

**Sabine Parish Universal Preschool
School Readiness Plan
Program Year: 2017-2018**

School Readiness Plan Purpose and Scope:

The Sabine Parish Universal Preschool (SPUP) School Readiness Plan will be used to guide efforts leading to positive child outcomes. School readiness efforts will be supported through ongoing communications, trainings, 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 SPUP staff at all levels work in partnership to ensure that preschool-aged children achieve appropriate school readiness outcomes, through delivering responsive, comprehensive, and research-based curriculum and analyzing program data, SPUP will identify and implement strategic professional development and program adjustments to continually improve School Readiness Outcomes.

School Readiness:

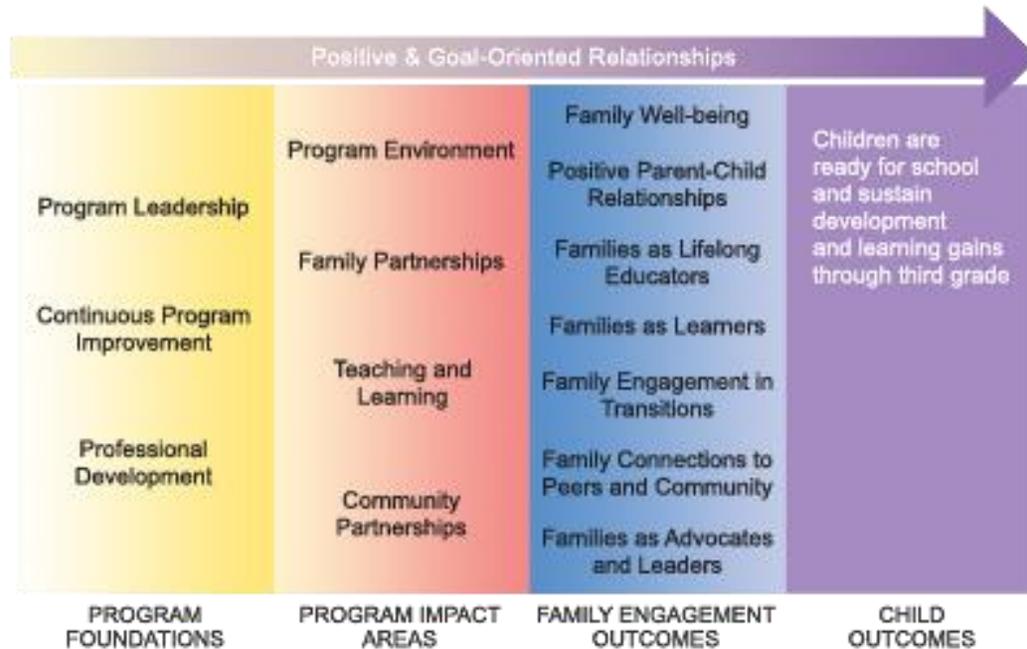
School readiness is foundational across early childhood systems and programs. It means children are ready for school, families are ready to support their children's learning, and schools are ready for children. Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. Physical, cognitive, social, and emotional development are all essential ingredients of school readiness.

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 support 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.

Sabine Parish Universal Preschool Program 2016-2017 School Readiness Plan

DOMAIN: APPROACHES TO LEARNING	
Goal 1 of 7: Children will demonstrate improved positive approaches towards learning including improved attention skills.	
Objective: 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:	
Effective Teaching Practices:	Family Practices:
<ul style="list-style-type: none"> • Provide opportunities for children to engage in extended make-believe play in which they can act out strong emotions. • 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. • Allow plenty of time to let children take responsibility for self-care routines. 	<ul style="list-style-type: none"> • Let children help around the house with yard work, house cleaning duties and cooking • Give your child at least one opportunity a day that they can choose what they would like to do • Explore the outdoors or local community and talk about them with your child • 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....?”
Professional Development Activities:	
<ul style="list-style-type: none"> • Provide on- site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support ELDS • Regular PLC (Professional Learning Community) Meetings • Provide training and coaching using Frog Street Curriculum and CLASS 	

DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

Goal 2 of 7: Children will demonstrate improved social behavior, emotion regulation, and emotional well-being.

Objective: Final assessment results will demonstrate children's capacity in understanding people's behaviors, feelings, thoughts, and individual characteristics

Effective Teaching Practices:

- 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.
- Encourage children to talk through situations when conflicts arise, and scaffold the language to use when needed. Use a problem solving kit.
- Provide activities that specifically target sharing, turn-taking and cooperation.
- Use words to identify feeling of children (upset, angry, happy, sad, etc.)

Family Practices:

- Teach children how to stop and take a deep breath
- Introduce different problem solving materials such as a timer, trading or visual schedule
- Play board games with your child
- 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?
- Have family agreements at home that the family develops together as a group

Professional Development Activities:

- Provide on- site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support ELDS
- Regular PLC (Professional Learning Community) meetings
- Provide training and coaching on Frog Street Curriculum
- Provide training on Conscious Discipline

DOMAIN: LANGUAGE AND LITERACY	
Goal 3 of 7: Children will demonstrate improved communication, language, and emergent literacy skills.	
Objective A: Final Assessment results will demonstrate children’s capacity to understand details and ideas from age-appropriate text presented by adults as measured below:	
Objective 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:	
Objective C: 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:	
Effective Teaching Practices:	Family Practices:
<ul style="list-style-type: none"> • 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 _____?” • Facilitate story retellings. Use simple pictures, puppets, costumes, or props to help children recall the story. • 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. • Support story retellings by taking turns telling parts of the story. Have children tell more of the story as they are able. • 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. 	<ul style="list-style-type: none"> • Talk with your children and have back and forth exchanges • 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. • Have your child “read” you a story. • Read your child a story and have them tell you what their favorite part was.
Professional Development Activities:	
<ul style="list-style-type: none"> • Provide on- site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support ELDS • Regular PLC (Professional Learning Community) meetings • Provide training and coaching on Frog Street Curriculum and CLASS 	

