



SCHOOL READINESS PLAN

11/11/17

Bradford-Tioga Head Start's School Readiness Mission: Bradford-Tioga Head Start, Inc. is committed to provide all children school readiness opportunities to prepare the whole child for transition. The learning environment supports children's growth in all domains: language, literacy, mathematics, social studies, technology, science, social & emotional, creative arts, physical and approaches to learning.



Bradford-Tioga Head Start School Readiness Goals

PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT GOAL:

1. DEMONSTRATE COORDINATION OF MUSCLE AND MOVEMENT

Early Head Start Objectives:

- Demonstrates traveling Skills- (Objective 4)
- Uses fingers and hands (Objective 7a)

Head Start Objectives:

- Uses writing and drawing tools (Objective 7b)
- Demonstrate traveling skills (Objective 4)

Activities to support Perceptual, Motor and Physical Development:

- Work for a toy
- Line Up (various locations in line, turn taking for 1st, line up stuffed animals, line up to wash hands)
- Let child butter their own bread
- Pour their own water into a glass from a small pitcher
- Promote Self Esteem by praising child efforts
- Clean up toys

- Take child to doctor and dentist at regularly scheduled intervals.
- Provide tummy time
- Give children access to a variety of supplies crayons, markers, and pencils, glue
- Give children play dough or clay
- Use Utensils to eat
- Sit at a table to eat,
- Set a table for a tea party
- Wash hands
- Brush teeth
- Dress skill, encourage independence, put on socks, shoes, pants, coats etc. Have child dress dolls or stuffed animals.
- Toilet skills, don't forget to flush
- Line up (various locations in line, turn taking for 1st, line up stuffed animals, line up to wash hands)
- Let your child butter their own bread
- Pour their own water into a glass from a small pitcher
- Promote self-esteem by praising child efforts
- Clean up toys

COGNITION GOAL:

2. EXPLORE, IDENTIFY AND RECOGNIZE DIFFERENCES AND SIMILARITIES

Early Head Start Objectives:

- Shows Curiosity and motivation (Objective 11d)
- Attends and Engages (Objective 11 a)
- Persists (Objective 11b)
- Recognizes and recalls (Objective 12 a)

Head Start Objectives:

- Counts (Objective 20 a)
- Quantities (Objective 20 b)
- Understands spatial relationships (Objective 21a)
- Compares and measures (Objective 22)



Activities to support Cognitive Development:

- Compare Amounts More and Less (who has more pretzels, who has less cars)
- Sing songs that relate to numbers and counting (5 Little Ducks, 5 Little Monkeys Jumping on the Bed)
- Count with one to one correspondence (Setting the tables for lunch and snack, Count Members of family or classroom).
- Count everything (count toys as you put them in a line, count number of blocks in a tower, count snacks, number of grapes on your plate, number of crackers, count items in a book)
- Allow children to practice phone number on a play phone
- Calendar time (relevant to their life)

- Play hopscotch
- Make predictions (how many objects are in a jar; how many steps will it take to get to the door)
- Make graphs (numbers of boys and girls, eye color, kinds of pets)
- Measure items using tools
- Learn to use rulers
- Play Simon Says; focus on positional words (put your hands above your head, climb under the tunnel, stand beside the door)
- Make observations (The weather, water, something new at home or in the classroom, can you find it, play I Spy)
- Use senses to explore items (how does it smell, taste, feel, look like etc., draw picture of what you see)
- Experiment with magnets, magnify glasses, flashlights.
- Dress a toy for the weather
- Open ended questions (when it is snowing you need...)
- Draw a self-portrait



APPROACHES TO LEARNING GOAL:

3. DEMONSTRATE FLEXIBILITY, CURIOSITY, AND PERSISTENCE TO SUPPORT ONGOING THINKING AND LEARNING.

Early Head Start and Head Start Objectives:

- Attends and engages (Objective 11a)
- Persists (Objective 11b)
- Manages feelings (Objective 1a)
- Solves Problems (Objective 11c)
- Shows curiosity and motivation (Objective 11d)



Activities to support Approaches to learning development:

