

**2021-2022 Bishop Indian Head Start School Wide
School Readiness Goals**

Approaches to Learning- Self-Regulation

(ATL-REG-5) Self Control of Feeling and Behavior: Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

Building Middle: Expresses strong feeling through constructive forms of communication, seeking the assistance of familiar adults when needed.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 48 2021			6% (3)	23% (11)	0% (0)	15% (7)	31% (15)	25% (12)		
Winter 51 2022			2% (1)	2% (1)		31% (16)	14% (7)	20% (10)	27% (14)	4% (2)
Spring 52 2022				2% (1)		8% (4)	25% (13)	15% (8)	25% (13)	25% (13)

Goal Outcomes: 12/48 (25%) of BIHS enrolled children were at Building Middle during Fall of 2021; Goal Outcomes: 26/51 (54%) of BIHS enrolled children were at Building Middle during Winter of 2022. Goal Outcomes: 34/52 (65%) of BIHS enrolled children were at Building Later to Integrating during Spring of 2022.

Social and Emotional Development

(SED-2) Social and Emotional Understanding: Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics.

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

Building Middle: Communicates, with adult assistance, about feelings that caused own behavior or other's behavior.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 48 2021			2% (1)	29% (14)	0% (0)	13% (6)	46% (22)	13% (6)		
Winter 51 2022			2% (1)	2% (1)		29% (15)	14% (7)	29% (15)	22% (11)	4% (2)
Spring 52 2022				4% (2)		6% (3)	27% (14)	12% (6)	21% (11)	31% (16)

Goal Outcomes: 6/48 (13%) of BIHS enrolled children were at Building Middle during Fall of 2021. Goal Outcomes: 28/51 (55%) of BIHS enrolled children were at Building Middle to Integrating Earlier during Winter of 2022. Goal Outcomes: 33/52 (63%) of BIHS enrolled children were at Building Middle to Integrating Earlier during Spring of 2022.

Cognition, Including Math and Science

(COG-8) Cause and Effect: Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship cause and effect.

Goal: 50% or more of BIHS enrolled children will be at Building Later by the end of current school year.

Building Later: Others possible explanations for why certain actions or behaviors result in specific effects.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later Target Goal	Integrating Earlier
Fall 48 2021			4% (2)	21% (10)		15% (7)	60% (29)			
Winter 51 2022				6% (3)		24% (12)	22% (11)	41% (21)	8% (4)	
Spring 52 2022				2% (1)		10% (5)	29% (15)	31% (16)	25% (13)	6% (3)

Goal Outcomes: 0/48 (0%) of BIHS enrolled children were at Building Later during Fall of 2021. Goal Outcomes: 4/51 (8%) of BIHS enrolled children were at Building Later during Winter of 2022. **Goal Outcomes: 16/52 (31%) of BIHS enrolled children were at Building Later to Integrating during Spring of 2022.**

Physical Development-Health Safety

(PD-HLTH 5) Safety: Child shows awareness of safety of increasingly demonstrates knowledge of safety skills when participating in daily activities.

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

Building Middle: Follows basic safety practices on own in familiar environments, with occasional adult reminders.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 48 2021				4% (2)		40% (19)	52% (25)	4% (2)		
Winter 51 2022				4% (2)		31% (16)	18% (9)	20% (10)	25% (13)	2% (1)
Spring 52 2022				2% (1)		4% (2)	25% (13)	12% (6)	50% (26)	8% (4)

Goal Outcomes: 2/48 (4%) of BIHS enrolled children were at Building Middle during Fall of 2021. Goal Outcomes: 24/51 (47%) of BIHS enrolled children were at Building Middle to Integrating Earlier during Winter of 2022. **Goal Outcomes: 36/52 (70%) of BIHS enrolled children were at Building Middle to Integrating Earlier during Spring of 2022.**

Physical Development-Health

(PD-HLTH 6) Personal Care Routines: Hygiene: Child increasingly responds to and initiates personal routines that support hygiene)

