



SCHOOL READINESS PLAN

11/22

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
- Practice Based Coaching



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.

- **Practice Based Coaching** – professional development and individual educator support/goal setting based off of Practice Based Coaching outcomes, feedback and input.

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. Include Practice Based Coaching outcomes. | Central Office Staff |
| June/July | Review Practice Based Coaching Plan to update based off of School Readiness Outcomes and needed support. | Practice Based Coaching (PBC) Team |

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

*Approved by Policy Council 11/15/2022
Approved by Board 11/16/2022*