- Sensory tubs - rice, beans, corn, spaghetti, dirt, birdseed
- Outside Exploration -Walk to the store, play on the playground, go out in the woods and explore trees, sculpt or create with play dough or clay, use a variety of tools with dough or clay, use safety scissor, hammer, rolling pins,
- Painting – painting, paint slinging, golf ball rolling, car track rolling, finger painting, spray bottles, pudding painting, shaving cream
- Play Pretend- Make a pretend grocery store where child can buy and sell items; Make a restaurant and let child be the cook and the waiter; Move like a lion, elephant, mouse, etc.; Act out a story that you just read
- Music - playing with instruments, dancing, painting or coloring to music, singing, chanting, creating your own songs or rhymes using family names

LANGUAGE AND LITERACY GOAL:

4. LEARN, IDENTIFY AND UNDERSTAND COMMUNICATION THROUGH LANGUAGE AND LITERACY.

Early Head Start Objectives:

- Comprehends language (Objective 8a)
- Follows directions (Objective 8 b)
- Uses and expanding expressive vocabulary (Objective 9 a)

Head Start Objectives:

- Identifies and names letters (Objective 16 a)
- Writes to convey meaning (objective 19 b)
- Uses an expanding expressive vocabulary (Objective 9a)
- Follows directions (Objective 8b)

Activities to support Language and Literacy Development:

- Name & Describe Objects (Play I Spy, point to and name object in a picture of painting)
- Talk to child (conversation starters)
- Talk to self... Label what you are doing (I am going to go to the bathroom, I am going to get the crayons to draw a picture, I am going to draw a picture of a dog)
- Play I Spy
- Point to and name object in a picture of painting
- Play Hokey Pokey
- Where is Thumbkin
- Talk to your child
- Conversation starters
- Talk to yourself
- Label and repeat sentences
- Label objects
- Field trip
- Read books
- Pick their favorite book
- Environmental Print -read directions, read words, read posters, read signs, etc.
- Have children make predictions about the outcome of a story
- Ask open ended Questions
- Ask questions to encourage play "I wonder what would happen if we put a block here?"
- Asking probing Questions "What will we need to stir the pudding?"; "What do we need to do before we go outside?"; "What will we need to put your milk in?"
- Play Games with Directions (i.e. Simon Says, Red Light Green Light, etc.)



SOCIAL & EMOTIONAL DEVELOPMENT GOAL:

5. ENGAGE, INTERACT AND EXPRESS SELF IN A POSITIVE MANNER TO PROMOTE HEALTHY RELATIONSHIPS.

Early Head Start Objectives:

- Interacts with peers (Objective 2c)
- Takes care of own needs appropriately (Objective 1c)
- *Forms relationships with adults (Objective 2a)*

Head Start Objectives:

- Follows Limits and expectations (Objective 1b)
- Takes care of own needs appropriately (Objective 1c)
- Balances needs and rights of self and others (Objective 3a)
- Responds to emotional Cues (Objective 2b)

Activities to support Social Emotional Development:

- Use Utensils to eat
- Sit at a table to eat,
- Set a table for a tea party
- Wash hands
- Brush teeth
- Play games with rules such as: Candy Land, Bingo, Chutes and Ladders
- Have children make faces or draw faces of different emotions
- Use picture schedules to reinforce the daily schedule
- Display children's Art work
- Read books about feelings and emotions
- Have children suggest solutions to conflict
- Give children a warning before transitions



Bradford-Tioga Head Start School Readiness Plan

School Readiness is embedded throughout the program within each area of a Head Start child's day. Examples of school readiness are, but not limited to:

- Service Area Plans
- Screenings
- Evidence based curriculum
- Assessments
- Outcomes
- Individual Child Plans developed with parents
- Lesson Planning
- Family Partnership Agreements
- Health
- Professional Development
- Parent Trainings
- Inclusive relationship with parents
- Ongoing monitoring
- DECA (Devereux Early Childhood Assessment)
- Partnerships with schools (use of gyms, libraries, assemblies, computer lab, art, etc.)
- Partnership with local LEA (BLaST IU #17)
- Partnership with the community (guest readers, safety curriculum enhanced by visits from the local fire department, department of forestry, and local police department, field trips in the community)
- Transition plans (-> EHS -> HS -> School)
- Training and Technical Assistance Plan



