

Lake Cumberland Head Start Program School Readiness Plan

DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Goals:

- 1) Children will demonstrate use of their senses to gather and understand information and respond to the world around them.
- 2) Children will demonstrate control of large muscles for movements, navigation, and balance.
- 3) Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing, and exploring.
- 4) Children and families will practice healthy and safe habits.

BIRTH TO THREE

THREE TO FIVE

Standard:

Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self-care routines.

Standards:

Physical Education Standard 1: Demonstrates basic gross and fine motor development.
Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

Benchmarks:

- 1.1: Moves with purpose and coordination.
- 1.2: Demonstrates balance and coordination.
- 1.3: Exhibits eye-hand coordination.
- 1.4: Controls small muscles in hands.
- 1.5: Expresses physical needs and actively participates in adaptive/self care routines to have these needs met.

Benchmarks:

- 1.1: Performs a variety of locomotor skills with control and balance.
 - 1.2: Performs a variety of non-locomotor skills with control and balance.
 - 1.3 Combines a sequence of several motor skills with control and balance.
 - 1.4 Performs fine motor tasks using eye-hand coordination.
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- 1.1: Demonstrates independent behavior.
 - 1.2: Show social cooperation.
 - 1.3: Applies social problem solving skills.
 - 1.4: Show a sense of purpose (future – hopefulness).

Objectives:

Children will:

- Participate in pedestrian, bus, bike, fire, tornado, earthquake, and personal safety lessons
- Take care of age-appropriate personal care needs
- Engage in activities promoting healthy habits
- Follow basic health and safety rules
- Eat a variety of nutritious foods
- Demonstrate traveling skills
- Demonstrate balancing skills
- Demonstrate gross-motor manipulative skills
- Use fingers and hands
- Use writing and drawing tools

DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

Goals:

- 1) Children will develop and demonstrate positive interactions and relationships with adults and peers.
- 2) Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses, and behavior.

BIRTH TO THREE

THREE TO FIVE

Standards:

Social Emotional Standard 1: Demonstrates trust and engages in social relationships.
Social Emotional Standard 2: Demonstrates sense of self.

Standard:

Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

Benchmarks:

1.1 : Shows attachments and emotional connection toward others.
1.2 : Demonstrates desire to create relationships and understandings of these relationships with others.
2.1 : Expresses and/or recognizes a variety of emotions.
2.2 : Develops the ability to control feelings and behavior and understands simple rules and limitations.

Benchmarks:

1.1: Demonstrates independent behavior.
1.2: Shows social cooperation.
1.3: Applies social problem solving skills.

Objectives:

Children will:

- Manage their feelings
- Follow limits and expectations
- Follow simple rules, routines, and directions
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Form relationships with adults
- Respond to emotional cues
- Observe, initiate and/or interact with peers with interest and enjoyment
- Make Friends
- Develop sense of self
- Notice similarities and differences
- Balance needs and rights of self and others
- Solve social problems

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<u>DOMAIN: APPROACHES TO LEARNING</u>	
<p><u>Goals:</u></p> <ol style="list-style-type: none"> 1) Children will demonstrate an interest in and participate in a variety of visual arts, dance, music and dramatic experiences. 2) Children will demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning. 	
<u>BIRTH TO THREE</u>	<u>THREE TO FIVE</u>
<p><u>Standard:</u> Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.</p>	<p><u>Standard:</u> Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences.</p>
<p><u>Benchmarks:</u></p> <ol style="list-style-type: none"> 1.1: Enjoys and engages in visual arts. 1.2: Enjoys and engages in movement and dance. 1.3: Enjoys and engages in music. 1.4: Enjoys and engages in pretend play and drama. 	<p><u>Benchmarks:</u></p> <ol style="list-style-type: none"> 1.1: Develops skills in and appreciation of visual arts. 1.2: Develops skills in and appreciation of dance. 1.3: Develops skills in and appreciation of music. 1.4: Develops skills in and appreciation of drama.
<p><u>Objectives:</u> Children will:</p> <ul style="list-style-type: none"> • Attend and engage in a variety of activities with interest and enjoyment • Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks • Ask questions and seeks new information • Demonstrate persistence, cooperation and preferences • Solve problems • Show initiative, curiosity and motivation • Show flexibility and inventiveness in thinking • Participate in music activities such as listening, singing, or performing • Experiment with musical instruments • Use creative movement to express concepts, ideas, or feelings • Create artistic works that reflect thoughts, feelings, experiences, or knowledge • Share and take turns • Use creativity and imagination to manipulate materials and assume roles in dramatic play situations 	

DOMAIN: LANGUAGE AND LITERACY

Goals:

- 1) Children will be able to utilize language to express their wants and needs. (Language and Communication)
- 2) Children will engage in conversations, follow directions, and comprehend language. (Language and Communication)
- 3) Children will be able to demonstrate knowledge of print and develop the awareness that print conveys meaning. (Literacy)
- 4) Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English. (Language and Communication)

**BIRTH TO
THREE**

THREE TO FIVE

Standards:

Communication Standard 1: Demonstrates communication skills in order to express self.
 Communication Standard 2: Demonstrates listening and observing skills and respond to the communication of others.
 Communication Standard 3: Demonstrates interest and engage in early literacy activities.