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

Building Middle: Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 48 2021				4% (2)		27% (13)	38% (18)	25% (12)	2% (1)	
Winter 51 2022				2% (1)		8% (4)	39% (20)	18% (9)	31% (16)	2% (1)
Spring 52 2022							6% (3)	33% (17)	40% (21)	21% (11)

Goal Outcomes: 13/48 (27%) of BIHS enrolled children were at Building Middle to Integrating during Fall of 2021. Goal Outcomes: 26/51 (51%) of BIHS enrolled children were at Building Middle to Integrating during Winter of 2022. Goal

Outcomes: 49/52 (84%) of BIHS enrolled children were at Building Middle to Integrating Earlier during Spring of 2022.

History-Social Science

(HHS 4) Conflict Negotiation: Child increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situation.

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year

Building Middle: Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict.

3 x Students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 48 2021					15% (7)	56% (27)	23% (11)			
Winter 51 2022					4% (2)	33% (17)	27% (14)	33% (17)	2% (1)	
Spring 52 2022						8% (4)	35% (18)	25% (13)	15% (8)	17% (9)

Goal Outcomes: 0/48 (0%) of BIHS enrolled children were at Building Middle during Fall of 2021. Goal Outcomes: 18/51 (35%) of BIHS enrolled children were at Building Middle to Building Later during Winter of 2022. Goal Outcomes: 30/52

(58%) of BIHS enrolled children were at Building Middle to Integrating Earlier during Spring of 2022.

2020-2021 Bishop Indian Head Start School Readiness Activities

Approaches to Learning- Self-Regulation

(ATL-REG-5) Self Control of Feeling and Behavior: Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

Building Middle: Expresses strong feeling through constructive forms of communication, seeking the assistance of familiar adults when needed.

Classroom Activities	Parent/Family/Community Activities School Wide Activities
<ul style="list-style-type: none"> • Activity 1 Create a small space with different posters showing feelings and calm down activities. • Activity 2 Green choices/Red choices visual chart. • Educators, support staff, and Parents will model behavior and attitudes. • Educators, support staff, and Parents will label children's feelings. • Educators, support staff, and Parents will prompt and guide desired behavior. • Educators will appropriately provide stimulating aesthetic elements such as soothing colors, natural woods and fibers, and soft textures. • Educators will eliminate or reduce background noise to help children with learning disabilities, speech and language impairments, and hearing impairments attend to auditory input. 	<p>Change the rules of a game to make it an opposite game. For example, instead of playing the familiar version of Simon Says, play Simon Doesn't Say. Explain the new rule in words and actions: "Do the opposite of what Simon asks you to do. If Simon Says 'Touch your head,' you should touch your toes." Be sure to demonstrate how this works. Keep directions simple. Take turns being Simon.</p> <p>Finish what you are doing, then respond to requests for attention. For example, if you are on the phone and your child asks for something (and it's not an emergency), let her know you need to take time to complete your conversation. This is a good way to let your child practice waiting for a short time.</p> <p>Do activities together that require following directions. For example, put together a model, play follow the leader, or cook or bake: "I'm going to read the recipe aloud. Listen carefully so we will both know what to do. I'll read them again as we do each step."</p> <p>Help children understand how long they will have to wait for something and suggest activities to do while they wait. Say to your child, "Grammy and Grampy are coming over before dinner. Would you like to draw some pictures to give them?" or "As soon as I put your sister to bed, I will read you some stories. You can choose three books for us to read together."</p> <p>Work with your child to complete a puzzle that has a few more pieces than he or she is used to. Set up the puzzle in a place where you can work on it for several days, if needed. Celebrate together when one of you puts the last piece in place.</p> <p>Plant some easy-to-grow marigold seeds in a pot or in a garden. Check together every day until the plants pop up. Over time, watch the plant grow leaves and flowers.</p> <p>https://www.naeyc.org/our-work/families/help-your-preschooler-gain-self-control</p>

Social and Emotional Development

(SED-2) Social and Emotional Understanding: Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics.

