

# School Readiness Plan

Tri-County Head Start/Early Head Start

**Mission:**

Investing in children today for a better tomorrow.

**Vision:**

Partnering with families and communities to our full potential.

As Tri-County Head Start/Early Head Start contributes to children's learning and development, we must clearly identify the goals and skills children demonstrate when they are school ready. Through the School Readiness Plan, we have provided a clear purpose of goals and skills that can be measured through effective curriculum fidelity, on-going assessments, and positive and responsive interactions between the child and parent/teacher.

School Readiness Domain	Goals	Measurement Tool
Approaches to Learning	<p><b>1. Children will be able to express themselves while showing positive approaches to learning during creative experiences while engaging, being attentive, showing persistence, having curiosity, and being flexible.</b></p> <p><u>Young Infants (Birth – 8 months):</u></p> <ul style="list-style-type: none"> <li>- Observes and imitates sound, gestures, or behaviors.</li> <li>- Shows ability to acquire and process new information.</li> <li>- Recognizes familiar people, places, and things.</li> </ul> <p><u>Older Infants (8 – 36 months):</u></p> <ul style="list-style-type: none"> <li>- Uses objects in new ways or in pretend play.</li> <li>- Recalls and uses information in new situations.</li> </ul> <p><u>Toddlers (18 – 36 months):</u></p> <ul style="list-style-type: none"> <li>- Uses imitation or pretend play to express creativity and imagination.</li> <li>- Searches for missing or hidden objects.</li> </ul> <p><u>Preschoolers (3 – 5 year):</u></p> <ul style="list-style-type: none"> <li>- Expresses themselves through pretend play.</li> <li>- Shows a positive approach to learning through engagement, attentiveness, persistence, and curiosity.</li> </ul>	<p><b>Teaching Strategies GOLD</b></p> <p>Demonstrates positive approaches to learning.</p> <p>11a. Attends and engages. 11b. Persists. 11c. Solves problems. 11d. Shows curiosity and motivation. 11e. Shows flexibility and inventiveness in thinking.</p> <p>Uses symbols and images to represent something not present.</p> <p>14a. Thinks symbolically. 14b. Engages in socio-dramatic play.</p>

School Readiness Domain	Goals	Measurement Tool
Social and Emotional Development	<p><b>2. Children will be able to show an increasing ability to manage their own emotions, needs, and behaviors while learning to form positive relationships with familiar adults and peers.</b></p> <p><u>Young Infants (Birth – 8 months)</u></p> <ul style="list-style-type: none"> <li>- Expresses feelings and emotions through facial expressions.</li> <li>- Engages in behaviors that build relationships with familiar adults.</li> <li>- Shows preference for familiar adult and responds cautiously to unfamiliar adults.</li> <li>- Seeks ways to find comfort in new situations.</li> <li>- Shows interest in and awareness of other children.</li> <li>- Responds when physical needs are met.</li> </ul> <p><u>Older Infants (8 -18 months):</u></p> <ul style="list-style-type: none"> <li>- Begins to manage own behavior and show self-regulation.</li> <li>- Shows increasing independence.</li> <li>- Participates in physical care routines.</li> <li>- Begins to develop self-help skills.</li> <li>- Shows emotional connection and attachment to others.</li> <li>- Responds to and interacts with other children.</li> <li>- Responds when physical needs are met.</li> </ul>	<p><b>Teaching Strategies GOLD</b></p> <p>Regulates own emotions and behaviors.</p> <p>1a. Manages feelings. 1b. Follows limits and expectations. 1c. Takes care of own needs appropriately.</p> <p>Establishes and sustains positive relationships.</p> <p>2a. Forms relationships with adults. 2b. Responds to emotional cues. 2c. Interacts with peers. 2d. Makes friends.</p> <p>Participates cooperatively and constructively in group situations.</p> <p>3a. Balances needs and rights of self and others. 3b. Solves social problems.</p>

