



Lower Columbia College Head Start/EHS/ECEAP

Head Start School Readiness Goals for 3–5-year-olds

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 preschoolers 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 Framework, Teaching Strategies Gold and WA Early Learning Guidelines. This plan helps guide the way to support school readiness for all children and support each child in making progress across all of the TS Gold areas of development and learning. Three times a year we analyze the data in TS Gold 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	Program Environment	Family Well-being	Children are:
Professional Development	Family Partnerships	Positive Parent-Child Relationships	Safe
Continuous Learning and Quality Improvement	Teaching and Learning	Families as Lifelong Educators	Healthy and well
	Community Partnerships	Families as Learners	Learning and developing
	Access and Continuity	Family Engagement in Transitions	Engaged in positive relationships with family members, caregivers, and other children
		Family Connections to Peers and Community	Ready for school
		Families as Advocates and Leaders	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.

Goal: Children will demonstrate improved social behavior, emotion regulation, and emotional well-being.			
Social Emotional /Approaches to Learning Objectives	TS Gold Objectives	WA Early Learning & Development Guidelines	H.S. Early Learning Outcomes Framework
<ol style="list-style-type: none"> 1. They will display levels of attention, emotion, and self-regulation in the classroom and at home that are appropriate to the situation. 2. Children will demonstrate healthy and positive interactions with adults and peers. 3. They will increase skills to function individually and in a group. 	<ol style="list-style-type: none"> 1. Obj. 1 a & b Regulates emotions and behaviors 2. Establishes and sustains positive relationships 3. Participates cooperatively and constructively 	<ol style="list-style-type: none"> 2. Building relationships: Interactions with adults, problem solving and conflict resolution 	<p>Social Emotional Development/Approaches to Learning:</p> <ul style="list-style-type: none"> • Relationships with adults/children • Sense of Identity and belonging • Emotional and Behavioral Self-Regulation • Executive Functioning
Effective Teaching Practices		Family Practices	
<ul style="list-style-type: none"> • Set up the classroom using Conscious Discipline • Provide a safe-place for children to learn to self-regulate. • Implement universal strategies from Pyramid Model • Minimize transitions and wait time. • Use descriptive language to help children make sense of conflict. • Promote problem solving strategies with children. • Use puppets during role play situation. • Implement deep breathing techniques (post Conscious Discipline icons). • Acknowledge child’s emotions. • Encourage cooperative interactions by suggesting turn taking, sharing and modeling cooperation. • Model effective and respectful interactions. • Plan cooperative activities for side-by-side interactions • Create buddy activities for learning center time. • Have daily job helpers. • Increase movement activities through-out class time. 		<ul style="list-style-type: none"> • Create consistent routines and use visuals to support. • Provide opportunities for children to help at home (e.g., set the table, put away dishes or fold the laundry). • Practice deep breathing techniques (consistent with school). • Create a safe-place for children to regain self-control of upset emotions. • Establish age-appropriate expectations. • Allow children a chance to work out difficulties for themselves if no one will be hurt, but be prepared to offer support if needed. • Model what you want them to do. • Coach children to use assertive (not aggressive) language (e.g., say, “Zoey, tell him “It’s my turn now”). • Play board games at their developmental level to expose them to rules and turn taking as well as cooperative play. • Pretend play with sock puppet or act out situation. • Create a movement time through-out the day and dance, walk, jump, etc. 	

