

# Child & Family Development Programs Head Start School Readiness Goals

Key – IT: Infant & Toddler Indicators P: Preschool Indicators

<b>APPROACHES TO LEARNING</b>	<b>School Readiness Goal 1</b>	CAT Head Start children will demonstrate positive approaches to learning while making connections to previous experiences.		
	<b>Objective</b> (Head Start Early Learning Framework Sub-Domains)	<b>Expected Outcome</b> (Head Start Early Learning Framework Goals)	<b>Data Tools or Methods for Tracking Progress</b>	
	<ul style="list-style-type: none"> <li>Cognitive Self-Regulation (Executive Functioning)</li> <li>Creativity</li> </ul>	<ul style="list-style-type: none"> <li>IT – Child maintains focus and sustains attention with support</li> <li>IT – Child uses creativity to increase understanding and learning.</li> <li>P -Child holds information in mind and manipulates it to perform tasks.</li> <li>P -Child tries different strategies to complete work or solve problems including with other children</li> <li>P -Asks questions and seeks new information</li> </ul>	<ul style="list-style-type: none"> <li>TSG Objectives: <b>12a, b</b></li> <li><b>TSG Objectives: 11a, d, e</b></li> <li>TSG objectives: 11b, c</li> <li><i>Children will demonstrate growth between 25-49% annually</i></li> </ul>	

<b>SOCIAL AND EMOTIONAL</b>	<b>School Readiness Goal 2</b>	CAT Head Start children will demonstrate a healthy range of emotional expression and regulation to support healthy relationships with adults and peers.		
	<b>Objective</b> (Head Start Early Learning Framework Sub-Domains)	<b>Expected Outcome</b> (Head Start Early Learning Framework Goals)	<b>Data Tools or Methods for Tracking Progress</b>	
	<ul style="list-style-type: none"> <li>Relationships with Adults</li> <li>Relationships with Other Children</li> <li>Emotional Functioning</li> </ul>	<ul style="list-style-type: none"> <li>IT – Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.</li> <li>IT – Child shows interest in, interacts with, and develops personal relationships with other children</li> <li>IT – Child imitates and engages in play with other children.</li> </ul>	<ul style="list-style-type: none"> <li>TSG Objectives: 2a, b</li> <li>TSG Objective: 2c</li> <li>TSG Objective: 2c, <b>3a, b</b></li> <li>TSG Objective: 3b</li> <li>TSG Objective: 2b</li> <li>TSG objective: <b>1a</b></li> </ul>	

LANGUAGE AND LITERACY		<ul style="list-style-type: none"> <li>IT- Child recognizes and interprets emotions of others with the support of familiar adults.</li> <li>IT – Child manages emotions with the support of familiar adults.</li> <li>P -Child engages in prosocial and cooperative behavior with adults.</li> <li>P - Child engages in and maintains positive interactions and relationships with other children.</li> <li>P -Child engages in cooperative play with other children.</li> <li>P -Child uses basic problem-solving skills to resolve conflicts with other children.</li> <li>P -Child expresses a broad range of emotions and recognizes these emotions in self and others.</li> <li>P - Child manages emotions with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li><i>Children will demonstrate growth between 25-49% annually</i></li> </ul>
	<b>School Readiness Goal 3</b>	CAT Head Start children will demonstrate the ability to use language to engage in communication, conversations, and storytelling.	
	<b>Objective</b> (Head Start Early Learning Framework Sub-Domains)	<b>Expected Outcome</b> (Head Start Early Learning Framework Goals)	<b>Data Tools or Methods for Tracking Progress</b>
<ul style="list-style-type: none"> <li><b>Language and Communication</b></li> <li>Communication and Speaking</li> </ul>	<ul style="list-style-type: none"> <li>IT – Child uses increasingly complex language in conversations with others.</li> <li>IT – Child understands an increasing number of words used in communication with others.</li> <li>IT – Child uses an increasing number of words in communication and conversations with others.</li> <li>P - Child understands and responds to increasingly complex communication from others</li> <li>P - Child varies the amount of information provided to meet the demands of the situation</li> <li>P Child expresses self in increasing long, detailed and sophisticated ways</li> <li>P -Child shows understanding of word categories and</li> </ul>	<ul style="list-style-type: none"> <li>TSG Objectives: <b>8a, b</b></li> <li>TSG Objectives: <b>9a</b></li> <li>TSG Objectives: <b>9b, c, d</b></li> <li>TSG Objectives: <b>8a, 9a</b></li> <li><i>Children will demonstrate growth between 25-49% annually</i></li> <li>❖ <i>40% of preschool-3 DLL's and 80% of pre-K-4 DLL's will be <u>increasing</u> or <u>advancing</u> as measured by TSG Objective 38</i></li> </ul>	

