

## Central California Migrant Head Start School Readiness Plan Program Year: 2016-2017

### **School Readiness Plan Purpose and Scope:**

The Central California Migrant Head Start (CCMHS) 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 at all levels work in partnership to ensure that infants, toddlers, and preschool-aged children achieve appropriate school readiness outcomes, through delivering responsive, comprehensive, and research-based curriculum and analyzing program data, CCMHS will identify and implement strategic professional development and program adjustments to continually improve School Readiness Outcomes.

Grantee Operated and Delegate agencies will incorporate Grantee School Readiness Goals & Objectives into their program planning and will ensure the implementation of identified teaching and family practices as well as participation in professional development activities that support school readiness. Grantee Operated and Delegate agencies should utilize the Program Area Plans to ensure a comprehensive approach.

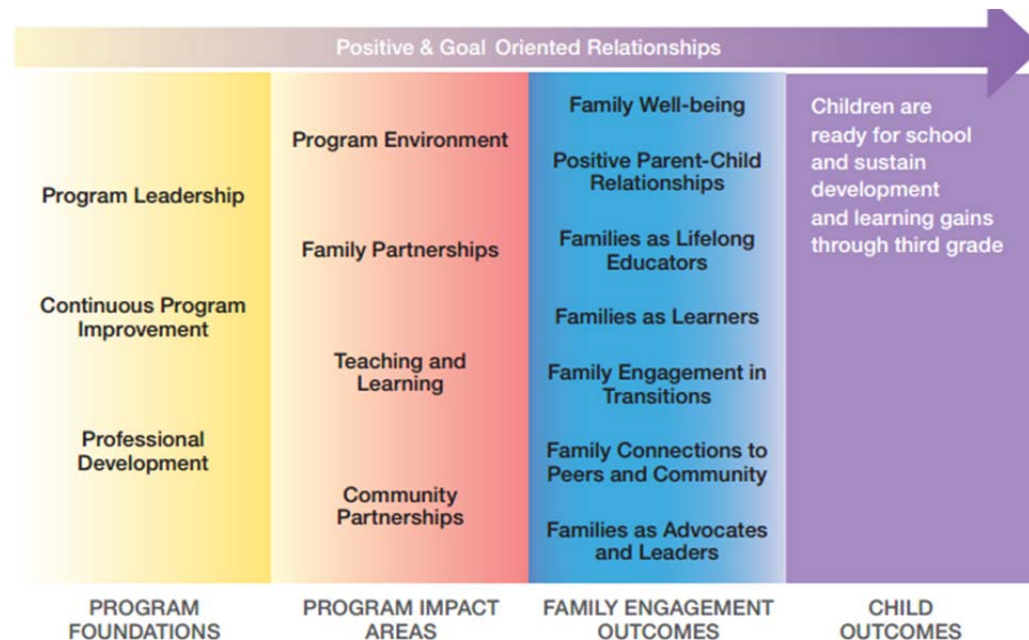


## Head Start Early Learning Outcomes Framework 2015:

	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 Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

*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.*

## Parent, Family, And Community Engagement Framework:



*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.*

## School Readiness Plan Goals and Objectives:

The Grantee's 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 increase their engagement as lifelong educators to their children to support readiness for school and life.