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

Building Middle: Communicates, with adult assistance, about feelings that caused own behavior or other’s behavior.

Classroom Activities	Parent/Family/Community Activities School Wide Activities
<ul style="list-style-type: none"> • Implementing a daily feeling’s chart (talk about feelings, emotions, and why we are feeling that way) • Model feelings, model emotions and read stories that portray a variety of emotions and actions caused by those emotions. • Activity 1 Enrich library (children) with books related to different feelings and problem solving. • Activity 2 Visual chart of feelings. • Teachers will utilize the PATH curriculum weekly to promote discussion related to personality differences among people and relate it to though, emotions and actions. • Teachers will enhance the curriculum with hands on materials such as books that promote READ ALOUD strategies, dramatic props and feeling cards. 	<p><u>Schoolwide Activities:</u> BIHS staff will continue to partner with The Parent Committee, Wild Iris and Rave to provide anti-bullying activities for the children and families. BIHS is strengthening partnerships to provide cultural presentations and Tribal Language preservation and revitalization.</p> <p><u>Parent, Family and Community Activities:</u> BIHS will partner with Social Service agencies to provide trainings, resources, and materials for parents to gain knowledge and skills for responding to family crisis, trauma informed care and positive parenting.</p> <p>Here are some simple but fun activities you can do with young children to build these skills.</p> <p>Ball Games. Ball games are a relatively simple way for younger children to build relationships. ...</p> <p>Roleplay. ...</p> <p>Stories. ...</p> <p>Puppets. ...</p> <p>Listening games. ...</p> <p>Games. ...</p> <p>Sports.</p> <p>5 Ways to Support Social–Emotional Development in Early Childhood</p> <p>Use power words. Some children are able to express their wants and needs effectively during conflict; others need your help. ...</p> <p>Help children understand the consequences of behavior. All behavior has consequences. ...</p> <p>Show while telling. ...</p> <p>Establish “little rules.” ...</p> <p>Listen actively and empathetically.</p> <p>https://empoweredparents.co/social-emotional-activities-for-preschoolers/</p> <p>https://teachingstrategies.com/blog/5-ways-support-social-emotional-development-early-childhood/</p>

Cognition, Including Math and Science

(COG-8) Cause and Effect: Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship cause and effect.

Goal: 50% or more of BHS enrolled children will be at Building Later by the end of current school year.

Building Later: Others possible explanations for why certain actions or behaviors result in specific effects.

Classroom Activities	Parent/Family/Community Activities School Wide Activities
<ul style="list-style-type: none"> Implementing more science experiments and activities- sink or float activity bucket (what sinks what floats) Magnetic fields science bucket (letting each child find what is magnetic and what is not) Motion (letting children experiment with moving objects, pulling gravity) Introduced new vocabulary and predict results on different experimental activities. Strategy: Conduct at least one science activity per week to engage children and add new words to expand vocabulary. Materials: add balloons, strings, baking soda, vinegar, anything that can be used to plan an activity. Activity 1 Move science area to a more accessible area. Activity 2 Add more living and none living materials to science. 	<p>Teach children cause and effect by matching different scenario with its before and after. Stomp on the pad to launch the rocket into the air - cause and effect in action. Balancing blocks or other learning toys encourages children to understand cause and effect, use problem solving skills and to think critically.</p> <p>Ask students to use the word “because” in a sentence, and then dissect the sentence for cause and effect. For example, in “I ate a sandwich because I was hungry,” the cause of the action is hunger and the effect is eating a sandwich. You can do this with each child’s example.</p> <p>Bring a few gym balls into the classroom and have children roll them around. Ask you students to identify the cause and effect relationship between pushing a ball and its motion across the floor.</p> <p>Look for simple children’s books that demonstrate cause and effect principles. “The Day Jimmy’s Boa Ate the Wash” and “If You Give a Mouse a Cookie” both have cause and effect elements and are about preschool level.</p> <p>Incorporate cause and effect principles into your daily class schedule. For instance, when students line up neatly, they are allowed to go outside to play. When they sit quietly, snacks are distributed. Every action in your school day has an identifiable cause and effect; help your students recognize these moments.</p> <p>Have students bring in items from home that tell a cause and effect story. Empty water bottles are empty because someone drank them. Shoes are old because someone walked in them. Toys are broken because someone dropped them. Students can find their own stories with the help of their parents.</p> <p>How to Help Preschoolers to Know About Cause and Effect (synonym.com)</p>

