

School Readiness Plan

TRI-COUNTY HEAD START/EARLY HEAD START

2018-2019

Mission:

Investing in children today for a better tomorrow

Vision:

Partnering with families and communities to reach 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. With the School Readiness Plan we have given a clear formulation of these goals and skills that can be measured through effective curriculum, assessments, and interactions between the child and parent/teacher.

Program Goals:

1. Tri-County Head Start/Early Head Start will cultivate high quality staff who are self-confident in their abilities and satisfied in their careers: leading to staff retention and high quality services, resulting in positive outcomes for children and families.
 - Objective 1: Program will strengthen staff skills to increase their ability to provide high quality learning environments for children to succeed and be ready to enter the public school.
 - Objective 2: Program will strengthen classrooms that are struggling with challenging behaviors to increase staff and children's ability to cope and learn.
2. Tri-County Head Start-Early Head Start will collaborate with the community programs to address dominant social and economic concerns affecting our children, families, and community.
 - Objective 1: Program will strengthen our connections with the community and resources to help incarcerated parents be successful when released from jail.
 - Objective 2: Program will establish relationships with the various programs offering drug abuse information that can provide resources for our families and communities that deal continually with this problem.

3. Tri-County Head Start will work in partnership with the families and community agencies to ensure that all health requirements are met and to increase average daily attendance.
 - Objective 1: To establish and strengthen existing relationships to ensure that all children receive a lead and hemoglobin test.
 - Objective 2: To strengthen understanding and program that will increase average daily attendance

School Readiness Domain	Goals	Measurement Tool
Approaches to Learning	<p>1. Children will be able to express themselves</p> <p><u>Young Infant (0 to 8 Months):</u> Observes and imitates sound, gestures or behavior</p> <p><u>Older Infants (8 to 18 months):</u> Uses objects in new ways or in pretend play</p> <p><u>Toddlers (18-36 months):</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>Preschoolers (3 to 5 year):</u> Expresses themselves through pretend play</p> <p>2. Children will be able to show a positive approach to learning through engagement, attentiveness, persistence, and curiosity.</p> <p><u>Young Infants (0 to 8 months):</u> Shows ability to acquire and process new information Recognizes familiar people, places, and things</p> <p><u>Older Infants (8 to 18 months):</u></p>	<p>Teaching Strategies GOLD Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness</p> <p>Uses symbols and images to represent something not present 14b. Engages in socio-dramatic play</p> <p>Teaching Strategies GOLD Demonstrates positive approaches to learning 11a. Attends and engages 11b. Persists 11c. Solves problems 11d. Shows curiosity and motivation</p>

	<p>Recalls and uses information in new situations</p> <p><u>Toddlers (18 to 36 months):</u> Searches for missing or hidden objects</p> <p><u>Preschoolers (3 to 5 years):</u> Shows a positive approach to learning through engagement, attentiveness, persistence, and curiosity</p>	
--	---	--

School Readiness Domain	Goals	Measurement Tool
<p>Social and Emotional Development</p>	<p>1. Children will be able to show an increasing ability to manage their own emotions and behaviors.</p> <p><u>Young Infants (0 to 8 months):</u> Expresses feelings and emotions through facial expressions, sounds or gestures.</p> <p><u>Older Infants (8 to 18 months):</u> Begins to manage own behavior and show self-regulation Shows increasing independence Participates in physical care routines Begins to develop self-help skills</p> <p><u>Toddler (18 to 36 months):</u> Develops an awareness of self Shows confidence in increasing abilities Understands simple routines, rules, or limitations</p> <p><u>Preschoolers (3 to 5 years):</u></p>	<p>Teaching Strategies GOLD</p> <p>Regulates own emotions and behaviors 1a. Managing Feelings 1b. Follows limits and expectations 1c. Takes care of own needs appropriately</p> <p>Participates cooperatively and constructively in group situations 3a. Balances the needs and rights of self and others 3b. Solves social problems</p>

Shows an increasing ability to manage their own emotions and behaviors.