## CENTRAL CALIFORNIA MIGRANT HEAD START PROGRAMS

### 2016-2017 SCHOOL READINESS PLAN- INFANTS AND TODDLERS

DOMAIN: APPROACHES TOWARDS LEARNING		
<b>Goal 1 of 5:</b> Children will demonstrate improved positive approaches towards learning including improved attention skills.		
<b>Objective:</b> Final Assessment results will demonstrate children's capacity to pay attention to people, things, or the environment when acting with others or exploring play materials as measured below.		
<b>Young Infants (Birth-8.9 months):</b> 60 % will be at the "Responding Later" level or above in Measure ATL-REG 1	<b>Older Infants(9 months to 17.9 months):</b> 75% will be at the "Exploring Earlier" level or above in Measure ATL-REG 1	<b>Toddlers (18 months to 36 months):</b> 60% will be at the "Building Earlier" level or above in Measure ATL-REG 1
Effective Teaching Practices:		Family Practices
<ul style="list-style-type: none"> <li>• Use the child's name to get his or her attention (e.g. say, "look Mary" as they begin to speak</li> <li>• Provide one or two toys or materials at a time for young infants, exchanging them when the child's attention diminishes</li> <li>• Interpret and expand on what children do and say. Model intentional, strategic engagement in activities and self-talk to help children stay engaged and persist with challenging tasks</li> <li>• Limit directions to one step at a time for toddlers; reinforce the directions visually by demonstrating the activity, by using pictures, or by using picture and word cues.</li> </ul>		<ul style="list-style-type: none"> <li>• Use their child's name to get their attention</li> <li>• Point out and talk about things in the environment at home and when interacting with their children during every day routines</li> <li>• Use encouraging words with your child to continue working through a problem. Give them assistance if needed so they don't give up.</li> <li>• Break down directions into one step for your child. Model what you would like your child to do or say.</li> </ul>
Professional Development Activities:		
<ul style="list-style-type: none"> <li>• Provide on- site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support Dual Language Learners (DLL's)</li> <li>• Provide training and coaching on Creative Curriculum and Frog Street</li> <li>• Provide training and coaching utilizing Program for Infant &amp; Toddler Care (PITC)</li> </ul>		

<b>DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>Goal 2 of 5:</b> Children will demonstrate improved social behavior, emotion regulation, and emotional well-being.		
<b>Objective:</b> Final assessment results will demonstrate children’s capacity to show increasing awareness of self as distinct from and also related to others as measured below:		
<b>Young Infants: 70%</b> will be at the “Responding Later” level or above in Measure SED 1	<b>Older Infants: 60%</b> will be at the “Exploring Earlier” level or above in Measure SED 1	<b>Toddlers: 60 %</b> will be at the “Building Earlier” level or above in Measure SED 1
<b>Effective Teaching Practices:</b>		<b>Family Practices</b>
<ul style="list-style-type: none"> <li>• Support and respect child’s relationship with his or her family</li> <li>• Support relationships and interactions among children in the program</li> <li>• Provide opportunities for infants and toddler to play and interact with other children.</li> <li>• Explain conflicts to children when they take place, describing people’s feelings and the reasons for those feelings.</li> </ul>		<ul style="list-style-type: none"> <li>• Use “I love you rituals” or familiar family finger plays that promote connection</li> <li>• Use verbal and touch and eye contact while completing regular routines such as diaper changing, feeding, or dressing.</li> <li>• Be the child’s first playmate. Model sharing, trading, taking turns and tell the child verbally the skill you are demonstrating.</li> </ul>
<b>Professional Development :</b>		
<ul style="list-style-type: none"> <li>• Provide on- site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support DLL’s</li> <li>• Provide training and coaching on Creative Curriculum and Frog Street</li> <li>• Provide training and coaching on Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and Conscious Discipline</li> <li>• Provide training and coaching utilizing PITC</li> </ul>		