		<p>relationships among words.</p> <ul style="list-style-type: none"> <li>❖ Children who are dual language learners (DLL's) will demonstrate an increase in their ability to speak or use English while maintaining their home language.</li> </ul>	
<b>School Readiness Goal 4</b>	CAT Head Start children will demonstrate alphabet knowledge and phonological awareness.		
<p><b>Objective</b> (Head Start Early Learning Framework Sub-Domains)</p>	<p><b>Expected Outcome</b> (Head Start Early Learning Framework Goals)</p>	<p><b>Data Tools or Methods for Tracking Progress</b></p>	
<ul style="list-style-type: none"> <li>• <b>Literacy</b></li> <li>• Phonological Awareness</li> <li>• Print and Alphabet Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• IT – Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.</li> <li>• IT – Child handles books and relates them to their stories of information.</li> <li>• IT – Child comprehends meaning from pictures and stories.</li> <li>• P - Child demonstrates awareness that language is composed of smaller segments of sound.</li> <li>• P -Child identifies letters of the alphabet and produces correct sounds associated with letters.</li> <li>• P - Child demonstrates knowledge of how print is used (functions of print) and the rules that govern how print works.</li> <li>• P - Child asks questions about a book that was read aloud.</li> <li>• P - Child writes for a variety of purposes using increasingly sophisticated marks.</li> </ul>	<ul style="list-style-type: none"> <li>• TSG Objectives: 15a, b, c</li> <li>• TSG Objectives: <b>16a, b</b></li> <li>• TSG Objectives: 15d, 17a</li> <li>• TSG Objectives: <b>18a, b, c</b></li> <li>• TSG Objectives: 19b, c</li> <li>• <i>Children will demonstrate growth between 50-74% annually</i></li> </ul>	

COGNITION	<b>School Readiness Goal 5</b>	CAT Head Start children will demonstrate understanding of number concepts and operations.	
	<b>Objective</b> (Head Start Early Learning Framework Sub-Domains)	<b>Expected Outcome</b> (Head Start Early Learning Framework Goals)	<b>Data Tools or Methods for Tracking Progress</b>
	<ul style="list-style-type: none"> <li>• <b>Mathematics Development</b></li> <li>• Counting and Cardinality</li> <li>• Operations and Algebraic Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• IT – Child develops sense of number and quantity</li> <li>• IT – Child uses matching and sorting of objects or people to understand similar and different characteristics.</li> <li>• P - Child knows number names and the count sequence.</li> <li>• P - Child understands the relationship between numbers and quantities.</li> <li>• P -Child compares numbers.</li> <li>• P -Child understands addition as adding to and understands subtraction as taking away from.</li> <li>• P -Child understands simple patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• TSG Objectives: <b>20a, b</b></li> <li>• TSG Objectives: <b>20a, b</b></li> <li>• TSG Objectives: <b>20b, 22c</b></li> <li>• TSG Objectives: <b>20b, e</b> (emerging)</li> <li>• TSG Objectives: 23</li> <li>• <i>Children will demonstrate growth between 50-74% annually</i></li> </ul>
	<b>School Readiness Goal 6</b>	CAT Head Start children will demonstrate using reasoning and thinking skills to understand and organize their world.	
<b>Objective</b> (Head Start Early Learning Framework Sub-Domains)	<b>Expected Outcome</b> (Head Start Early Learning Framework Goals)	<b>Data Tools or Methods for Tracking Progress</b>	
<ul style="list-style-type: none"> <li>• <b>Scientific Inquiry</b></li> <li>• Scientific Inquiry</li> <li>• Reasoning and Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• IT – Child observes and imitates sounds, words, gestures, and behaviors.</li> <li>• P - Child observes and describes observable phenomena (objects, materials, organisms, events)</li> <li>• P - Child compares and categorizes observable phenomena.</li> <li>• P - Child asks a question, gathers information, and makes predictions</li> </ul>	<ul style="list-style-type: none"> <li>• TSG Objectives: 14a and 24</li> <li>• TSG Objectives: 13 and 28</li> <li>• TSG Objectives: <b>12b and 24</b></li> <li>• <i>Children will demonstrate growth between 25-49% annually</i></li> </ul>	

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT	<b>School Readiness Goal 7</b>	CAT Head Start children will demonstrate increasing control of fine-motor strength and coordination.		
	<b>Objective</b> (Head Start Early Learning Framework Sub-Domains)	<b>Expected Outcome</b> (Head Start Early Learning Framework Goals)		<b>Data Tools or Methods for Tracking Progress</b>
	<ul style="list-style-type: none"> <li>Fine Motor</li> </ul>	<ul style="list-style-type: none"> <li>IT – Child uses hands for exploration, play and daily routines.</li> <li>P - Child demonstrates increasing control, strength, and coordination of small muscles.</li> </ul>		<ul style="list-style-type: none"> <li>TSG Objectives: 7a, b</li> <li><i>Children will demonstrate growth between 25-49% annually.</i></li> </ul>
	<b>School Readiness Goal 8</b>	CAT Head Start children will demonstrate skills necessary for health, safety, nutrition and physical well-being.		
	<b>Objective</b> (Head Start Early Learning Framework Sub-Domains)	<b>Expected Outcome</b> (Head Start Early Learning Framework Goals)		<b>Data Tools or Methods for Tracking Progress</b>
	<ul style="list-style-type: none"> <li>Health, Safety and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>IT – Child demonstrates healthy behaviors with increasing independence as part of everyday routines.</li> <li>Child demonstrates personal hygiene and self-care skills.</li> <li>Child develop knowledge and skills that help promotes nutritious food choices and eating habits</li> <li>Child demonstrates knowledge of personal safety practices and routines</li> </ul>		<ul style="list-style-type: none"> <li>TSG Objectives: 1c</li> <li><i>Children will demonstrate growth between 25-49% annually</i></li> </ul>

*School Readiness Goals are written into and support Program 5 year Goals*

**Bolded** Teaching Strategies GOLD (TSG) objectives indicate priority objectives for teaching and learning based on child outcome data trends.

All goals are intended for all children, including children with disabilities and children who are dual language learners (DLL's).

- *Children with disabilities may need more individualized or intensive instructions and may require accommodations in the environment or with instruction.*
- *DLL's may need intentional support and interaction to learn and develop in each of their developing languages and should be allowed to demonstrate skills, behavior and knowledge in their home language, English, or both languages.*