



Trinity United Church of Christ Child Care Centers
School Readiness Goals, Plan, and Framework 2015-2016

EHS/HS Performance 1304.21-1307.2 / (Ages 0-5)

<p>Mission To Ensure every child is ready for school</p>	<p>School readiness Approach-Trinity Child Care Centers and programs</p> <p>The Organization approach to School Readiness is intertwined in 3 dimensions:</p> <p>The three dimensions of school readiness are:</p> <p>(1) Ready children, focusing on children’s learning and development.</p> <p>(2) Ready schools, focusing on the school environment along with practices that foster and support a smooth transition for children into primary school and advance and promote the learning of all children.</p> <p>(3) Ready families, focusing on parental and caregiver attitudes and involvement in their children's early learning and development and transition to school.</p> <p>All three dimensions are important and must work in tandem, because school readiness is a time of transition that requires the interface between individuals, families and systems.</p> <p>Our structure include the following domains and guidance for Infants, Toddlers and Preschoolers:</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <ul style="list-style-type: none"> • Approach to learning • Social and Emotional Development • Language and Literacy • Cognition • Perceptual Motor, and Physical Development • Disabilities <div style="border: 1px solid black; padding: 5px; width: 40%;"> <ul style="list-style-type: none"> ➤ Fiscal Integrity ➤ Program Governance ➤ Management Systems ➤ Comprehensive Services and School Readiness, which includes Child Health & Safety, Family & Community Engagement, and Child Development & Education and Disabilities </div> </div>
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School Readiness Goals	Ten School Readiness Goals <ol style="list-style-type: none">1. Children will begin to develop and demonstrate a positive sense of self and culture2. Children will use an increasingly complex and varied spoken vocabulary to communicate needs and express ideas3. Children will develop and engage in positive relationships and interactions with adults4. Create opportunities for parents to be involved in their child's educational development in classrooms and at the center.5. Children will seek multiple solutions to a question, task, or problem using a variety of methods6. Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.7. Parent will demonstrate positive parent-child relationships through experiencing various family engagement activities that support advocacy, mental health, transitions, and life-long learning.8. Children will demonstrate healthy relationships and interactions with adults and peers9. Ensure each child is supported with developmental concerns or disabilities by advocating for timely and appropriate referral and supportive services.10. Ensure that children and families will be exposed to a safe environment that promotes health education and wellness.



<p>Family, School, Community</p>	<p>Families are critical for ensuring school readiness. Trinity will support the ten School Readiness Goals by:</p> <ol style="list-style-type: none"> 1. Empower parents in 0-5 programs to stay involved with their child's learning-school to home partnerships with teachers 2. Provide cognitive and linguistic experiences through activities such as talking with children, singing, storytelling, looking at books and encouraging communication 3. Providing consistency in daily routines and opportunities for healthy growth 4. Develop Kindergarten assimilations for children who will transition out of preschool etc. 5. Ensure each child and family health and nutritional needs are met and supported 6. Ensure all children receive comprehensive developmental information including timely screenings to support learning 7. Ensure children with a disability receive appropriate care and support in a timely manner 8. Engage parents minimum twice during the year by parent/teacher conference 9. Ensure that all field trips are developmentally appropriate and educationally focused
<p>Trinity School Readiness Focus</p>	<p>The School Readiness Framework is based on the FY2016 Office of Head Start Comprehensive Services, Parent/Teacher Input and School Readiness Monitoring Protocol</p>
<p>September 2015</p>	<p>Review New Early Learning Outcomes Framework and Parent Tip Sheet Handout on School Readiness (Program Staff) Develop grant on literacy/School Readiness strategies for parents (Equip Grant)</p>



<p>October 2015</p>	<p>Ensure staff is identified for Infant Toddler Quality Initiative Cohort -1st session: October 1 and 2</p> <p>Education Coordinator and Site Directors participate in Head Start Early Learning Outcomes Framework Webinar October 6, 2015</p> <p>Review and ensure 03-05 classroom environments are developmentally appropriate</p> <ol style="list-style-type: none"> 1. Supplies 2. Equipment 3. Books and literacy materials 4. Teacher's approach and interactions with children of all ages 5. Parent participation 6. Identify child and family strengths and needs within the classroom structure 7. Provide high quality teaching 8. 03 and 05 teachers meet and develop learning goals 9. Ensure that all teachers are qualified based on Head Start Standards 10. Ensure environments are ready for young children
<p>November 2015</p>	<p>Infant Toddler Quality Initiative Cohort -2nd session: November 5 and 6</p> <p>Schedule Education Team Meetings November, 2015 (Directors/Teachers)</p> <p>Education Coordinator attend Education Advisory Meeting (King Center) November 18</p> <p>Identify children who will transition into kindergarten</p>
<p>December 2015</p>	<p>Infant Toddler Quality Initiative Cohort -3rd session: December 3 and 4</p> <p>You've Assessed; You Have the Data; Now What? Webinar December 8 (Key staff, teachers attendance)</p>