2. Children will be able to show an increasing ability to form positive relationships with adults and peers.

Young Infants (0 to 8 months):

Engages in behaviors that build relationships with familiar adults

Shows preference for familiar adult and responds cautiously to unfamiliar adults

Seeks ways to find comfort in new situations

Shows interest in and awareness of other children

Responds when physical needs are met

Older Infants 8-18 months:

Shows emotional connection and attachment to others

Responds to and interacts with other children

Begins to recognize and respond to other children's feelings and emotions

Toddlers (18-36 months):

Begins to show concern for others

Learns social skills, and eventually words, for expressing feelings and emotions

Uses imitation or pretend play to learn new roles and relationships

Preschooler (3 to 5 years):

Shows an increasing ability to form positive relationships with adults and peers

Teaching Strategies GOLD

Establishes and sustains positive relationships

2a. Forms relationships with adults

2b. Responds to emotional cues

2c. Interacts with peers

2d. Makes friends

School Readiness Domain	Goals	Measurement Tool
Language and Communication	<p>1. Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other languages).</p> <p><u>Young Infants (0 to 8 months):</u> Shows interest in listening to sounds Listens with interest to language of others Responds to verbal communication of others</p> <p><u>Older Infants (8 to 18 months):</u> Responds to nonverbal communication of others Begins to understand gestures, works, questions or routines Expresses physical needs nonverbally or verbally</p> <p><u>Toddlers (18-36 months):</u> Identifies and names familiar people, animals, and objects when prompted Follows simple requests Uses one or two word sentences or phrases Initiates and attends brief conversations</p> <p><u>Preschooler (3 to 5 years):</u> Uses words to express themselves, to understand language, follow directions, to have a conversation and to listen to stories in English or their native language</p>	<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 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>English Language Acquisition 37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English</p>

	<p>2. Children will hear and distinguish the sounds and rhythms of language.</p> <p><u>Young Infants (0 to 8 months):</u> Uses sounds, gestures, or actions to express needs and wants, including physical needs Uses consistent sounds, gestures, or words to communicate</p> <p><u>Older Infants (8 to 18 months):</u> Imitates sounds, gestures, or words</p> <p><u>Toddlers (18 to 36 months):</u> Uses sounds, signs, or words for a variety of purposes Shows mutual exchange in using language in simple conversations</p> <p><u>Preschoolers (3 to 5 years):</u> Shows alphabet knowledge through upper and lower case letter recognition, letter sounds and early writing skills by writing their first name</p> <p>3. Children will begin to learn and demonstrate how print works through engagement with stories and books</p> <p><u>Young Infants (0 to 8 months):</u> Shows interest in songs, rhymes, and stories</p> <p><u>Older Infants (8 to 18 months):</u> Shows interest in photos, pictures and drawings Demonstrate interest and involvement with books and other print materials</p> <p><u>Toddlers (18-36 months):</u> Begins to recognize and understand symbols</p>	<p>Teaching Strategies GOLD</p> <p>Demonstrates phonological awareness 15b. Notices and discriminates alliteration</p> <p>Demonstrated knowledge of the alphabet 16a. Identifies and names letters 16b. Uses letter-sound knowledge</p> <p>Teaching Strategies GOLD</p> <p>Demonstrates phonological awareness 15a. Notices and discriminates rhyme 15c. Notices and discriminates small and smaller units of sound</p> <p>Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 17b. Uses print concepts</p>
--	--	--

	<p><u>Preschoolers (3 to 5 years):</u> Shows appreciation for books, awareness that language can be broken into syllables, or smaller pieces of sound in words, rhyming, and understanding of 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 18c. Retells stories</p> <p>Demonstrates emergent writing skills 19a. Writes name 19b. Writes to convey meaning</p>
--	--	--

School Readiness Domain	Goals	Measurement Tool
Cognition	<p>1. Children will learn and begin to use math concepts during daily routines and experiences.</p> <p><u>Young Infants (0 to 8 months):</u> Pays attention to people and objects Uses senses to explore people, objects and the environment Attends to colors, shapes, patterns or pictures</p> <p><u>Older Infants (8 to 18 months):</u> Shows interest and curiosity in new people and objects Makes things happen and watches for results or repeats action</p> <p><u>Toddler (18 to 36 months):</u> Matches two identical shapes Follows simple directions related in everyday life Shows interest in simple patterns in everyday life Verbally counts and understands number concepts (1,2, or more)</p>	<p>Teaching Strategies GOLD</p> <p>Explores and describes spatial relationships and shapes 21a. Understands spatial relations 21b. Understands shapes 22. Compares and measures 23. Demonstrates knowledge of patterns</p> <p>Uses number concepts and operations 20a. Counts 20b. Quantifies 20c. Connects numerals to their quantities</p>