Standards:

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.
 English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing process.
 English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.
 English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.

Benchmarks:

1.1: Engages in nonverbal communication for a variety of purposes.
 1.2: Uses vocalizations and/or words (verbal, signed, symbolic) for a variety of purposes.
 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.
 2.2: Responds to the verbal and nonverbal communication of others.
 3.1: Demonstrates interest and engagement in print literacy materials.
 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.

Benchmarks:

1.1: Uses nonverbal communication for a variety of purposes.
 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.
 1.3: Communicates with increasing clarity and use of conventional grammar.
 2.1: Engages in active listening in a variety of situations.
 2.2: Observes to gain information and understanding.
 3.1: Listens to and/or responds to reading materials with interest and enjoyment.
 3.2: Shows interest and understanding of the basic concepts and conventions of print.
 3.3: Demonstrates knowledge of the alphabet.
 3.4: Demonstrates emergent phonemic/phonological awareness.
 3.5: Draws meaning from pictures, print and text.
 3.6: Tells and retells a story.

DOMAIN: LANGUAGE AND LITERACY CONTINUED

Benchmarks: Continued

4.1 : Understands that the purpose of writing is communication.

4.2 : Produces marks, pictures and symbols that represent print and ideas.

4.3: Explores the physical aspects of writing.

Objectives:

Children will:

- Comprehend or understand language using gestures, movement, facial expression or voice
- Attend to language during conversations, songs, stories, or other learning experiences
- Imitate sounds and words
- Follow directions
- Use social rules of language
- Engage in communication and conversations verbally or nonverbally with peers and adults
- Use eye contact, gestures, movement and/or language to express ideas and needs
- Name and/or identifies objects and persons
- Participate actively in story time
- Respond to reading activities with interest and enjoyment
- Use and appreciate books
- Recognize some letters of the alphabet
- Identify some known letters of the alphabet in familiar and unfamiliar words
- Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs
- Understand that print conveys meaning

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<u>DOMAIN: COGNITION</u>	
<p><u>Goals:</u></p> <ol style="list-style-type: none"> 1) Children will find multiple solutions utilizing symbolic representation to questions, tasks, problems and challenges by using reasoning skills. (Cognition) 2) Children will use math in everyday routines to count, compare, relate, pattern and problem solve. (Mathematics Development) 3) Children will engage in exploring their environments through observations, manipulation, asking questions, making predictions and development hypotheses. (Scientific Reasoning) 4) Children will engage in exploring their family and community, its history and events, and interacting with people and the environment. (Scientific Reasoning) 	
<u>BIRTH TO THREE</u>	<u>THREE TO FIVE</u>
<p><u>Standard:</u> Cognitive Standard 1: Explores the environment to gain information.</p>	<p><u>Standards:</u> Math Standard 1: Demonstrate general skills and uses concepts of mathematics. Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).</p>
<p><u>Benchmarks:</u> 1.1: Demonstrates curiosity in the environment. 1.2: Responds to the environment. 1.3: Recalls information about the environment. 1.4: Recognizes characteristics of people and objects.</p>	<p><u>Benchmarks:</u> 1.1: Demonstrates an understanding of numbers and counting. 1.2: Recognizes and describes shapes and spatial relationships. 1.3: Uses the attributes of objects for comparison and patterning. 1.4: Uses nonstandard and/or standard units to measure and describe. 1.1: Explores features of the environment through manipulation. 1.2: Investigates simple scientific concepts. 1.3: Uses a variety of tools to explore the environment. 1.4: Collects, describes and/or records information through a variety of means. 1.5: Makes and verifies predictions based on past experiences.</p>

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<u>DOMAIN: COGNITION</u>	
	<p><u>Standards: Continued</u> Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.</p>
	<p><u>Benchmarks: Continued</u> 1.1 : Differentiates between events that happen in the past, present and future. 1.2: Uses environmental clues and tools to understand surroundings. 1.3: Shows an awareness of fundamental economic concepts. 1.4: Recognizes and/or follows rules within the home, school and community. 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community. 1.6: Knows that diversity exists in the world.</p>
<p><u>Objectives:</u> Children will:</p> <ul style="list-style-type: none"> • Classify, compare and contrasts objects, events, and experiences. • Use past knowledge to build new knowledge • Recognize numbers and quantities in the everyday environment • Associate quantities and the names of numbers with written numerals • Count, match, and/or compare sets of objects and describe using terms, such as more, less, greater than, fewer, or equal to • Compare and measure • Explore and describe spatial relationships, shapes and numbers • Recognize and name common shapes, their parts, and attributes • Collect, describe, and record information through discussions, drawings, maps, and charts • Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships • Identify personal and family structure • Understand similarities and respects differences among people • Understand the reasons for rules in the home and classroom and for laws in the community • Differentiate between past, present, and future 	

