

## DR Program Action Plan Worksheet

Review Agency/Contract *DRDP*, *Parent Survey* and *ERS Summaries of Findings*

<b>Trends, Patterns, or Interrelationships</b>		<ul style="list-style-type: none"> <li>• children need support in building cooperative relationships and conflict negotiation.</li> <li>• children show interest in literacy, but have little letter, word knowledge, writing, concepts of print and phonological awareness.</li> <li>• About half of parents want more information on safety, discipline, conflict resolution, and early literacy.</li> <li>• Staff needs training on the importance of language in building relationships, individual conversations, feedback, and supporting children's reasoning for social interaction and conflict resolution.</li> </ul>			
<b>Program Goal:</b>		Increase the number of children and staff who demonstrate appropriate: <ul style="list-style-type: none"> <li>• social interaction;</li> <li>• sensitive, emotionally warm, stimulating verbal feedback and interaction;</li> <li>• letter-word knowledge, emerging writing, concepts of print, and phonological awareness.</li> </ul>			
<b>Professional Development</b>	<b>Curriculum Activities</b>	<b>Materials required</b>	<b>Staff/program schedules</b>	<b>Child-staff interactions</b>	<b>Environment Use of space</b>
<ul style="list-style-type: none"> <li>• investigate community college ECE courses in social skills, language and literacy.</li> <li>• visit CPIN website: <a href="http://www.cpin.us">http://www.cpin.us</a> to download language and literacy resources.</li> <li>• Attend CPIN network meetings to get information on professional development sessions for staff.</li> </ul>	<ul style="list-style-type: none"> <li>• provide explicit instruction on key language, vocabulary, literacy and social skills.</li> <li>• give responsive feedback individually.</li> <li>• engage children conversationally;</li> <li>• challenge children's thinking to stimulate reasoning and language.</li> <li>• use children's interests to develop curriculum activities</li> </ul>	<ul style="list-style-type: none"> <li>• Books, tapes, CDs, and other resources for sharing sound play, songs, rhymes, etc. to promote phonological awareness.</li> <li>• ensure reading/writing materials in all learning areas of program</li> </ul>	<ul style="list-style-type: none"> <li>• work with staff to reduce the amount of overly structured or regimented time.</li> <li>• plan one-on-one conversations with children throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>• plan increased opportunities for children and staff to share language and literacy experiences.</li> <li>• increase sensitive and emotionally warm interactions.</li> <li>• ask open-ended questions</li> <li>• increase supportive, instructive, and stimulating interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• create print rich learning centers with children's names, alphabet letters, topic-related vocabulary, photos, books, magazines, posters, and other print materials.</li> </ul>
<b>Parent Education</b>	<b>Community Outreach</b>	<b>Networking</b>	<b>Parent Involvement</b>	<b>Staff Involvement</b>	
<ul style="list-style-type: none"> <li>• locate resources for parents on discipline, conflict negotiation. Possibly NAEYC or CAEYC.</li> </ul>	<ul style="list-style-type: none"> <li>• study potential collaboration with senior center to increase verbal engagement and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• check on possible collaboration with local public library for support and resources on social interaction, language, and literacy activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop (write and dictate) "family books" Stories, illustrations, and photos about families having fun together.</li> </ul>	<ul style="list-style-type: none"> <li>• work with staff to initiate work teams to timeline and lead effort for each objective.</li> </ul>	