

School Readiness Goals (birth – 5)



Three Rivers Head Start and Early Head Start School Readiness Plan and Goals align with the following documents:

- Current School Readiness goals collected from school districts in our service area
- Categories of development as described by the National Office of Head Start’s Child Development and Early Learning Framework (CDELFF)
- Minnesota’s Early Childhood Indicators of Progress (ECIPs)
- Kindergarten Entry Development Checklist
- Teaching Strategies GOLD Assessment areas of development and learning indicators (also aligned with CDELFF).

All Three Rivers Head Start and Early Head Start staff will support the program school readiness goals.

Early Head Start School Readiness Goal: *All children (ages birth – 3) will make progress across all of the TS GOLD areas of development and learning, with at least 75% at or above the widely held expectations for their age.*

Head Start School Readiness Goal: *All preschool children will make progress in all TS GOLD areas of development and learning, with at least 85% of them at or above the "Widely Held Expectations" for their age. For objectives that do not have widely held expectations (e.g. math), at least 80% of the children will be "Meeting Program Expectations" or "Progressing."*

Three Rivers’ School Readiness Goals outline expectations for children’s progress across the five domains in the inner and outer wheels of CDELFF as required.

Social and Emotional Development

Physical Development and Health

Cognition and General Knowledge

- Social Studies Knowledge and Skills
- Science Knowledge and Skills
- Mathematics Knowledge and Skills
- Logic and Reasoning

Language and Literacy

- Literacy Knowledge and Skills
- Language Development
 - English Language Development

Approaches to Learning

- Creative Arts Expression
- Approaches to Learning

School Readiness Domain	Goals	Measurement Tools
Social & Emotional Development	<p>1. Children will be able to show an increasing ability to manage their own emotions and behaviors.</p> <p><u>Young Infants (birth - 8 months):</u> Expresses feelings and emotions through facial expressions, sounds or gestures Shows characteristics of healthy development</p> <p><u>Older Infants (8 months - 18 months):</u> Begins to manage own behavior and show self-regulation Shows ability to cope with stress Shows increasing independence Participates in physical care routines Begins to develop self-help skills</p> <p><u>Toddler (18 months - 36 months):</u> Develops awareness of self as separate from others Shows confidence in increasing abilities Understands simple routines, rules or limitations Begins to understand safe and unsafe behavior</p> <p><u>Preschoolers (3 years – 5 years):</u> Shows an increasing ability to manage their own emotions and behaviors.</p> <p>2. Children will be able to show an increasing ability to form positive relationships with adults and peers.</p> <p><u>Young Infants</u> Engages in behaviors that build relationships with familiar adults Shows preference for familiar adults Responds to unfamiliar adults cautiously Seeks ways to find comfort in new situations Shows interest in and awareness of other children Responds when physical needs are met</p> <p><u>Older Infants</u></p>	<p>Teaching Strategies Gold: Regulates own emotions and behaviors- 1a: Managing feelings 1b: Follows limits and expectations 1c: Takes care of own needs appropriately</p> <p>Participates cooperatively and constructively in group situations- 3a: Balances the needs and rights of self and others 3b: Solves social problems</p> <p>Teaching Strategies Gold: Establishes and sustains positive relationships- 2a: Forms relationships with adults 2b: Responds to emotional cues 2c: Interacts with peers 2d: Makes friends</p>

	<p>Shows emotional connection and attachment to others Responds to and interacts with other children Begins to recognize and respond to other children’s feelings and emotions</p> <p><u>Toddlers (18 months - 36 months):</u> Begins to show concern for others Learns social skills, and eventually words, for expressing feelings, needs and wants Uses imitation or pretend play to learn new roles and relationships</p> <p><u>Preschoolers (3 years – 5 years):</u> Shows an increasing ability to form positive relationships with adults and peers.</p>	
<p>Physical Development & Health</p>	<p>1. Children will be able to show control of large muscles for movement, coordination and balance.</p> <p><u>Young Infants (birth- 8 months):</u> Moves body, arms and legs with coordination Demonstrates large muscle balance, stability, control and coordination Develops increasing ability to change positions and move body from place to place</p> <p><u>Older Infants (8 months-18 months) & Toddlers (18 months-36 months):</u> Moves body with purpose to achieve a goal</p> <p><u>Preschoolers (3 years – 5 years):</u> Shows control of large muscles for movement, coordination and balance.</p> <p>2. Children will develop control of small muscles for manipulation and exploration.</p> <p><u>Young Infants (birth - 8 months):</u> Uses hands or feet to make contact with objects or people</p> <p><u>Older Infants (8 months-18 months):</u> Develops small muscle control and coordination Coordinates eye and hand movements Uses different actions on objects</p> <p><u>Toddlers (18 months-36 months):</u></p>	<p>Teaching Strategies Gold: Traveling skills 4a: Walks 4b: Runs 4c: Gallops and skips</p> <p>Balancing skills- 5a: Sits and stands 5b: Walks on beam 5c: Jumps and hops</p> <p>Gross-motor manipulative skills- 6a: Throws 6b: Catches 6c: Kicks</p> <p>Teaching Strategies Gold: Fine motor strength and coordination- 7a. Using fingers and hands 7b: Use writing and drawing tools</p>