Goal: Children will demonstrate improved perceptual, motor and physical development.			
Physical Development & Health Objectives	TS GOLD Objectives	WA Early Learning & Development Guidelines	H.S. Early Learning Outcomes Framework
<ol style="list-style-type: none"> Children will learn and demonstrate healthy behaviors and take care of personal needs as appropriate for their age. Children will demonstrate control of large muscles for movement, navigation and balance, including walking, running, hopping, climbing, balancing, and throwing, catching, hitting and kicking a ball. Children will demonstrate control of small muscles for such purposes as using utensil, self-care, building, writing and exploring. 	<ol style="list-style-type: none"> 1c. Takes care of own needs appropriately. 4. Demonstrates Traveling Skills. 5. Demonstrates balancing skills 6. Demonstrates gross motor manipulative skills 7. Demonstrates fine-motor strength and coordination 	<ol style="list-style-type: none"> 4. Growing up healthy 	<ul style="list-style-type: none"> Perception Gross Motor Fine Motor Health, Safety and Nutrition
Effective Teaching Practices		Family Practices	
<ul style="list-style-type: none"> Provide activities that strengthen the hands and fingers (e.g., droppers, hole punchers, playdough, scissors). Provide variety of materials for children to use when drawing and painting. Include activities that require using 2 hands together (e.g., tearing paper, opening/closing containers). Provide activities that support eye–hand coordination such as lacing, pegs in holes, cutting with scissors and stringing beads. Provide a variety of household containers for children to open and close (e.g., jars with lids, boxes, plastic containers with lids). Engage children in self-care activities such as handwashing, dressing or scraping plates, pouring, cleaning). Provide adaptations for children with special needs (spring loaded scissors, slant board, other adaptive materials, etc.) Encourage games such as: obstacle courses and hopscotch. Incorporate cross midline activities with music and movement. Create a potty plan with parent for children working on toileting skills. 		<ul style="list-style-type: none"> Provide a variety of household containers for children to open and close (e.g., jars with lids, boxes, plastic containers with lids). Involve children in cooking activities (e.g., mixing, stirring). Engage children in self-care activities such as handwashing, dressing or scraping plates. Provide a variety of writing tools such as crayons, markers and pencils. Provide a variety of items for children to stack. (e.g., paper rolls, cans, boxes, etc.). Encourage child to participate in fun activities that requires him to use his hands, such as: walk around the garden and pick up small rocks, use a tweezer to transfer cotton balls from one bowl to another, etc. Encourage children to be independent by giving them responsibilities around the house. Support child in learning to use the toileting; teach toilet skills. Guide child in use of fork, spoon, tooth-brushing, hand-washing. Guide children in learning how to dress self, cleaning up after themselves or other daily tasks. Make sure children get adequate sleep. 	

Goal: Children will demonstrate improved positive approaches towards learning including improved attentions skills.			
Cognition/Approaches to Learning Objectives	TS Gold Objectives	WA Early Learning & Development Guidelines	H.S. Early Learning Outcomes Framework
<ol style="list-style-type: none"> Children will think, reason, problem-solve, make sense of experiences, and represent ideas and feelings. Children will develop the ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem. Children will demonstrate the ability to stay focused, interested and engaged in activities and materials. 	<ol style="list-style-type: none"> Demonstrates positive approaches to learning Remembers and connects experiences Uses classification skills Uses symbols and image to represent something not present 	<ol style="list-style-type: none"> About me and my family and culture/Self-management; Learning to learn 	<ul style="list-style-type: none"> Exploration and Discovery Memory Reasoning and Problem Solving Initiative and Curiosity Creativity
Effective Teaching Practices		Family Practices	
<ul style="list-style-type: none"> Encourage children to use all their senses to observe everyday objects. Conduct in-depth investigations using living things, objects and materials from the local environment. Encourage children to communicate their discoveries in multiple ways (draw, dictate, write, take photos, make models or graph findings, charts). Use collections of natural objects to help children learn more about the environment (e.g., children might collect rocks, shells, leaves or pinecones and group them by characteristics such as size, color, shape or texture). Support children as they practice scientific inquiry by using scientific terms like observe, hypothesize, predict and estimate. Nature walks, visit natural environments. Provide children the opportunity to observe the life cycle of living things. Ask open ended questions. Do observational drawings of simple objects Talk about physical characteristics of objects: “This is an elongated rock, its surface is smooth”. Use daily routines to represent data. (E.g. Attendance) Plan learning activities for transitions. 		<ul style="list-style-type: none"> Go on nature or scavenger walks. Use a magnifying glass to observe lady bugs, worms, grasshoppers and other living things. Talk with children about their discoveries. Talk with children about what they observe throughout the day. Provide discarded items for children to take apart and find out what is inside or how they work (e.g., radios, clocks or telephones). Remove the electrical cord and other unsafe parts before children explore. Encourage child to describe simple objects. Encourage child to draw a story of what happened at school during the day, or his favorite toy/activity/friend. Encourage children to use imagination through pretend play. Provide extended time to play with other materials, away from tablet, cell phone, television, computer, etc. Give your child time to figure things out. Stand by with a look or a touch to give support. Conduct simple science experiments with your child. Play memory games. Ask children to explain their thinking while drawing, building or creating. Encourage children to persist at a task that they find difficult while making it fun and engaging. 	

