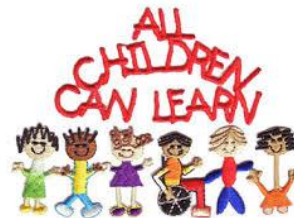




Lower Columbia College Head Start/EHS/ECEAP Infant/Toddler School Readiness Goals

School Readiness Plan Purpose and Scope:

LCC Head Start/EHS/ECEAP School Readiness Plan will be used to guide efforts leading to positive child outcomes. School readiness efforts will be supported through ongoing communications and professional development to ensure that staff and parents understand the School Readiness Plan as well as their role in ensuring children are ready for school. Parents and Head Start staff work in partnership to ensure that infants and toddlers achieve appropriate school readiness outcomes. We will identify and implement strategic professional development and make program adjustments to continually improve School Readiness Outcomes by analyzing program data and delivering responsive, comprehensive, and research-based curriculum. The goals follow the Head Start Early Learning Outcomes Frameworks and DRDP. This plan helps guide the way to support school readiness for children in EHS. Three times a year we analyze the data in the DRDP to be able to adjust teaching practices to best meet the needs of the children we serve and to plan program trainings.



Parent, Family, and Community Engagement (PFCE Framework)

Positive & Goal-Oriented Relationships			
Equity, Inclusiveness, Cultural and Linguistic Responsiveness			
PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership Professional Development Continuous Learning and Quality Improvement	Program Environment Family Partnerships Teaching and Learning Community Partnerships Access and Continuity	Family Well-being Positive Parent-Child Relationships Families as Lifelong Educators Families as Learners Family Engagement in Transitions Family Connections to Peers and Community Families as Advocates and Leaders	Children are: Safe Healthy and well Learning and developing Engaged in positive relationships with family members, caregivers, and other children Ready for school Successful in school and life

Families play a critical role in helping their children be ready for school and for a lifetime of academic success. The Head Start Parent, Family, and Community Engagement Framework supports engaging families in children's ongoing learning and development.

Head Start Early Learning Outcomes Framework

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

The first five years of life is a time of wondrous and rapid development and learning. The Head Start Early Learning Outcomes Framework: Ages Birth to Five outlines and describes the skills, behaviors, and concepts that programs must foster in all children, including children who are dual language learners (DLLs) and children with disabilities.

School Readiness Plan Goals and Objectives:

The School Readiness goals and objectives are the following:



DOMAIN: APPROACHES TO LEARNING

School Readiness Goal: Children will demonstrate improved positive approaches toward learning, including improved attention skills.



DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

School Readiness Goal: Children will demonstrate improved social behavior, emotion regulation, and emotional well-being.



DOMAIN: LANGUAGE AND LITERACY

School Readiness Goal: Children will demonstrate improved communication, language, and emergent literacy skills.



DOMAIN: COGNITION

School Readiness Goal: Children will demonstrate improved general cognitive skills.



DOMAIN: PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

School Readiness Goal: Children will demonstrate improved perceptual, motor and physical development.



PARENT FAMILY AND COMMUNITY ENGAGEMENT

Family Engagement Goal: Families will demonstrate improved positive parent-child relationships.

2023-2024 SCHOOL READINESS PLAN- INFANTS AND TODDLERS

DOMAIN: APPROACHES TOWARDS LEARNING	
<p>Goal 1 of 5: Children will demonstrate improved positive approaches towards learning including improved attentions skills.</p> <p>Measurable Objective for Infants and Toddlers: Assessment will show growth in 75% of EHS children.</p>	
Effective Teaching Practices:	Family Practices
<ul style="list-style-type: none"> • Use the child’s name to get his or her attention (e.g., say, “Look Mary” as you begin to speak). • Model taking deep breaths counting to 5 or incorporating relaxation exercises. • Provide many opportunities for children to make choices. • Provide opportunities for problem solving skills. • Support children’s efforts during challenging tasks. • Limit directions to one step at a time for toddlers; visually reinforce the directions by demonstrating the activity, using pictures, or using picture and word cues. • Respond to children’s explorations and discoveries with enthusiasm and encouragement rather than providing rewards such as stickers or prizes. • Use simple clear language to communicate when behaviors are acceptable. • Give the children to work things out in a safely manner. • Model empathy which is the ability to understand what another person is feeling (e.g., say, “you’re crying because you miss your grandma, are you feeling sad?”). 	<ul style="list-style-type: none"> • Model positive relationships with your child through communication and respect. • Develop rituals for challenging routines (e.g., separation, transition from play to meal time). • Respond to your child’s cues through actions, words, and facial expressions. • Minimize exposure to excessive stress and help your child when he or she becomes over/under stimulated. • Use encouraging words with your child to work through a problem. If needed, give them assistance so they won’t give up. • Model empathy which is the ability to understand what another person is feeling (e.g., say, “you’re crying because you miss your grandma, are you feeling sad?”). • Model taking deep breaths counting to 5 or incorporating relaxation exercises. • Avoid talking to other adults about challenging behaviors in front of children.
Professional Development Activities:	
<ul style="list-style-type: none"> • Provide training and coaching on Parents as Teachers or Creative Curriculum. • Provide training and coaching on Pyramid Model for Infants and Toddlers • Provide Families Conscious Discipline Parenting Activities at Home Visits and Parent/Teacher Conferences. 	

DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

Goal 2 of 5: Children will demonstrate improved social behavior, emotion regulation, and emotional well-being.

Measurable Objective for Infants and Toddlers: Assessment will show growth in 80% of EHS children.

Effective Teaching Practices:	Family Practices
<ul style="list-style-type: none"> • Engage in experiences that help infants and toddlers understand how to interact with others (e.g., play peek-a-boo). • Acknowledge children’s positive interactions (e.g., comment as two children interact, “you touched Larry’s face very gently”). • Model cooperative, responsive, and respectful behaviors. • Minimize transitions and wait times. • Acknowledge children’s emotions – describe what you see (e.g., say, “you’re smiling and your eyes are opened wide, you’re happy!”). • Enrich social and emotional language in children by using self/parallel talk related to interactions between peers (e.g., say, “Alex invited Lily to play by handing her a block”). Finger plays & songs. • Facilitate play situations that give older infants the opportunity to engage with the same materials that other children are playing nearby. • Provide duplicates of favorite toys. • Provide opportunities for pretend play. • Arrange the environment to support interactions and relationships. • Provide opportunities for turn taking. • Increase opportunities for parallel play, for example, similar toys in small group with adult guidance. • Encourage children to help one another. • Allow children time to work out differences. 	<ul style="list-style-type: none"> • Sing/recite familiar family finger plays that promote connection. • Use puppets to initiate parallel or cooperative play • Engage in experiences that help infants and toddlers understand how to interact with others (e.g., play peek-a-boo). • Use verbal, touch and eye contact while completing regular routines such as diaper changing, feeding, or dressing. • Be your child’s first playmate. Model sharing, trading, taking turns and tell your child verbally the skill you are demonstrating. • Reinforce desired behaviors by telling your child what <i>to do</i> instead of what <i>not to do</i> (e.g., Instead of saying, “Don’t take your brother’s toy”, say instead, “You want that toy from your brother - ask him if you can play with it when he’s done”). • Provide opportunities for turn taking. • Use variety of tone of voice and intonation when talking to baby. • Encourage child to play parallel to other children, and then facilitate their interaction by having a common goal in mind: taking turns pairing socks until basket is empty. • Describe interactions to facilitate how to enter play: “Maria is playing with the doll, oh, she is giving you the spoon, do you want to feed Maria’s baby?”

Professional Development:

- Provide training and coaching on PAT or Creative Curriculum.
- Provide training and coaching on Pyramid Model for Infants and Toddlers
- Provide Families Conscious Discipline Parenting Activities at Home Visits and Parent/Teacher Conferences.

DOMAIN: LANGUAGE AND LITERACY

Goal 3 of 5: Children will demonstrate improved communication, language, and emergent literacy skills.

Measurable Objective for Infants and Toddlers (Birth-3): Assessment will show growth in 75% of EHS children.

Effective Teaching Practices:	Family Practices:
<ul style="list-style-type: none">• Read, sing and use finger plays interactively with children on a daily basis.• Use self-talk, parallel talk, repetition and extension to model use of language.• Help children expand language by asking questions, rephrasing, and adding words.• Learn about communication styles of the families.• Give children feedback on their use of nonverbal gestures, body language, facial expressions, and vocalizations.• Use child-directed language (e.g., slower pace, higher pitch, repetition, etc.).• Use puppets to encourage children to start or continue a conversation.	<ul style="list-style-type: none">• Be attentive and responsive to child’s expressions, verbalizations, and gestures.• Use child-directed language (e.g., slower pace, higher pitch, repetition, etc.).• Build on your child’s vocabulary by adding words. (e.g., if your child says “milk”, you can say, “Oh, you want milk? I’ll put some in your cup”).• Share your family’s communication style with your child’s teacher.• Model appropriate communication skills (e.g., taking turns, eye contact, speech volume, and using polite words).• Provide your child many opportunities to hear and use language (e.g., narrate your daily activities).

