensitivity	5.70	5.79
	Respect for Student Perspective	5.32	5.71
Classroom organization		5.63	5.65
	Behavior Management	5.87	5.95
	Productivity	5.89	5.67
	Instructional learning formats	5.12	5.33
Instructional supports		2.72	2.14
	Concept Development	2.42	1.64
	Quality Feedback	2.78	2.29
	Language Modeling	3.02	2.50

Objective 2: The school readiness goals under each domain will at a minimum be maintained as a baseline using the Teaching Strategies GOLD (TSG) Kindergarten Readiness Indicators of the preceding year but no lower than the 2012 – 2013 results.

Table 2 (2012-2013 Data)

DOMAIN	%
Social Emotional Development	90.7%
Physical Development	91.3%
Language Development	84%
Cognitive Development	84.1%
Literacy Development	77.1%
Mathematics Development	68.4%

Objective 3:   At least 95% of the children will show progress on the developmentally appropriate range of expectations in each domain of the TSG as listed on Table 2 by spring.

Goal 2: The Program will improve the quality of services to support positive family outcomes.

Objective 1: The achievement of Family Partnership Agreements will increase by 5% each year.

Objective 2: At a minimum, 75% of parents each year will have attended at least one program event, parent training or workshop.

Objective 3: There will be at the minimum 50% of families attending Parent Teacher Conference each year.

Goal 3 - Fiscal Goal: The business office will become a more active participant in budget planning and the review of fiscal issues.

Objective 1: Each year there will be no procurement findings in the annual audit.

The program has had audit findings in procurement yearly.   In addition, there was a procurement finding during the triennial review in March 2013.

Objective 2: By the end of the first year the program will have reviewed procedures in place within the grantee to cost allocate expenses with other early childhood projects and agencies and developed draft plan and procedure.

The Guam Head Start Program's School Readiness Goals:

A. **Social Emotional Development**: Children will develop independence in a range of activities, routines, and tasks

B. **Approaches to Learning**: Children will express themselves creatively through various modes of learning;   demonstrate initiative, curiosity, persistence, attentiveness, and cooperation through play.

C. **Language and Literacy**: Children will express their wants and needs: demonstrate and recognize the letters of their name and the alphabet through labels, print, and writing.

D. **Cognitive and General knowledge:** Children will explore their environment through observations, manipulation, asking questions, making predictions, and developing comprehension skills: demonstrate skills related to problem solving using numbers, patterns, and use prediction sequence to compare and relate: recall prior knowledge to solve a problem: understand and develop an awareness of their environment and the people around them

E. **Physical development and health:**   Children will recognize and apply basic safety practice in the area of hygiene and recognize health and safety rules and routines by: developing health awareness and skills: demonstrating healthy practices during hand washing, tooth brushing, and the use of the toilet independently: develop awareness

that their bodies need rest and exercise: recognize the five basic food groups that help

their bodies to grow and be healthy

The Guam Head Start Program's Parent, Family and Community Engagement Goals:

1. **Family Well-Being: Families will practice safe and healthy lifestyles that support achieving their educational, financial and wellness goals.**

2. **Positive Parent-Child Relationships: Promotion of positive relationships throughout the program that will foster the growth and development of children and families.**

3. **Families as Learners and Lifelong Educators: Families will learn and apply skills to provide learning opportunities at home with their children that work towards kindergarten readiness.**

Concern	Activities	Responsibility	Evidence/Timeline
Staff compliance:	Identify the staff challenges Provide time management strategies Review Policies/procedures especially with support staff substituting in the classroom. Develop an incentive plan to acknowledge success and compliance.	Management team	Timely submission of requirements Reviewed Policies and procedures by start of next year.
Personnel needs	Continue to monitor the steps in the agency process of hiring. Review staff absences and the process for providing substitutes in the classroom.	AA / Program Director Management team	Decrease in the time from recruitment to hiring.
Fiscal:	Maintain the programs "checkbook" Provide training as needed.	AA. Director	No findings on reports

Communication/ English Language Learners:	Translations of brochures, key aren't information, and application in Chuukese, Tagalog. Ensure classrooms with a predominant second language have a teacher/ aide who can communicate with them. Provide staff with strategies to support English language learning.	Management Team Bi-lingual staff	Completed forms
Record keeping and tracking:	There is a continued need to use these systems to their full potential to improve the manner in which the program collects and tracks data for children and families in all content areas	All staff	Improve each year.
Program Planning / Data analysis	Document meetings and decisions better	Management team	Minutes with data discussion.

ESLRS represent the most essential things that students should know and be able to do by the time they graduate . ESLRS represent not only what students should know, but how they will approach their learning, and how they will relate that knowledge to the world around them. ESLRS are embedded in study courses that students take, and provide a focus and continuity for the students' learning experience.

ESLRS help the students to
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1. READ, WRITE AND COMMUNICATE EFFECTIVELY

* Read with comprehension, write competently, speak effectively and express oneself creatively
* Listen reflectively and critically
* Receive, interpret and respond to verbal and nonverbal communication
* Collaborate with others effectively
* Develop skills that contribute to becoming life-long learners

2. THINK CRITICALLY, ANALYZE INFORMATION, MANAGE RESOURCES AND SOLVE

PROBLEMS

* Identify, assess, analyze integrate and use available resources and information
* Apply knowledge, investigation skills and suitable resources to creatively identify and solve problems
* Demonstrate decision-making skills, establish and apply criteria to support judgments and decisions

3. BE COMPUTER AND TECHNOLOGY LITERATE

* Use technology to collect, analyze, organize and present information in personal and school tasks
* Demonstrate use of technology tools to accomplish curricular goals in all areas of instruction

4. EXHIBIT PERSONAL RESPONSIBILITY AND RESPECT FOR SELF AND COMMUNITY
* Assume responsibility for one's actions in an ethical manner
* Respect oneself and others
* Attend classes regularly and punctually with necessary materials
* Develop life-long practices of good hygiene, proper nutrition and physical fitness
* Understand the democratic process, the principles of civil liberties
* Contribute time, energy and talents to improve the quality of life at school, in the neighborhood, state, nation and world

5. BE SENSITIVE TO INDIVIDUAL/CULTURAL/GLOBAL DIFFERENCES AND CREATIVE EXPRESSION

* Appreciate cultural and individual diversity and adapt to change
* Identify and verbalize emotions and feelings in a constructive manner
* Understand and acknowledge global concerns and issues

6. Complex thinkers and problem solvers who:

* Possess the confidence and skills to apply appropriate problem-solving processes and critical thinking to real life scenarios
* Demonstrate mastery of basic skills in all content areas
* Analyze, interpret, and evaluate significant concepts
* Connect ideas across the curriculum to accomplish meaningful tasks