Goal: Children will demonstrate improved communication and language skills.			
Language Objectives	TS GOLD Objectives	WA Early Learning & Development Guidelines	H.S. Early Learning Outcomes Framework
Children will use and comprehend oral language for conversation and communication of needs, wants and ideas.	8. Listens to and understands increasingly complex language 9. Uses language to express thoughts and needs 10. Uses appropriate conversations and other communications skills.	5. Communicating/ Speaking and listening;	<ul style="list-style-type: none"> Attending and Understanding Communicating and Speaking
Effective Teaching Practices		Family Practices	
<ul style="list-style-type: none"> Label environment with pictures and all languages represented in the classroom. Promote children’s oral language by using self and parallel talk when working with children. Expand and extend any effort that a child makes to use words especially those with a language delay or those learning English (e.g., when a child says “car”, you might say, “Yes, that is a racing car”). Encourage conversations with individual and groups of children and engage in feedback loops. Repeat and reinforce new words. Introduce children to language through use of vocabulary words with visuals. Use open-ended questions and prompts. Point to picture and words in books and have children repeat words. Share information that relates to children’s interests. Use dialogic reading/repeated read aloud to increase language skills and vocabulary. Create small groups for book reading. Incorporate songs & games during circle time. Use visuals for daily routines. For children who are at the beginning stages of learning English, ask closed- ended questions and offer some options for response (e.g., “Would you like to paint or would you like to build?”). 		<ul style="list-style-type: none"> Explain what you are doing during caregiving and routine activities (Ex.-describe handwashing as you assist them in this process). Engage children in conversations during everyday activities such as walking in the neighborhood or shopping at the supermarket. Describe what your child is doing while they are playing or doing an activity. Expand on children’s language by repeating what they say and adding more words. (<i>If child says “ball” then parent would respond with “red ball”</i>). Ask questions about pictures in books. Play games and finger-plays that involve turn taking. Ask children questions that are not a yes and no answer. Wait long enough for them to answer. (<i>Ex.-What do you think will happen next?</i>) Help your child take turns listening and talking in conversations. Use mealtime as a regular time to talk. Talk about daily events with your child. (Ex.-What was your favorite thing you did today? Or tell me one thing that made you smile today.) Introduce new words and explain their meaning. Encourage parents to continue to use the home language during family activities. 	

- Scaffold communication by combining English words with some type of body gesture or visual cue to illustrate the meaning of the words.
- Learn some key words or phrases in the child’s home language.

Goal: Children will demonstrate improved literacy skills.

Literacy Objectives	TS Gold Objectives	WA Early Learning Guidelines	H.S. Early Learning Outcomes Framework
<ol style="list-style-type: none"> 1. Children will use and understand print as a meaningful system of communication. 1. Children will identify and discriminate the sounds of language, such as words in sentences, syllables in words, rhyming words, beginning and ending sounds. 2. Children will identify 10 letters and sounds when they transition to kindergarten. 	<ol style="list-style-type: none"> 15. Demonstrates phonological awareness. 16. Demonstrates knowledge of the alphabet (preschool only) 17. Demonstrates knowledge of print and its uses (preschool only) 18. Comprehends and responds to books and other texts 19. Demonstrates emergent writing skills 	<ol style="list-style-type: none"> 5. Reading 	<ul style="list-style-type: none"> • Vocabulary • Emergent Literacy • Phonological Awareness • Print and Alphabet Knowledge • Comprehension and Text Structure • Writing

Effective Teaching Practices	Family Practices
<ul style="list-style-type: none"> • Read to children daily. • Make story time fun, interactive and with movement. • Create an attractive and inviting library area and offer books in other interest areas. • Give children the opportunity and instruction to support the development of strong literacy skill by offering to read books at learning center time, reading at small groups and large groups. • Promote skills through books and stories that reflect children’s interest, culture and language. • Ensure that there are opportunities to experiment with noticing letter sounds and names, rhyming and noticing smaller units of sound. • Use children’s names to introduce names of letters. • Create classroom books. • Clap or tap rhythm sticks to mark the syllables in children’s names as you say them. 	<ul style="list-style-type: none"> • Sing songs together include rhyming songs or finger-plays. • Describe everyday objects and activities (such as blue bike, round ball). • Read or tell stories to your children. Using a variety of types of books such as alphabet books, fairy tales, non-fiction, etc. <ul style="list-style-type: none"> ○ Point to pictures in the book and have child name it. ○ Ask questions about the story as you are reading it. ○ Have your child retell stories. • Find letters in your environment and talk about the name of the letter and the sound it makes. • Write down what your child says to you and read it back. • Provide opportunities to have children create books and practice scribbling and drawing pictures.

<ul style="list-style-type: none"> • Play games that focus on alliteration (initial sounds). For example, have children think of words that begin with the same sound as another child’s name. • Draw children’s attention to the phonemes in spoken words during daily routines. (e.g., dismiss children to go to lunch by saying, “If your name begins with the ‘M’ sound like Matthew, you may go to lunch”). • Read stories that have rhyming and repetition such as “The Very Hungry Spider” and pause at repetitive words to allow the children to complete the sentence. • Play with sounds by adding new verses to a familiar song. • Offer writing materials in all centers and encourage children to write as part of their play. 	
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Professional Development

Provide training and coaching Creative Curriculum and Learning Without Tears

Provide training and coaching on Pyramid Model

Provide Families Creative Curriculum and Learning Without Tears Activities at Home Visits and Parent/Teacher Conferences.