DOMAIN: LANGUAGE AND LITERACY		
<b>Goal 3 of 5:</b> Children will demonstrate improved communication, language, and emergent literacy skills.		
<b>Objective:</b> Final Assessment results will demonstrate children’s capacity to engage in back-and-forth communication that develops into increasingly extended conversations.		
<b>Young Infants: 65%</b> will be at the “Responding Later” level or above in Measure LLD 4	<b>Older Infants: 70%</b> will be at the “Exploring Earlier” level or above in Measure LLD 4	<b>Toddlers: 60%</b> will be at the “Exploring Later” or above level in Measure LLD 4
Effective Teaching Practices:		Family Practices:
<ul style="list-style-type: none"> <li>• Model appropriate conversational skills, e.g., taking turns, eye contact, speech volume, and using polite words.</li> <li>• Use self, parallel talk, repetition and extension to model use of language.</li> <li>• Provide interesting experiences for children to discuss.</li> <li>• Plan specific experiences where children will be encouraged to talk and to use their communication skills.</li> <li>• Ask families about successful communication strategies used at home</li> </ul>		<ul style="list-style-type: none"> <li>• Practice having a conversation with your child. After you say something, be sure to pause and allow them time to respond. For infants, this may be in the form of a smile or “goo”.</li> <li>• Model conversations with other adults around you.</li> <li>• Encourage your child to tell you about their day or what they are playing with.</li> </ul>
Professional Development Activities:		
<ul style="list-style-type: none"> <li>• Provide on- site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support DLL’s</li> <li>• Provide training and coaching on Creative Curriculum and Frog Street</li> <li>• Provide training and coaching utilizing Program for Infant &amp; Toddler Care (PITC)</li> </ul>		

DOMAIN: COGNITION		
<b>Goal 4 of 5:</b> Children will demonstrate improved general cognitive skills.		
<b>Objective:</b> Final Assessment results will demonstrate children’s capacity to show understanding of how objects move in space or fit in different spaces as measured below:		
<b>Young Infants: 70%</b> will be at the “Responding Later” level or above in Measure COG 1	<b>Older Infants: 65%</b> will be at the “Exploring Later” level or above in Measure COG 1	<b>Toddlers: 70%</b> will be at the “Building Earlier” level or above in Measure COG 1
Effective Teaching Practices:		Family Practices:
<ul style="list-style-type: none"> <li>• Provide opportunities for infants and toddlers to explore by using all of their senses. As children explore objects, encourage them to try to fit things together.</li> <li>• Model spatial awareness by fitting objects together or in different spaces.</li> <li>• Use descriptive words with children in regards to space (under, over, inside, on top, etc.)</li> </ul>		<ul style="list-style-type: none"> <li>• Use descriptive words to talk to the child about how they fit into space. For example, “You are climbing over my leg.” “You are crawling under the table.” “You are standing on top of the box.”</li> <li>• Encourage children to explore how things fit together.</li> </ul>
Professional Development Activities:		
<ul style="list-style-type: none"> <li>• Provide on- site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support DLL’s</li> <li>• Provide training, coaching &amp; mentoring on Creative Curriculum and Frog Street</li> <li>• Provide training and coaching utilizing Program for Infant &amp; Toddler Care (PITC)</li> </ul>		

DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
<b>Goal 5 of 5:</b> Children will demonstrate improved perceptual, motor and physical development.		
<b>Objective:</b> Final assessment results will demonstrate children’s capacity to increase precision, strength, coordination and efficiency when using muscles of the hand for play and functional tasks as measured below:		
<b>Young Infants: 65%</b> will be at the “Responding Later” level or above in Measure PD HLTH 4	<b>Older Infants: 70%</b> will be at the “Exploring Earlier” level or above in PD-HLTH 4	<b>Toddlers: 75%</b> will be at the “Exploring Later” level or above in Measure PD-HLTH 4
Effective Teaching Practices:		Family Practices:
<ul style="list-style-type: none"> <li>Encourage children to feed themselves using appropriate utensils</li> <li>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)</li> <li>Engage children in activities that encourage them to move their fingers individually (e.g. finger plays, pointing to pictures)</li> <li>Provide activities that strengthen the hand grasp and release of toddlers (e.g. using squirt bottles, medicine droppers, using clothes pins, handling play dough)</li> </ul>		<ul style="list-style-type: none"> <li>Practice eating with child size utensils at mealtime</li> <li>Use a Kleenex box to stuff with material for the children to pull out</li> <li>Cook with dough like materials (masa, playdough, cookies) and have children use their hands to squeeze, roll, pinch and shape the dough.</li> <li>Hold out objects and allow your infant to reach out and grasp for the item.</li> <li>Play a game of holding objects and then letting them drop.</li> </ul>
Professional Development Activities		
<ul style="list-style-type: none"> <li>Provide on- site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support DLL’s</li> <li>Provide training and coaching on Creative Curriculum and Frog Street</li> <li>Provide training and coaching utilizing Program for Infant &amp; Toddler Care (PITC)</li> </ul>		