DOMAIN: FAMILY ENGAGEMENT

Goals:

- 1) **Parents and families are safe, healthy, and have increased financial security. (Family Well-Being)**
- 2) **Beginning with transitions to parenthood, parents and families will develop warm relationships that nurture their child’s learning and development. (Positive Parent-Child Relationships)**
- 3) **Parents and families will observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities. (Families as Lifelong Educators)**
- 4) **Parents and families will advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals. (Families as Learners)**
- 5) **Parents and families will support and advocate for their child’s learning and development as they transition to new learning environments – infant/toddlers (EHS), preschool (HS), kindergarten through elementary school. (Family Engagement in Transitions)**
- 6) **Parents and families will form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life. (Family Connections to Peers and Community)**
- 7) **Parents and families will participate in leadership development, decision-making, program policy development, and/or in community and state organizing activities to improve children’s development and learning experiences. (Families as Advocates and Leaders)**

Area Objectives:

1. Family Well-Being –

Staff will:

- Ensure systems support and resources are in place related to family well-being
- Incorporate goals related to family well-being into agency work plans and strategic planning
- Ensure staff members have appropriate training and supervision and manageable caseloads
- Develop relationships with community members and community organizations that support families interest and needs
- Collect data for individual families to determine effectiveness of family services

2. Positive Parent-Child Relationships –

Staff will:

- Use resources and assessment to better understand participant’s parenting practice and use information to improve parenting education and parenting supports
- Help families identify appropriate practices that complement the stages of their developing child
- Support a father’s efforts to connect with and be responsible for his child at all ages and stages of development
- Engage parents as equal partners in education of their child while acknowledging parents’ premier role as their child’s first teacher
- Foster strong co-parenting relationships as appropriate

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3. Families as Lifelong Educators –

Staff will:

- Use assessments and surveys to improve staff-family relationships and to strengthen family literacy practices and family options for GED, training, certificate and degree programs
- Support relationships between parents and their children as part of the foundation for interactions around early learning
- Include teaching staff in parenting education sessions to share about child learning and development and program curriculum
- Share information about approaches that promote positive child outcomes and school readiness goals
- Support parents understanding of child assessment information and progress toward individual goals
- Connect families with community resources that support children's learning and development, e.g. library, museums

4. Families as Learners –

Staff will:

- Incorporate goals related to family learning into agency work plans and strategic planning
- Develop staff skills to support families in meeting goals
- Welcome and support families as learners
- Make information available that support parents' personal growth and career development

5. Family Engagement in Transitions –

Staff will:

- Welcome and engage families as partners in transition planning
- Ensure families know their rights under IDEA
- Share information about activities and interactions with children that promote school readiness as defined by Kentucky and the Head Start Child Development and Early Learning Framework
- Use the family partnership process to help families develop transition plans for themselves and their children

6. Family Connections to Peers and Community –

Staff will:

- Participate in training related to parent goal-setting, learn about transitions and parent leadership and advocacy
- Provide skill-building volunteer opportunities
- Link families with meaningful support networks
- Incorporate goals related to family connections to peers and community into agency work plan and strategic planning

7. Families as Advocates and Leaders –

Staff will:

- Use assessments and surveys to improve practices related to parent leadership/advocacy
- Participate in training related to multicultural principles, leadership development and advocacy for staff and families
- Partner with parents to engage advocacy groups that work on issues related to child, family and community needs
- Use related assessment data to improve practices related to parent leadership and advocacy

DOMAIN: TRANSITION

Goals:

- (1) Parents and families will observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities. (Families as Lifelong Educators)
- (2) Parents and families will advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals. (Families as Learners)
- (3) Parents, families, Children and Staff will actively participate in transition activities.
- (4) Parents and families will support and advocate for their child's learning and development as they transition to new learning environments – infant/toddlers (EHS), preschool (HS), kindergarten through elementary school. (Family Engagement in Transitions)
- (5) Parents, Staff, LEA and Child's New Teacher (Primary Caregiver, Teacher, Kindergarten Teacher or other staff personnel) will partner with one another to ensure a smooth transition.

PRENATAL TO FIVE

Standards:

Performance Standard: 1308.21 Subpart G - Parent Participation and Transition of Children into Head Start and from Head Start to Public School.