Goal: Children will demonstrate improved math skills

Math Objectives	TS GOLD Objectives	WA Early Learning & Development Guidelines	H.S. Early Learning Outcomes Framework
<ol style="list-style-type: none"> 1. Children will use math regularly and in everyday routines and play to count, compare, relate, identify patterns, and problem solve. 2. Children will count up to 20 and count 15 objects when they transition to kindergarten. 	<ol style="list-style-type: none"> 20. Uses number concepts and operations 22. Compares and measures 23. Demonstrates knowledge of patterns 	<ol style="list-style-type: none"> 6. Learning about my world/Math 	<ul style="list-style-type: none"> • Counting and Cardinality • Operations and Algebraic Thinking • Measurement

Effective Teaching Practices	Family Practices
<ul style="list-style-type: none"> • Use everyday situations to illustrate addition and subtraction (e.g., when a child leaves the dramatic play area, you might say, “We had 3 	<ul style="list-style-type: none"> • Use everyday items such as small toys, cereal, keys, etc. to ask questions about how many and sort items into different groups.

<p>children in the dramatic play area; John went to play in the block area. How many children are left?”).</p> <ul style="list-style-type: none"> • Provide a variety of materials to help children develop an understanding of quantity. Offer items such as keys, bottle caps, or cubes for children to count and compare. • Model counting strategies. Touch or point to each object as you count slowly, saying the name of the number. • Encourage children to tell ‘how many’ stories (e.g., They might tell how many children are on the climber or how many markers they have after their friend gave them more or put some away). • Recite finger plays and songs about counting. • Use counting during daily routines, ex: after welcoming, count how many at school/absent, boys/girls, etc. • Add physical activity to counting during daily routines, such as, count how many steps it will take to get to the bikes. • Create numerical rich environment. • Use math vocabulary through-out the day and while reading stories (more, less, first, last, etc). • Provide activities that help children understand spatial concepts, patterning, measurement and shapes. • Use observation of each child to guide differentiation and supporting math learning trajectories 	<ul style="list-style-type: none"> • Use words like more, less, same as, at least. • Count everyday items in their environment. For example, how many cars are parked in the driveway or how many steps does it take to get to your room. • Let your child help set the table and talk about how many plates, forks or other items you will need for each person. • Sing songs about numbers • Read stories about counting/ Encourage child to retell story. • Encourage child to count steps it will take to get to his room, outside, to the car, to the front door, etc. • Play matching games. • Show your child different objects and pictures, and figure out “Which one is larger or smaller?” or “Which one is more?” • Play games that involve counting and numbers. • Provide a variety of materials to help children develop an understanding of quantity. (Ex.-You have two red and one blue cars) • Model counting strategies. (Using one number name for each object and touching each one as you count) • Help your child apply numbers and counting to daily life. • Use words like “First” “Second” and “Last” etc. This will help your child learn about sequence of events.
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Goal: Children who are learning English as a second language will demonstrate growth in acquiring English.

Dual Language Learners/English Language Acquisition Objectives	TS GOLD Objectives	WA Early Learning & Development Guidelines	Head Start
<ol style="list-style-type: none"> 1. Each child learning English will demonstrate progress in listening to and understanding English. 2. Each child learning English will demonstrate progress in speaking using English. 	<p>37. Demonstrates progress in listening to and understanding English.</p> <p>38. Demonstrates progress in speaking English.</p>	<p>5. Communication/ Speaking and listening;</p>	<p>Planned Language Approach</p> <ul style="list-style-type: none"> • The Big “Five” • Home Language Support

Effective Teaching Practices	Family Practices
<ul style="list-style-type: none"> • Support the maintenance and growth of the home language for dual language learners. 	<ul style="list-style-type: none"> • Support the child in speaking and listening in their home language. • Work on school readiness skills in home language.

- Learn some key phrases in the child’s home language.
- Support dual language learner’s progress in listening and understanding English by using strategies such as repetition, placing important words at the end of sentences and placing emphasis on important words, and by slowing down speech and enunciation.
- Support progress in speaking English by using strategies such as self and parallel talk, repetition, reinforcement of language attempts, and allowing time to think and say what they want to say.

Parent Family and Community Engagement: Positive Parent Child Relationships

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

Objective: 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.
- Offer learning materials for children and parents that reflect families’ cultures.
- Encourage family members to visit, observe and volunteer in the program.