# CENTRAL CALIFORNIA MIGRANT HEAD START PROGRAMS

## 2016-2017 SCHOOL READINESS PLAN-PRESCHOOL

<b>DOMAIN: APPROACHES TO LEARNING</b>	
<b>Goal 1 of 5:</b> Children will demonstrate improved positive approaches towards learning including improved attention skills.	
<b>Objective:</b> Final Assessment results will demonstrate children’s capacity to develop strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time as measured below:	
<b>3 Yr Olds:</b> 75% will be at the “Exploring Later” level or above in Measure ATL 5	<b>4 Yr Olds:</b> 65% will be at the “Building Later” level or above in Measure ATL 5
<b>Effective Teaching Practices:</b>	<b>Family Practices:</b>
<ul style="list-style-type: none"> <li>• Provide opportunities for children to engage in extended make-believe play in which they can act out strong emotions.</li> <li>• Provide only as much help as necessary for children to accomplish tasks, e.g., put socks on the child’s toes and then encourage him to her to pull them up the rest of the way.</li> <li>• Allow plenty of time to let children take responsibility for self-care routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Let children help around the house with yard work, house cleaning duties and cooking</li> <li>• Give your child at least one opportunity a day that they can choose what they would like to do</li> <li>• Explore the outdoors or local community and talk about them with your child</li> <li>• Encourage your child to ask you questions and let them have a chance to figure things out on their own. Ask them “what do you think will happen if....?”</li> </ul>
<b>Professional Development Activities:</b>	
<ul style="list-style-type: none"> <li>• Provide on- site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support DLL’s</li> <li>• Quarterly Teacher Club meetings</li> <li>• Provide training and coaching using Creative Curriculum</li> </ul>	

<b>DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>Goal 2 of 5:</b> Children will demonstrate improved social behavior, emotion regulation, and emotional well-being.	
<b>Objective:</b> Final assessment results will demonstrate children’s capacity in understanding people’s behaviors, feelings, thoughts, and individual characteristics as measured below:	
<b>3 Yr Olds:</b> 75% will be at the “Building Earlier” level or above in Measure SED 2	<b>4 Yr Olds:</b> 70% will be at “ Building Later” level or above in Measure SED 2
<b>Effective Teaching Practices:</b>	<b>Family Practices:</b>
<ul style="list-style-type: none"> <li>• Use positive strategies to guide children’s behavior and to help them learn how to cooperate with others. Encourage cooperative interactions by suggesting turn taking and sharing and by modeling cooperation.</li> <li>• Encourage children to talk through situations when conflicts arise, and scaffold the language to use when needed. Use a problem solving kit.</li> <li>• Provide activities that specifically target sharing, turn-taking and cooperation.</li> <li>• Use words to identify feeling of children (upset, angry, happy, sad, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Teach children how to stop and take a deep breathe</li> <li>• Introduce different problem solving materials such as a timer, trading or visual schedule.</li> <li>• Play board games with your child</li> <li>• Give your child choices as to how they would like to get ready for dinner, bed etc. For example, would you like to read a story or sing a song before you go to bed?</li> <li>• Have family agreements at home that the family develops together as a group</li> </ul>
<b>Professional Development Activities:</b>	
<ul style="list-style-type: none"> <li>• Provide on- site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support DLL’s</li> <li>• Quarterly Teacher Club meetings</li> <li>• Provide training and coaching on Creative Curriculum</li> <li>• Provide training on CSEFEL and Conscious Discipline</li> </ul>	