	<p><u>Toddler (18 - 36 months):</u></p> <ul style="list-style-type: none"> <li>- Develops an awareness of self.</li> <li>- Shows confidence in increasing abilities.</li> <li>- Understands simple routines, rules, or limitations.</li> <li>- Begins to show concern for others.</li> <li>- Learns social skills, and eventually words, for expressing feelings and emotions.</li> <li>- Uses imitation or pretend play to learn new roles and relationships.</li> </ul> <p>Preschooler (3 - 5 years):</p> <ul style="list-style-type: none"> <li>- Shows increasing ability to manage their own emotions and behaviors.</li> <li>- Shows an increasing ability to form positive relationships with adults and peers.</li> </ul>	
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School Readiness Domain	Goals	Measurement Tool
Language and Communication	<p><b>Children will demonstrate receptive and expressive language skills and communication strategies in their home language. Children will begin to learn print concepts and demonstrate phonological awareness through a wide variety of engaging experiences.</b></p> <p>Young Infants (Birth – 8 months):</p> <ul style="list-style-type: none"> <li>- Shows interest in listening to sounds.</li> <li>- Listens with interest to language of others.</li> <li>- Responds to verbal communication of others.</li> </ul>	<p>Teaching Strategies GOLD</p> <p>Listens to and understands increasingly complex language. 8a. Comprehends language. 8b. Follows directions.</p> <p>Uses language to express thoughts and needs.</p>

	<ul style="list-style-type: none"> <li>- Uses sounds, gestures, or actions to express needs and wants, including physical needs.</li> <li>- Uses consistent sounds, gestures, or words to communicate.</li> <li>- Shows interest in songs, rhymes, and stories.</li> </ul> <p>Older Infants (8 - 18 months):</p> <ul style="list-style-type: none"> <li>- Responds to nonverbal communication of others.</li> <li>- Begins to understand gestures, works, questions, or routines.</li> <li>- Expresses physical needs nonverbally or verbally.</li> <li>- Imitates sounds, gestures, or words.</li> <li>- Shows interest in photos, pictures, and drawings.</li> <li>- Demonstrates interest and involvement with books and other print materials.</li> </ul> <p>Toddlers (18 – 36 months):</p> <ul style="list-style-type: none"> <li>- Identifies and names familiar people, animals, and objects when prompted.</li> <li>- Follows simple requests.</li> <li>- Uses one- or two-word sentences or phrases.</li> <li>- Initiates and attends brief conversations.</li> <li>- Uses sounds, signs, or words for a variety of purposes.</li> <li>- Shows mutual exchange in using language in simple conversations.</li> <li>- Begins to recognize and understand symbols.</li> </ul> <p>Preschooler (3 – 5 year):</p> <ul style="list-style-type: none"> <li>- Uses words to express themselves, to understand language, follow directions, to have a</li> </ul>	<p>9a. Uses an expanding expressive vocabulary.  9b. Speaks clearly.  9c. Uses conventional grammar.  9d. Tells about another time or place.</p> <p>Uses appropriate conversational and other communication skills.  10a. Engages in conversation.  10b. Uses social rules of language.</p> <p>Demonstrates phonological awareness.  15a. Notices and discriminates rhyme.  15b. Notices and discriminates alliteration.  15c. Notices and discriminates small and smaller units of sound.</p> <p>Demonstrates knowledge of the alphabet.  16a. Identifies and names letters.  16b. Uses letter-sound knowledge.</p> <p>Demonstrates knowledge of print and its uses.  17a. Uses and appreciates books.  17b. Uses print concepts.</p> <p>Comprehends and responds to books and other texts.  18a. Interacts during read-aloud and book conversations.  18b. Uses emergent reading skills.</p>
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	<p>conversation and to listen to stories in English or their home language.</p> <ul style="list-style-type: none"> <li>- Shows alphabet knowledge through upper- and lower-case letter recognition, letter sounds, and early writing skills by writing their first name.</li> <li>- Show appreciation for books, awareness that language can be broken into syllables, or smaller pieces of sound in words, rhyming, and understanding of print concepts.</li> </ul>	<p>18c. Retells stories.</p> <p>Demonstrates emergent writing skills. 19a. Writes name. 19b. Writes to convey meaning.</p> <p>English Language Acquisition 37. Demonstrates progress in listening to and understanding English. 38. Demonstrates progress in speaking English.</p>
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School Readiness Domain	Goals	Measurement Tool
Cognition	<p><b>Children will begin developing math concepts and scientific inquiry during daily routines and experiences. Children will be able to show multiple ways to solve problems and use their senses to investigate their environments.</b></p> <p><u>Young Infants (Birth – 8 months):</u></p> <ul style="list-style-type: none"> <li>- Pays attention to people and objects.</li> <li>- Uses senses to explore people, objects, and the environment.</li> <li>- Attends to colors, shapes, patterns, or pictures.</li> <li>- Other math concepts not expected for this age.</li> </ul> <p><u>Older Infants (8 – 18 months):</u></p>	<p>Teaching Strategies GOLD</p> <p>Remembers and connects experiences. 12a. Recognizes and recalls. 12b. Makes connections.</p> <p>13. Uses classification skills.</p> <p>Uses symbols and images to represent something not present. 14a. Thinks symbolically.</p> <p>Uses number concepts and operations.</p>