	<p>DFSS-Implementation Plan Conference Call</p> <p>EHS/HS Education Team Meeting (School Readiness, Transition Plan, & HS Protocol)</p> <p>Directors Meeting-Shared Discussion</p> <ul style="list-style-type: none"> • DFSS and HBH School Readiness Plan • HBH Parent Survey- School Readiness Plan • Education and Disability Quality Enrichment Circle • New Early Learning Across Settings from Birth to 5 • Powerful Interactions • Instant Replay • Getting Started with the Head Start Early Learning Outcomes Framework <p>DFSS School Readiness Committee Meeting</p> <p>Parent School Readiness Survey is due</p> <p>Distribution of Memo to Center Based and Partner Sites- Implementation of the Getting Ready for Kindergarten Study Guide</p>
<p>January 2016</p>	<p>Education Advisory Meeting</p> <p>Implementation of Getting Ready for Kindergarten Study</p> <p>Head Start Monitoring Protocol Site Meeting (HS Teachers/ HS Designees)</p> <p>Transition Survey is due from parents (data will support goals to support parents)</p> <p>Head Start Monitoring Protocol Site Make-up Meeting (Director's meeting) January 14, 2016</p>



	<p>School Readiness Parent Seminar January 23rd, 2016 Develop a School Readiness Transition Team Review parent surveys and discuss revised School Readiness Goals at (All Staff Meeting January 29th, 2016) One on One Mentoring and Coaching with teachers on how to aggregate/analyze data</p>
February 2016	<p>Presentation of Transition Plan, Scholl Readiness and Implementation Plan to Parent Policy Committee and Program Board</p> <p>Understanding the data training, for teachers "Analysis and Goal Setting TBA</p> <p>Getting Ready for Kindergarten Follow-up Starting February 1-Provide parent workshops and children activities</p> <p>School Readiness Committee Meeting- Review and check-in meeting TBA</p> <p>Follow up on feedback from Scholl Readiness Seminar Meeting on Health, Disability, Enrollment, Education and Parent Engagement to ensure school readiness goals are being implemented etc.</p>
April 2016	<p>Policy and Procedures Review Parent Workshops-School Readiness</p>
May 2016	<p>Reintroduce Getting Ready for Kindergarten Study Distribute Transition Plan for Parents School Readiness Committee Meeting- Review and check-in meeting</p>
June 2016	<p>Site Submission of Transition Plan for 2016-2017 TBA</p>
July/August 2016	<ul style="list-style-type: none"> • End of the Year Close-out • Brainstorm Session



	<ul style="list-style-type: none"> • Revisions • Professional Development Trainings • In-Service Training • Pre-Service Trainings
Resources and Support	<ul style="list-style-type: none"> • Creative Curriculum/Teaching Strategies Gold • Classroom Assessment Scoring Systems (CLASS) • Classroom Monitoring tools • NAEYC assessment check list for evaluating effective teaching • Family Support Services (FSS) • Parents • Community • Support from consultants (EQUIP grant) • Head Start Best Practices • Attend FSS monthly Education Meetings for the city of Chicago <p>School Readiness Goals are subject to change based on revised assessments, analysis and parent/teacher feedback</p>

Summary Questions for School Readiness (All Staff)

- What School Readiness Goals Do Trinity Child Care Set?
- What Does the Process of Setting School Readiness Goals Look Like?
- How Do Trinity Child Care analyze Data and Report Progress?
- How Do Trinity Child Care use School Readiness Goals and Data to conduct Program Planning and Practice?



- How Do Trinity Child Care use outside Consultants to improve literacy, language development and community involvement concerning School Readiness?
- How does the organization integrate all content areas/Management systems into School Readiness?

Trinity United Church of Christ Child Care Centers

The following 7 bullet points are guiding principles and Framework that prepare young children for success in school and beyond

- **Each child is unique and can succeed.** Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behaviors, and knowledge described in the Framework.
- **Learning occurs within the context of relationships.** Caring families, teachers, and other adults matter in a young child's life. Responsive and supportive interactions with adults are essential to children's learning.
- **Families are children's first and most important caregivers, teachers, and advocates.** Families must be respected and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.
- **Children learn best when they are emotionally and physically safe and secure.** Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.
- **Areas of development are integrated, and children learn many concepts and skills at the same time.** Any single skill, behavior, or ability may involve multiple areas of development. For example, as infants gain fine motor skills, they can manipulate objects in new ways and deepen their understanding of cause and effect. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.
- **Teaching must be intentional and focused on how children learn and grow.** Children are active, engaged, and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.



- **Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.** Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

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