DOMAIN: LANGUAGE AND LITERACY	
<b>Goal 3 of 5:</b> Children will demonstrate improved communication, language, and emergent literacy skills.	
<b>Objective A:</b> Final Assessment results will demonstrate children’s capacity to understand details and ideas from age-appropriate text presented by adults as measured below:	
<b>3 Yr Olds:</b> 60% will be at the “Building Earlier” level or above in Measure LLD 6	<b>4 Yr Olds:</b> 60% will be at the “ Building Later” level or above in Measure LLD 6
<b>Objective B:</b> Final Assessment results will demonstrate children’s capacity to in awareness of letters in the environment and their relationship to sound, including understanding that letters make up words as measured below:	
<b>3 Yr Olds:</b> 70% will be at the “Exploring Later” level or above in Measure LLD 4	<b>4 Yr Olds:</b> 70% will be at the “ Building Later” level or above in Measure LLD 4
<b>Objective C:</b> Final Assessment results will demonstrate children’s capacity to show increasing understanding that print in English carries meaning as measured below:	
<b>3 Yr Olds:</b> 70% will be at the “Exploring English” level or above in Measure ELD 4	<b>4 Yr Olds:</b> 70% will be at the “Building English” level or above in Measure ELD 4
Effective Teaching Practices:	Family Practices
<ul style="list-style-type: none"> <li>• Help children connect new information and ideas to what they already know. For example, you might say, “What does this remind you of _____?” “How is _____ like _____?”</li> <li>• Facilitate story retellings. Use simple pictures, puppets, costumes, or props to help children recall the story.</li> <li>• Provide repeated reading of the same book so children can focus on different aspects of the book each time, e.g., story line, details, specific vocabulary words.</li> <li>• Support story retellings by taking turns telling parts of the story. Have children tell more of the story as they are able.</li> <li>• Model using different strategies for making meaning from print. Show children how to use picture cues, context, sounding out words, and known (high frequency) words.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk with your children and have back and forth exchanges</li> <li>• Encourage your child to tell you a story or draw you a picture and tell you about the picture. Write down what they tell you.</li> <li>• Have your child “read” you a story.</li> <li>• Read your child a story and have them tell you what their favorite part was.</li> </ul>
Professional Development Activities:	
<ul style="list-style-type: none"> <li>• Provide on- site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support DLL’s</li> <li>• Quarterly Teacher Club Meetings</li> <li>• Provide training and coaching on Creative Curriculum</li> </ul>	

<b>DOMAIN: COGNITION</b>	
<b>Goal 4 of 5:</b> Children will demonstrate improved general cognitive and scientific reasoning skills.	
<b>Objective A:</b> Final assessment results will demonstrate children’s capacity to show increasing abilities to add and subtract small quantities of objects as measured below:	
<b>3 Yr Olds:</b> 65% will be at the “Building Earlier” level or above in Measure COG 4	<b>4 Yr Olds:</b> 70% will be at the “ Building Later” level or above in Measure COG 4
<b>Objective B:</b> Final assessment results will demonstrate children’s capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics as measured below:	
<b>3 Yr Olds:</b> 65 %will be at the “Building Earlier” level or above in Measure COG 11	<b>4 Yr Olds:</b> 70% will be at the “ Building Later” level or above in Measure COG 11
<b>Effective Teaching Practices:</b>	<b>Family Practices:</b>
<ul style="list-style-type: none"> <li>• Use everyday situations to illustrate addition and subtraction. For example, when a child leaves the dramatic play area you might say, “We had three children in the dramatic play area. John went to play in the block area. How many children are left?”</li> <li>• Model counting strategies. Touch or point to each object as you count slowly, saying the number name. Show how to keep track of the objects counted. Count on from the amount, e.g. “How much is four and three more?”</li> <li>• Offer a variety of substances for children to explore and learn their characteristics. Include objects made from metal, wood, plastic, and paper.</li> <li>• Plan experiences where children can observe changes in the physical properties of objects and materials. For example, leave an ice cube outside in the sun and observe as it becomes a liquid. Mix different materials in water to see if they dissolve.</li> </ul>	<ul style="list-style-type: none"> <li>• Use everyday items such as small toys, cereal, keys etc. to ask questions about how many and sort items into different groups.</li> <li>• Use words like more, less, same as, at least with their children</li> <li>• Count everyday items in the environment. For example, how many cars are parked in the driveway or how many steps does it take to get to your room?</li> <li>• Let your child help set the table and talk about how many plates, forks or items you will need for each person.</li> </ul>
<b>Professional Development Activities:</b>	
<ul style="list-style-type: none"> <li>• Provide on- site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support DLL’s</li> <li>• Quarterly Teacher Club meetings</li> <li>• Provide training and coaching on Creative Curriculum</li> </ul>	

DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT	
<b>Goal 5 of 5:</b> Children will demonstrate improved perceptual, motor and physical development.	
<b>Objective:</b> Final Assessment results will demonstrate children’s capacity in knowledge about nutrition and healthful food choices as measured below:	
<b>3 Yr Olds:</b> 60% will be at the “Building Earlier” level or above in Measure PD HLTH 10	<b>4 Yr Olds:</b> 75% will be at the “ Building Later” level or above in Measure PD HLTH 10
Effective Teaching Practices:	Family Practices:
<ul style="list-style-type: none"> <li>• Discuss types of food during mealtimes. Have children help you identify the different food groups.</li> <li>• Provide dramatic play opportunities for children e.g., grocery store, bakery, etc.</li> <li>• Read stories that include information about food. Have children help you identify the different types of food in the story.</li> <li>• Support fresh fruit &amp; vegetable tastings</li> <li>• Model nutritious food and drink choices</li> </ul>	<ul style="list-style-type: none"> <li>• Let your child help you choose healthy items at the grocery store.</li> <li>• Let your child help you make dough or mix items when cooking</li> <li>• Talk to your child about what they are eating.</li> <li>• Talk about the different food groups at dinner and relate it to what you are eating for dinner. For example, “You are having carrots for dinner. Carrots are a vegetable. You also have beans. Beans are a legume and a good source of protein.”</li> </ul>
Professional Development Activities:	
<ul style="list-style-type: none"> <li>• Provide on- site training, technical assistance to provide nutrition education and obesity prevention through:               <ul style="list-style-type: none"> <li>○ Harvest of the Month (Fresh fruit &amp; vegetable tasting activities) for children and families</li> <li>○ IMIL/Increase physical activity</li> <li>○ Diabetes awareness and prevention</li> <li>○ First 5 Potter the Otter series</li> </ul> </li> </ul>	

## Parent Family and Community Engagement: Families as Life Long Educators

**Goal 6 of 6:** Families will increase their engagement as lifelong educators to their children to support readiness for school and life.

**Objective 1:** Families will demonstrate increased understanding of strategies to support school readiness as measured by pre and post parent ratings completed on the Family Assessments and end of the year Parent Surveys.

Effective Family Engagement Practices:	Professional Development Activities
<ul style="list-style-type: none"> <li>• Actively engages families in interactions with their children when children are present.</li> <li>• Focus on family and child strengths as an entry point into relationships and conversations about children.</li> <li>• Promote prenatal attachment with expectant families.</li> <li>• Facilitates and/or coordinates evidence-based parenting education opportunities for parents individually and in groups, individualizing for culture, gender, and age, as appropriate.</li> <li>• Support parents (or links parents to supports) to address challenging child behaviors in positive, developmentally appropriate ways and access resources as necessary.</li> <li>• Work with other program staff to support ongoing interactive activities between parents and their children at home and in the community.</li> <li>• Talk with families about their vital role in their children's development and learning.</li> <li>• Supports expectant families in making connections between their actions and the pre-natal effects.</li> <li>• Offers learning materials for children and parents that reflect families' cultures, encourages family members to visit, observe and volunteer in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Family Service Worker (FSW) Trainings/Technical Assistance</li> <li>• Individual/Group Planning with Parents/Families</li> <li>• Abriendo Puertas</li> <li>• Parent Café's</li> <li>• Parent Workshops/Trainings</li> </ul>