Professional Development Activities:

- Provide training and coaching on PAT or Creative Curriculum.
- Provide training to parents on dialogic reading.

DOMAIN: COGNITION

Goal 4 of 5: Children will demonstrate improved general cognitive skills.

Measurable Objective for Infants and Toddlers (Birth-3): Assessment will show growth in 85% of EHS children.

Effective Teaching Practices:

- Provide materials that are safe for infants and toddlers to explore by using all of their senses. As children explore, identify number quantity (e.g., “You have two blocks”).
- Model sorting and classifying and provide opportunities for children to identify which groups have “more” or “less”.
- Sing/recite finger plays and read books that focus on numbers and counting.
- Encourage children to use comparison vocabulary.
- Count objects using one-to-one correspondence (touching item as you count).
- Teachers to model comparison vocabulary.
- Encourage families to sing songs about numbers in their home language.
- During nature walks add math vocabulary when describing what you see. “There is a small leaf on the path, I see two large rocks under the tree”.

Family Practices:

- Use household items to talk about number quantity.
- Sort everyday items in the household (e.g., socks, toys).
- Count items during every day routines (e.g., while climbing stairs, during clean up, when serving food).
- Model using number quantities language such as more, same, less, add, and take away.
- Count objects one-by-one with your child.
- Sing/recite finger plays and read books that focus on numbers and counting like ‘Five Little Monkeys’.
- During nature walks add math vocabulary when describing what you see. “There is a small leaf on the path, I see two large rocks under the tree”.

Professional Development Activities:

- Provide training and coaching on High Five Mathematize and Learning Trajectories.
- Provide parents with information and activities from Parents as Teachers or Creative Curriculum and High Five Mathematize and Learning Trajectories.

DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Goal 5 of 5: Children will demonstrate improved perceptual, motor and physical development.

Measurable Objective for Infants and Toddlers (Birth-3): Assessment will show growth in 95% of EHS children.

Effective Teaching Practices:

- Encourage children to feed themselves using appropriate utensils.
- Offer activities that strengthen infants' and toddlers' hand grasp (e.g., transferring an object from one hand to another, pulling scarves from a hole cut in a box).
- Engage children in activities that encourage them to move their fingers individually (e.g., finger plays, pointing to pictures).
- Provide activities that strengthen the hand grasp and release of toddlers (e.g., using squirt bottles, medicine droppers, using clothes pins, handling play dough).
- Provide activities for children to use fingers and palms to grasp toys of different shapes and sizes.
- Provide activities for children to pick up a stacking ring, using fingers and thumb.
- Provide activities to engage in dressing, eating, etc.
- Provide opportunities for grasping and manually manipulating objects such as drawing, writing, puzzles, pegboards & beading).
- Have children watch as you demonstrate task and describe the steps. (Vary language to accommodate different developmental levels).
- Include activities that require using 2 hands together. (E.g. tear paper, opening/closing containers, using windup toys).

Family Practices:

- Practice eating with child size utensils at mealtime.
- Use a Kleenex box to stuff with material for the children to pull out.
- Provide cooking activities with dough like materials (masa, playdough, cookies) and have children use their hands to squeeze, roll, pinch, and shape the dough.
- Hold out objects and allow your infant to reach out and grasp for the item.
- Play a game of holding objects and then letting them drop.
- Provide activities for children to use fingers and palms to grasp toys of different shapes and sizes.

Professional Development Activities

- Provide training and coaching on PAT or Creative Curriculum.

Parent Family and Community Engagement: Positive Parent Child Relationships

Goal 6 of 6: Families will demonstrate improved positive parent-child relationships.

Objective 1: End of the year parent surveys will show increased understanding of strategies to support positive parent-child relationships.

Effective Family Engagement Practices:

- Actively engage families in interactions with their children when children are present.
- Focus on family and child strengths as an entry point into relationships and conversations about children.
- Facilitate and/or coordinate evidence-based parenting education opportunities for parents individually and in groups, individualizing for culture, gender, and age, as appropriate.
- Support parents (or link parents to supports) to address challenging child behaviors in positive, developmentally appropriate ways and access resources as necessary.
- Work with other program staff to support ongoing interactive activities between parents and their children at home and in the community.
- Talk with families about their vital role in their children's development and learning.
- Promote prenatal attachment with expectant families.
- Support expectant families in making connections between their actions and the pre-natal effects.
- Offer learning materials for children and parents that reflect families' cultures.
- Encourage family members to visit, observe and volunteer in the program.