Benchmarks:

- (a) In addition to the many references to working with parents throughout these standards, the staff must carry out the following tasks:
 - (1) Support parents of children with disabilities entering from infant/toddler programs.
 - (2) Provide information to parents on how to foster the development of their child with disabilities.
 - (3) Provide opportunities for parents to observe large group, small group and individual activities describe in their child's IEP.
 - (4) Provide follow-up assistance and activities to reinforce program activities at home.
 - (5) Refer parents to groups of parents of children with similar disabilities who can provide helpful peer support.
 - (6) Inform parents of their rights under IDEA.
 - (7) Inform parents of resources which may be available to them from the Supplemental Security Income (SSI) Program, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program and other sources and assist them with initial efforts to access such resources.
 - (8) Identify needs (caused by the disability) of siblings and other family members.
 - (9) Provide information in order to prevent disabilities among younger siblings.
 - (10) Build parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children.
- (b) Grantees must plan to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year.
- (c) Head Start grantees, in cooperation with the child's parents, must notify the school of the child's planned enrollment prior to the date of enrollment.

DOMAIN: TRANSITION (CONTINUED)

Standards:

Performance Standard: 45 CFR 1304.4 (c) Transition Services

Performance Standard: 45 CFR 1304.40 (h) Parent Involvement in Transition Activities

Benchmarks:

(c) Transition Services

(1) Grantee and delegate agencies must establish and maintain procedures to support successful transitions for enrolled children and families from previous child care programs into Early Head Start or Head Start and from Head Start into elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or other child care settings. These procedures must include:

- (i) Coordinating with the schools or other agencies to ensure that individual Early Head Start or Head Start children's relevant records are transferred to the school or next placement in which a child will enroll or from earlier placements to Early Head Start or Head Start;
- (ii) Outreach to encourage communication between Early Head Start or Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, social workers and health staff to facilitate continuity of programming;
- (iii) Initiating meetings involving Head Start teachers and parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children; and
- (iv) Initiating joint transition-related training for Early Head Start or Head Start staff and school or other child development staff.

(2) To ensure the most appropriate placement and services following participation in Early Head Start, transition planning must be undertaken for each child and family at least six months prior to the child's third birthday. The process must take into account: The child's health status and developmental level, progress made by the child and family while in Early Head Start, current and changing family circumstances, and the availability of Head Start and other child development or child care services in the community. As appropriate, a child may remain in Early Head Start, following his or her third birthday, for additional months until he or she can transition into Head Start or another program.

(h) Parent involvement in transition activities

- (1) Grantee and delegate agencies must assist parents in becoming their children's advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or a child care setting.
- (2) Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the child's progress while enrolled in Early Head Start or Head Start.
- (3) To promote the continued involvement of Head Start parents in the education and development of their children upon transition to school, grantee and delegate agencies must:
 - (i) Provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting; and
 - (ii) Assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education.

DOMAIN: TRANSITION (CONTINUED)

Objectives:

EHS/Migrant Staff will:

- Conduct a home visit, assist parent and families with completing registration forms and answer any questions the parent may have.
- Invite parent and families to attend open house to meet their child's primary caregiver and staff and visit their child's classroom.
- Schedule phase-in to allow child to explore their new classroom, get to know their primary caregiver and experience the classroom routines prior to all children attending at the same time.
- Visit incoming child's classroom prior to the child entering his/her new classroom to allow the child to become familiar with his/her new teacher and to engage in activities with child within his/her environment. (A minimum of three (3) visits for Toddlers)
- Welcome and introduce the child to his/her new classroom and together explore the new classroom. (A minimum of three (3) visits for Toddlers)
- Schedule a field trip to visit the head start classrooms, tour the building and eat in the cafeteria. (Three-year-olds)
- Send required documents to head start.

HS/Migrant Staff will:

- Conduct a home visit, assist parent and families with completing registration forms and answer any questions the parent may have.
- Invite parent and families to attend open house to meet their child's teacher and staff and visit their child's classroom.
- Schedule phase-in to allow child to explore their new classroom, get to know their teacher and experience the classroom routines prior to all children attending at the same time.
- Provide continuity between EHS/Migrant and HS settings such as routines, practices and partnerships with parent and families.
- Invite kindergarten teacher(s) to attend parent meeting to share with parents what their child will need before entering kindergarten.
- Send home educational materials and a transition packet.
- Schedule a field trip to visit the kindergarten classrooms, tour the building and eat in the cafeteria.
- Send required documents to kindergarten.
- Collaborate with the school system to include a "Bump-Up Day" whereby HS students will experience kindergarten for one (1) day.
- Attend the first day of school in the kindergarten classrooms upon arrival to greet incoming HS students and assist kindergarten teacher if needed.