Physical Development-Health Safety

(PD-HLTH 5) Safety: Child shows awareness of safety of increasingly demonstrates knowledge of safety skills when participating in daily activities.

Goal: 50% or more of BHS enrolled children will be at Building Middle by the end of current school year.

Building Middle: Follows basic safety practices on own in familiar environments, with occasional adult reminders.

Classroom Activities	Parent/Family/Community Activities School Wide Activities
<ul style="list-style-type: none"> • Display posters with different drill procedures. • Practice monthly drills in classroom in preparation for schoolwide drills: Stranger danger, bus evacuation drills, earthquake drill, and fire drills. • Daily lessons regarding the purpose of Personal Protective Equipment (PPE) as it relates to COVID-19 and other airborne illnesses. • 911 Lessons • Understanding the role of First Responders. • Collaborating with parents to teach children their parents' names, address and phone numbers. 	<p><u>The Voice of Conscience:</u> Keeping your preschooler safe requires more than just knowing the rules. Your child also needs to develop and trust their own instincts regarding what's safe and what's not. With your help, your child needs to cultivate their own inner voice that warns them of possible danger. This voice keeps your child from climbing into a stranger's car or walking along the edge of a river. So teach your child to trust their instincts. Whenever they hear this voice, they need to heed its warnings.</p> <p><u>Safety Rehearsal:</u> Use scenarios that allow you to turn these safety rehearsals into a game. Try to mix in some easy safety problems with the more challenging ones that you really want your child to master:</p> <ul style="list-style-type: none"> • What would you do if someone you didn't know came to your day care and told you to go home with him? • What would you do if your ball rolled out into the street? • What would you do if you couldn't find me in the supermarket? • What would you do if you saw a three-year-old fall off the jungle gym? • What would you do if another child sat at the top of the slide and refused to go down? • What would you do if you dropped a glass of juice and the glass broke? • What would you do if a friend asked you to do something you thought was unsafe? • What would you do if the smoke detectors in your house went off? <p>If your child seems stumped for an answer, offer a suggestion—or allow your child to choose from two or three alternatives that you provide.</p> <p style="text-align: center;"><u>Teaching Safety to Your Preschooler - FamilyEducation</u></p>

Physical Development-Health

(PD-HLTH 6) Personal Care Routines: Hygiene: Child increasingly responds to and initiates personal routines that support hygiene)

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

Building Middle: Carries out most seps of familiar hygiene routines, with occasional reminders of when or how to do them.