Plan of Action for achieving the established school readiness goals

Bradford-Tioga Head Start's plan of action includes but is not limited:

- Develop **lesson planning** that is developmentally appropriate and embeds school readiness goals across domains.
- Create **individual child goals** with the parent based on assessment information and outcomes as well as individual child needs and school readiness goals.
- **Professional development** is based on staff needs, school readiness, developmentally appropriate practices, assessment information, outcomes, evidence-based teacher practices, evidenced-based curriculum, mentor and supervisor feedback, effective transitioning and increase continuity providing staff with training in these specific areas.
- **Parent goals and trainings** are set up to support and assist parents with continuing their child's school readiness goals
- **Partners** such as school districts, the local LEA, BLaST IU #17 and other partnering agencies continued support and review assists with continuous changes in goals
- **Family Partnership Agreements** that are developed with the parent and focus on school readiness goals

Ongoing assessment and monitoring

- **Developmental, social/emotional, articulation and speech screenings** are completed on each child within the first 45 days of entry into the program.
- **Assessments** completed on each child at least three times a year.
- **Observations** are completed on each child throughout the program year.
- **Portfolio** samples and information is gathered on each child assessing and monitoring individual progress.
- **Individual Goal Planning (Individual Plans)** are completed with the parent and reviewed at least weekly to modify/update/continue goals
- **Lesson plans** are developed using assessment information, individual child needs and school readiness goals.
- **Data** is entered into software program and aggregated and provided to teachers to embed in lesson planning.
- **Ongoing monitoring** (such as but not limited to: assessments, school input, parent input, staff input, outcomes, community assessment, supervisor observation, CLASS observations & PIR) drives Bradford-Tioga Head Start school readiness goals.

Program Improvement Plan

- **Review/Update** on an at-least annual basis to ensure the program is meeting and or exceeding necessary preparation and school readiness
- **Review/Update** goals and plans with schools and local Intermediate Unit on an as needed basis.
- **Review/Update** outcomes and assessment information and update School Readiness Goals as necessary to align with aggregated data.
- **Review/Update at SLRP** (Strategic Long Range Planning) meeting on an at-least annual basis (committee made up of parents, staff and community members)
- **Review/Update at the ECE** (Early Childhood Committee) meeting on an at-least annual basis (committee made up of parents, staff and community members).
- **Review/Update at Policy Council** meeting on an at-least annual basis (council made up of parents and community members).

BRADFORD-TIOGA HEAD START, INC. SCHOOL READINESS TIMELINE

TIMEFRAME	PLAN	PERSONS INVOLVED
Sept/Oct	Parent Education and Training/Staff Development	All Staff
November	School Readiness outline drafted/reviewed	Education Staff
November	School Readiness Meeting to draft goals and plan (using outcomes, PIR, staff input)	Central Office Team
December	Review/Update School Readiness Goals and Plan with local Principals	Education/ State Coordinator
December	Review/Update School Readiness Goals and Plan with Strategic Long Range Planning Committee	Staff, Parents and community members
December	Review/Update School Readiness Goals and Plan with local LEA (BLaST IU#17) for input	Early Intervention Coordinator
January	Early Childhood Committee (made up of staff and parents) – review/update/change School Readiness Goals and Plan. Review parent transition surveys on school readiness.	Education Supervisors, Teachers, Teacher Aides, other staff, parents
February	Review/Update School Readiness Goals and Plan with Policy Council Members	Parents & Community Members
March	Finalize School Readiness Goals and Plan	Central Office Team, PC, Board
May	Update and finalize School Readiness Plan for upcoming program year	Education Staff
May/June	Create Professional Development Plan and Yearly Training Plan based on School Readiness and other outcomes	Central Office Staff

Goals and plan were established using BTHS, Inc. child outcomes, local school district curriculums/kindergarten readiness tools, BTHS Self-Assessment, BTHS SLRP, BTHS staff, parent and community input.