DOMAIN: COGNITION	
Goal 4 of 7: Children will demonstrate improved general cognitive and scientific reasoning skills.	
Objective A: Final assessment results will demonstrate children’s capacity to show increasing abilities to add and subtract small quantities of objects as measured below.	
Objective B: Final assessment results will demonstrate children’s capacity to understand objects (living and nonliving) and events in the natural world, including how they change and their characteristics as measured below:	
Effective Teaching Practices:	Family Practices:
<ul style="list-style-type: none"> • 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 n dramatic play area. John went to play in the block area. How many children are left?” • 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?” • Offer a variety of substances for children to explore and learn their characteristics. Include objects made from metal, wood, plastic, and paper. • 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. 	<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. • Use words like more, less, same as, at least with their children. • 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? • Let your child help set the table and talk about how many plates, forks or items you will need for each person.
Professional Development Activities:	
<ul style="list-style-type: none"> • Provide on-site training, technical assistance, and mentoring in designated delegate and grantee operated classrooms including strategies that support ELDS • Regular PLC (Professional Learning Committee) Meetings • Provide training and coaching on Frog Street Curriculum and CLASS 	

DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Goal 5 of 7: Children will demonstrate improved perceptual, motor and physical development.

Objective: Final Assessment results will demonstrate children’s capacity in knowledge about nutrition and healthful food choices as measured below:

Effective Teaching Practices:	Family Practices:
<ul style="list-style-type: none"> • Discuss types of food during mealtimes. Have children help you identify the different food groups. • Provide dramatic play opportunities for children e.g., grocery store, bakery, etc. • Read stories that include information about food. Have children help you identify the different types of food in the story. • Support fresh fruit & vegetable tastings • Model nutritious food and drink choices 	<ul style="list-style-type: none"> • Let your child help you choose healthy items at the grocery store. • Let your child help you make dough or mix items when cooking • Talk to your child about what they are eating. • 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.”

Professional Development Activities:

Provide on-site training, technical assistance to provide nutrition education and obesity prevention

Parent Family and Community Engagement: Families as Life Long Educators

Goal 6 of 7: Families will increase their engagement as lifelong educators to their children to support readiness for school and life.

Objective: 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:

- Actively engages 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.
- Promote prenatal attachment with expectant families.
- Facilitates and/or coordinates evidence-based parenting education opportunities for parents individually and in groups, individualizing for culture, gender, and age, as appropriate.
- Support parents (or links 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.
- Supports expectant families in making connections between their actions and the pre-natal effects.
- Offers learning materials for children and parents that reflect families' cultures, encourages family members to visit, observe and volunteer in the program.

Professional Development Activities:

- Individual/Group Planning with Parents/Families
- Parent Workshops/Trainings
- Family Nights (Literacy Night, Ornament Night, Prime Time)

*See **PFCE Outcomes Chart**—Includes Training Activities and Evaluation Methods

Program Goal: Build home libraries for all families.

ACTIONS:

1. Provide books for children to all parents attending each parent function.
2. Provide books for children at home visits
3. Provide books for children at end-of-year picnics

Health and Mental Health (School Readiness Begins with Health)	
Goal 7 of 7: Families will have access to ongoing health care to promote good habits, better attendance and more engaged learning.	
Objective: Families will know the vital link between school readiness and physical and mental health.	
Effective Health Practices:	Family Practices:
<ul style="list-style-type: none"> • Children will learn to brush their teeth and brush their teeth at school each day • Children will learn proper hand washing and practice at school daily • Good nutrition will be taught through the Frog Street Curriculum and healthy meals and snacks will be served and discussed at school daily • Children will engage in physical activity daily to build motor skills • Program schedules provide a time for nap, rest and quiet activities • Children will use their senses to explore the world around them • Teaching staff will develop nurturing and responsive relationships to support children’s strengths and needs • Children will learn to self-regulate and manage their feelings to better plan, monitor and control their own behavior through implementation of Conscious Discipline • Teaching staff will model and promote prosocial behavior to help children show concern, share, take turns, and compromise with peers through implementation of Conscious Discipline • Children will have daily opportunities for free choice play in learning centers to use their imagination and creativity while learning to solve problems and interact with others 	<ul style="list-style-type: none"> • Oral health training will be provided for parents and services will be provided to families in need, such as; transportation to the dentist, toothbrushes, assistance scheduling appointments, etc. • Parents will receive training on the importance of hand washing and how to properly wash hands and when hand washing is needed • Parents will receive training on nutritious meals, preparation of nutritious meals and couponing • Parents will receive training about the importance of daily physical activity and special days will be scheduled for children to experience these activities with families (Sports Day with Dad) • Parents will be educated about the importance of sleep and the direct links to learning and the inability to focus and manage their feelings without the appropriate amount of sleep • Families will be encouraged to explore their environment with their senses and discuss their exploration • Families will learn that their children can only thrive and become life-long learners when adults support their strengths and needs through nurturing and responsive, loving relationships • Parent trainings about daily opportunities for free play and the importance of play in early learning and

- Comprehensive health services to promote family well-being and keep families healthy such as: prenatal and postpartum services, health literacy, safe and secure environments, early identification and intervention, treatment and follow-up, and cultural and linguistic responsiveness will be provided as needed

development

- Families will be aware of comprehensive health services and informed about local providers to support all family health needs