Classroom Activities	Parent/Family/Community Activities School Wide Activities
<ul style="list-style-type: none"> • .Model tooth brushing at circle time, read about the importance of brushing teeth. • Make a chart with healthy foods for teeth and bad foods for the teeth • Model hand washing step by step, talk about germs. • Do the glitter and soap experiment to talk about how germs spread • Do the pepper and water, soap experiment to explain how soap helps take the germs off our hands. • Activity Encourage hand washing procedure with the germ light. • 	<p>Washing hands is the most important and the most basic hygienic action that you can teach your child. You can make him or her wash hands many times during the day. Make sure your child washes his hands after using the toilet and before eating anything. Avoid using only sanitizers rather encourage your child to wash hands with soap and water. Sing a song together so that they enjoy the act.</p> <p style="text-align: center;">7 ways to Teach Hygiene to Preschoolers</p> <p><u>Make Bath Time Fun Time:</u> Bathing is something most children enjoy especially when they have an opportunity to splash water. So, teach them to clean their body parts while having fun with soap and lather.</p> <p><u>Become a Role Model:</u> Invite your child when you brush teeth and try to do it together. You can comb your hair and wash your face at night together.</p> <p><u>Explain the Importance of Grooming:</u> Explain age appropriate concepts of health and wellness to your child. Kids can grasp when you will explain things clearly because simple instructions do not stay for long. Teach them the ways in which they can prevent contagious diseases to infect them.(Wearing a mask).</p> <p><u>Read Books and Show Evidences:</u> Reading books that explain importance of hygiene will make your child conceive the idea well. Discuss the concepts mentioned in the book and let your child express what he understood.</p> <p><u>Add Little Incentive:</u> Children love excitement and fun in whatever they do. Find something interesting for them so that they enjoy cleaning activities. For example, writing their name on their toothbrush, pouring cups for bath toys.</p> <p><u>Make it a Routine:</u> This is the most important step which will help make the foundation strong. Children thrive on routines. So, before they understand or react to things, you schedule brushing teeth, bathing, combing hair, and all other aspects of grooming that needs attention daily. Good hygiene is important to maintain good health and the habit formed in preschool years will help your child maintain a healthy body throughout their life. It is important to engage preschoolers in fun filled activities so that they have active learning experience to develop useful skills. How to teach personal hygiene to children? What is the right age to teach hygiene to children? How to teach children to be clean and tidy? Discuss here.</p> <p>7 Ways to Teach Hygiene to Preschoolers (indiaparenting.com)</p>

History-Social Science

(HHS 4) Conflict Negotiation: Child increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situation.

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year

Building Middle: Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict.

Classroom Objectives and Activities	Parent/Family/Community Activities School Wide Activities
<ul style="list-style-type: none"> • Activity 1 Add more historical figures and their rolls. • Activity 2 Enrich library with books on empathy, peer pressure and conflict resolution. • Teachers will continue to implement PATHS in class to support social-emotional development. • Teachers will model and assist with self-regulation focusing on how we treat our peers. • To support impulse control, teachers will provide quiet spaces in class, control-timers, list and review expectations, and post feeling charts. • Teachers will continue plan lessons on learning about feelings and the attributes of each of those feelings (PATHS). • Teachers will utilize the Solution Kit or similar problem-solving strategies in conjunction with the feelings of others. • Teachers will implement the Zone of Regulation for self-regulation strategies and utilize the Classroom Solution Kits. Teaching team will model and roleplay conflict resolution language during circle time and during teachable moments. 	<p><u>Schoolwide Activities:</u> BIHS will provide conflict negotiation strategies for children, adults, and families in newsletters. All staff will be trained in teaching children how to resolve conflicts, including how to resolve conflicts among the BIHS Team and with parents. BIHS will provide Triple P Positive Parenting Tip sheets to support families in resolving conflicts.</p> <p><u>Parent, Family and Community Activities:</u> BIHS will partner and or seek resources to provide onsite and offsite training for staff, parents, and the community on conflict negotiation. BIHS will support Triple P Positive Parenting Instructors and Positive Native Parenting Instructors by hosting and or referring families to programs.</p> <ul style="list-style-type: none"> • BIHS and the Parent Committee will provide opportunities for children and families to facilitate friendships and build mutual support (Health Advisory, Parent Committee, Policy Council, Back to School, Bishop Paiute Parade, Health Carnival, Seasonal Gatherings, Fieldtrips and the End of the Year Events). • BIHS will provides trainings, resources, and materials for parents to gain knowledge and skills for responding to family crisis and positive parenting. • BIHS will continue to seek partners to provide wellness workshops. • BIHS staff will continue to partner with The Parent Committee to address anti-bullying. • BIHS teachers and support staff will model positive guidance techniques and share these strategies with parents. • BIHS will provide conflict negotiation strategies for children, adults, and families in newsletters. • BIHS will provide onsite and offsite training for staff, parents, and the community on conflict negotiation. (Fatherhood and Motherhood is Sacred and Positive Parenting)