



SCHOOL READINESS PLAN

11/24

Bradford-Tioga Head Start's School Readiness Mission: Bradford-Tioga Head Start, Inc., is committed to providing all children with 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 Plan and Goals have been established following the Head Start Early Learning Outcomes Framework. Objectives under each goal are from Teaching Strategies Gold Child assessments, which is used to document progress towards the goal.

APPROACHES TO LEARNING GOAL:

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

Early Head Start and Head Start Objectives:

- Manages feelings (Objective 1a)
- Attends and engages (Objective 11a)
- Persists (Objective 11b)
- Solving 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 using a variety of tools, use safety scissors, hammer, rolling pins, etc.
- 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 children can buy and sell items; Make a restaurant and let the 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
- Utilize open ended questions to promote problem solving and exploration.

SOCIAL & EMOTIONAL DEVELOPMENT GOAL:

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

Early Head Start Objectives:

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

Head Start Objectives:

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



Activities to support Social Emotional Development:

- Establish classrooms rules and utilize PBIS (Positive Behavior Interventions Supports) to increase participation in classroom expectations.
- Encourage Conversations throughout the day, with both peers and adults.
- Practice Independence at mealtimes (serve themselves, pour milk, use utensils, set the table)
- Dressing skills, encourage independence, put on socks, shoes, pants, coats etc. Have child dress dolls or stuffed animals
- Utilize open-ended questions to develop and encourage problem solving
- Play games with rules such as: Candy Land, Bingo, Chutes, and Ladders
- Have children make faces or draw faces of different emotions
- Display children's artwork
- Read books about feelings and emotions
- Have children suggest solutions to conflict
- Give a warning before transitions

LANGUAGE AND LITERACY GOAL:

3. LEARN, IDENTIFY, UNDERSTAND, AND DEMONSTRATE COMMUNICATION THROUGH LANGUAGE AND LITERACY.

Early Head Start Objectives:

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

Head Start Objectives:

- Follows directions (Objective 8 b)
- Uses and expanding expressive vocabulary (Objective 9a)
- Notices and discriminates rhymes (Objective 15a)
- Notices and discriminates alliteration (Objective 15 b)
- Identifies and names letters (Objective 16 a)
- Uses letter sound knowledge (Objective 16b)
- Writes name (Objective 19a)
- Writes to convey meaning (objective 19 b)



Activities to support Language and Literacy Development:

- Name & describe objects (Play I Spy, point to and name object in a picture or painting)
- Talk to child (conversation starters)
- Self-talk... 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 a variety of games that include language and following directions (I spy, Hokey Pokey, Where is Thumbkin, Red Light Green Light, Simon Says)
- Label objects
- Read books (including alphabet and rhyme books)
- Environmental Print -read directions, read words, read posters, read signs, etc.
- Have children make predictions about the outcome of a story.
- 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?”
- Sing alphabet and rhyming songs



COGNITION GOAL:

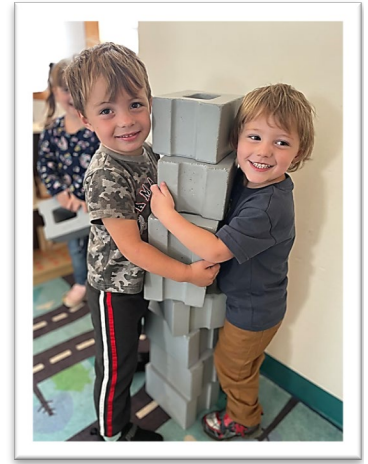
4. REASONING, MEMORY, PROBLEM-SOLVING AND THINKING SKILLS TO SUPPORT MATHEMATICAL THINKING AND SCIENTIFIC REASONING

Early Head Start Objectives:

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

Head Start Objectives:

- Counts (Objective 20 a)
- Quantities (Objective 20 b)
- Connects numerals with their quantities (Objective 20c)
- Understands spatial relationships (Objective 21a)
- Understand shapes (Objective 21b)
- Compares and measures (Objective 22)



Activities to support Cognitive Development:

- Compare amounts more and less (who has more pretzels, who have less cars)
- Singing 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 numbers on a play phone
- Calendar time (relevant to their life)
- Play hopscotch
- Make predictions (how many objects are in a jar; how many steps it will take to get to the door)
- Shape puzzles and manipulatives
- Make graphs (numbers of boys and girls, eye color, kinds of pets)
- Measure items using tools such as rulers
- Play Simon Says, focus on positional words (put your hands above your head, climb under the tunnel, stand beside the door)
- Make observations (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 etc., draw picture of what you see)

PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT GOAL:

5. DEMONSTRATE COORDINATION OF MUSCLE AND MOVEMENT

Early Head Start Objectives:

- Demonstrate traveling skills (Objective 4)
- Uses fingers and hands (Objective 7a)

Head Start Objectives:

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



Activities to support Perceptual, Motor and Physical Development:

- Line Up (various locations in line, turn taking for 1st, line up stuffed animals, line up to wash hands)
- Practice Independence at mealtimes (serve themselves, pour milk, use utensils, set the table)
- Clean up toys
- Provide tummy time
- Give children access to a variety of supplies crayons, markers, pencils, glue, play dough & clay
- Dressing skills, encourage independence, put on socks, shoes, pants, coats etc. Have child dress dolls or stuffed animals
- Promote self-esteem by praising child efforts
- Experiment with magnets, magnify glasses, flashlights.
- Open ended questions (when it is snowing you need...)
- Draw a self-portrait



Bradford-Tioga Head Start Readiness Plan

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



- Developmental, Health and Behavioral Screenings
 - Evidence-based curriculum
 - Child Assessments
 - Child, Classroom and Program Outcomes
 - Individual Child Plans developed with parents
 - Lesson Plans aligned with Head Start Early Learning Outcomes Framework
 - Family Engagement Practices (Parent training, Parent Conferences, Family Partnership Agreements)
 - Professional Development and Practice Based Coaching
 - 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

Plan of Action for Achieving the Established School Readiness Goals

Bradford-Tioga Head Start's plan of action to support school readiness 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 training** 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.
- **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 programs 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 on Practice Based Coaching outcomes, feedback and input.

Program Improvement Plan

- **Review/Update** on an at least annual basis to ensure the program is meeting 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 the ECE** (Early Childhood Committee) meeting on an 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
August	Parent Education and Training/Staff Development related to School Readiness	All Staff
September	Early Childhood Committee (made up of staff and parents) – review/update/change School Readiness Goals and Plan.	Education Supervisors, Teachers, Teacher Aides, other staff, parents
October.	Review/ Update School Readiness Plan and Goals	Education Staff
October	Review/Update School Readiness Goals and Plan with local school Districts & Blast IU#17	Education Coordinator
November	Review & Approve School Readiness Goals and Plan with Policy Council Members & Board	Parents & Community Members PC, Board Members.
March/ April	Gather data from Local School Districts regarding Kindergarten Registration and school readiness trends.	ECE
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 School Readiness Outcomes and needed support.	Practice Based Coaching (PBC) Team
July/ August	School Readiness Meeting to draft goals and plan (using outcomes, PIR, staff input)	Central Office 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 11/19/2024
Approved by Board 11/20/2024*