	<ul style="list-style-type: none"> <li>- Shows interest and curiosity in new people and objects.</li> <li>- Makes things happen and watches for results or repeats action.</li> <li>- Experiments with different uses for objects.</li> <li>- Shows imagination and creativity in solving problems.</li> <li>- Uses a variety of strategies to solve problems.</li> </ul> <p><u>Toddlers (18 – 36 months):</u></p> <ul style="list-style-type: none"> <li>- Matches two identical shapes.</li> <li>- Follows simple directions related in everyday life.</li> <li>- Shows interest in simple patterns in everyday life.</li> <li>- Verbally counts and understands number concepts (1, 2, or more.)</li> <li>- Applies knowledge to new situations.</li> </ul> <p><u>Preschooler (3 – 5 year):</u></p> <ul style="list-style-type: none"> <li>- Shows beginning math skills including shape recognition, counting, and connecting numbers to quantities.</li> <li>- Child will engage in exploring their environment through observation, manipulation, making predictions, classifying, comparisons, and communicating their findings to others.</li> </ul>	<p>20a. Counts.  20b. Quantifies.  20c. Connects numerals to their quantities.</p> <p>Explores and describes spatial relationships and shapes.  21a. Understands spatial relations.  21b. understands shapes.</p> <p>22. Compares and measures.</p> <p>23. Demonstrates knowledge of patterns.</p>
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School Readiness Domain	Goals	Measurement Tool
<p>Perceptual, Motor, and Physical Development</p>	<p><b>Children will be able to show control of large muscles for movement, coordination, and balance. Children will develop control of small muscles for manipulation and exploration.</b></p> <p>Young Infants (Birth – 8 months):            Moves body, arms, and legs with coordination.            Demonstrates large muscle balance, stability, control, and coordination.            Develops increasing ability to change positions and move body from place to place.</p> <p>Older Infants (8 – 18 months):            Moves body with purpose to achieve a goal.            Develops small muscle control and coordination.            Coordinates eye and hand movements.            Uses different actions or objects.</p> <p>Toddler (18 – 36 months):            Moves body with purpose to achieve a goal.            Develops small muscle control and coordination.            Coordinates eye and hand movements.            Uses different actions or objects.            Controls small muscles in hands when doing simple tasks.</p> <p>Preschooler (3 – 5 year):            Shows control of large muscles for movement, coordination, and balance.</p>	<p>Teaching Strategies GOLD</p> <p>4.Traveling skills</p> <p>5. Balancing skills</p> <p>6. Gross-motor manipulative skills.</p> <p>Fine motor strength and coordination.</p> <p>7a. Uses fingers and hands.</p> <p>7b. Uses writing and drawing tools.</p>

	Shows use of fingers and hands in small movements, as well as, using tools for writing and drawing.	
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PFCE Goals:

1. Parents will participate in the program through involvement in various opportunities.
2. Parents will be involved in their child's education by providing educational activities for their child to engage in at home promoting the school readiness goals, as they are their child's first teacher.

Parent Engagement	Goals	Measurement Tool
	<p><b>1. Parents will participate in the program through involvement in various opportunities.</b></p> <p><b>Early Head Start:</b></p> <p>Policy council, Socialization Day once a month (Home-Base), Weekly Home Visits (Home-Base), 2 Home Visits (Center-Base), 2 Parent Conferences (Center-Base), Volunteering in the Learning Environment (Center-Base), and engaging in</p>	<ul style="list-style-type: none"> <li>- Sign-in Sheets</li> <li>- Parent/Child Activity Days</li> <li>- Parent Meetings</li> <li>- Goals set during Home Visits</li> <li>- Goals set during Parent Conferences</li> <li>- Weekly Educational Activities sent home</li> </ul>

	<p>school readiness activities, parent/child activity days.</p> <p><b>Head Start:</b></p> <p>Policy Council, Monthly Parent/Child Activity Day, Parent Meetings, 2 Parent Conferences, @ Educational Home Visits, Volunteering in the Learning Environment, and engaging in school readiness activities.</p> <p><b>2. Parents will be involved in their child's education by providing educational activities for their child to engage in at home promoting the school readiness goals, as they are their child's first teacher.</b></p>	
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