	<p><u>Preschoolers (3 to 5 years):</u> Shows beginning math skills including shape recognition, counting and connecting numbers to quantities</p> <p>2. Children will be able to show multiple ways to solve problems and use their senses to investigate their environments.</p> <p><u>Young Infants (0 to 8 months):</u> Not expected for this age</p> <p><u>Older Infants (8 to 18 months):</u> Experiments with different uses for objects Shows imagination and relativity in solving problems Uses a variety of strategies to solve problems</p> <p><u>Toddlers (18-36 months):</u> Applies knowledge to new situations</p> <p><u>Preschoolers (3 to 5 years):</u> Child will engage in exploring their environment through observation, manipulation, making predictions, classifying, comparisons and communicating their findings to others</p>	<p>Teaching Strategies GOLD Remembers and connects experiences 12a. Recognizes and recalls 12b. Makes connections</p> <p>13. Uses classification skills Uses symbols and images to represent something not present 14a. Thinks symbolically</p>
--	---	--

School Readiness Domain	Goals	Measurement Tool
<p>Perceptual, Motor, and Development</p>	<p>1. Children will be able to show control of large muscles for movement, coordination and balance.</p> <p><u>Young Infants (0 to 8 months):</u> Moves body, arms, and legs with coordination</p>	<p>Teaching Strategies GOLD</p> <p>Traveling Skills 4a. Walks 4b. Runs 4c. Gallops and Skips</p>

	<p>Demonstrates large muscle balance, stability, control, and coordination Develops increasing ability to change positions and move body from place to place</p> <p><u>Older Infants (8 to 18 months) and Toddlers (18 to 36 months):</u> Moves body with purpose to achieve a goal</p> <p><u>Preschoolers (3 to 5 years):</u> Shows control of large muscles for movement, coordination and balance</p> <p>2. Children will develop control of small muscles for manipulation and exploration.</p> <p><u>Young Infants (0 to 8 months):</u> Uses hands or feet to make contact with objects or people</p> <p><u>Older Infants (8 to 18 months):</u> Develops small muscle control and coordination Coordinates eye and hand movements Uses different actions on objects</p> <p><u>Toddler (18-36 months):</u> Controls small muscles in hands when doing simple tasks</p> <p><u>Preschooler (3 to 5 years):</u> Shows use of fingers and hands in small movements, as well as using tools for writing and drawing.</p>	<p>Balancing Skills 5a. Sits and stands 5b. Walks on beam 5c. Jumps and hops</p> <p>Gross-motor manipulative skills 6a. Throws 6b. Catches 6c. Kicks</p> <p>Teaching Strategies GOLD</p> <p>Fine motor strength and coordination 7a. Using fingers and hands 7b. Use writing and drawing tools</p>
--	---	---

PFCE Goals:

1. Parents will participate in the program through involvement in various opportunities
2. Parents will be involves in their child’s education by providing educational activities at home around the school readiness goals as their child’s first teacher.

Parent Engagement	Goals	Measurement Tool
	<p>1. Parents will participate in the program through involvement in various opportunities</p> <p>EHS: Policy Council, Socialization Day once a month (Home-Base), Weekly Home Visits (Home-Base), 2 Home Visits (Center-Based), 2 Parent/Teacher Conference (Center-Based), working on school-readiness activities, parent/child activity days</p> <p>HS: Policy Council, Parent/Child Activity Days, Parent Meetings, Conferences and Education Home Visits while working on School Readiness through all of these activities.</p> <p>2. Parents will be involves in their child’s education by providing educational activities at home around the school readiness goals as their child’s first teacher.</p>	<p>Sign-in Sheets Parent/Child Activity Days Parent Meetings Goals Set on Home Visit Forms Goals Set on Conferences</p> <p>Weekly Activities Sent Home</p>