	<p>Controls small muscles in hands when doing simple tasks</p> <p><u>Preschoolers (3 years – 5 years):</u> Shows use of fingers and hands in small movements, as well as using tools for writing and drawing.</p>	
<p>Cognition & General Knowledge</p>	<p>1. Children will learn and begin to use math concepts during daily routines and experiences.</p> <p><u>Young Infants (birth - 8 months):</u> Pays attention to people and objects Uses senses to explore people, objects and the environment Attends to colors, shapes, patterns or pictures</p> <p><u>Older Infants (8 months - 18 months):</u> Shows interest and curiosity in new people and objects Makes things happen and watches for results or repeats action</p> <p><u>Toddlers (18 months - 36 months):</u> Matches two identical shapes Follows simple directions related to position or proximity Shows interest in simple patterns in everyday life Verbally counts and understands number concepts (1, 2, or more)</p> <p><u>Preschoolers (3 years – 5 years):</u> Shows beginning math skills including shape recognition, counting and connecting numbers to quantities.</p> <p>2. Children will be able to show multiple ways to solve problems and use their senses to investigate their environment.</p> <p><u>Young Infants:</u> Not expected for this age</p> <p><u>Older Infants:</u> Experiments with different uses for objects Shows imagination and relativity in solving problems Uses a variety of strategies to solve problems</p> <p><u>Toddlers:</u> Applies knowledge to new situations</p>	<p>Teaching Strategies Gold: Explores and describes spatial relationships and shapes 21a: Understands spatial relations 21b: Understands shapes 22: Compares and measures 23: Demonstrates knowledge of patterns</p> <p>Uses number concepts and operations 20a: Counts 20b: Quantifies 20c: Connects numerals to their quantities</p> <p>Teaching Strategies Gold: Remembers and connects experiences 12a. Recognizes and recalls 12b. Makes connections</p> <p>13: Uses classification skills</p> <p>Uses symbols and images to represent something not present 14a: Thinks symbolically</p>

	<p><u>Preschoolers:</u> Children will engage in exploring their environment through observation, manipulation, making predictions, classifying, comparisons and communicating their findings to others.</p>	
<p>Language & Literacy</p>	<p>1. Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other languages).</p> <p><u>Young Infants:</u> Shows interest in listening to sounds Listens with interest to language of others Responds to verbal communication of others</p> <p><u>Older Infants:</u> Responds to nonverbal communication of others Begins to understand gestures, works, questions or routines Expresses physical needs nonverbally or verbally</p> <p><u>Toddlers:</u> Identifies and names familiar people, animals, and objects when prompted Follow simple requests, accompanied by gestures or not Uses one or two word sentences or phrases Initiates and attends to brief conversations</p> <p><u>Preschoolers:</u> Uses words to express themselves, to understand language, follow directions, to have a conversation and to listen to stories in English or their native language.</p> <p>2. Children will hear and distinguish the sounds and rhythms of language.</p> <p><u>Young Infants:</u> Uses sounds, gestures, or actions to express needs and wants, including physical needs Uses consistent sounds, gestures or words to communicate</p> <p><u>Older Infants:</u> Imitates sounds, gestures or words</p> <p><u>Toddlers:</u></p>	<p>Teaching Strategies Gold: Listens to and understands increasingly complex language 8a: Comprehends language 8b: Follows directions</p> <p>Uses language to express thoughts and needs 9a: Uses an expanding expressive vocabulary 9b: Speaks clearly 9c: Uses conventional grammar 9d: Tells about another time or place</p> <p>Uses appropriate conversational and other communication skills 10a: Engages in conversations 10b: Uses social rules of language</p> <p>English language acquisition 37: Demonstrates progress in listening to and understanding English 38: Demonstrates progress in speaking English</p> <p>Teaching Strategies Gold: Demonstrates phonological awareness 15b: Notices and discriminates alliteration Demonstrated knowledge of the alphabet 16a: Identifies and names letters 16b: Uses letter-sound knowledge</p>

	<p>Uses sounds, signs or words for a variety of purposes Shows reciprocity in using language in simple conversations</p> <p><u>Preschoolers:</u> Shows alphabet knowledge through upper and lower case letter recognition, letter sounds and early writing skills by writing their first name.</p> <p>3. Children will begin to learn and demonstrate how print works through engagement with stories and books.</p> <p><u>Young Infants:</u> Shows interest in songs, rhymes and stories</p> <p><u>Older Infants:</u> Shows interest in photos, pictures and drawings Demonstrates interest and involvement with books and other print materials</p> <p><u>Toddlers:</u> Begins to recognize and understand symbols</p> <p><u>Preschoolers:</u> Shows appreciation for books, awareness that language can be broken into syllables, or smaller pieces of sound in words, rhyming, and understanding of print concepts.</p>	<p>Teaching Strategies Gold: Demonstrates phonological awareness 15a: Notices and discriminates rhyme 15c: Notices and discriminates small and smaller units of sound.</p> <p>Demonstrates knowledge of print and its uses 17a: Uses and appreciates books 17b: Uses print concepts</p> <p>Comprehends and responds to books and other texts 18a: Interacts during read-alouds and book conversations 18b: Uses emergent reading skills 18c: Retells stories</p> <p>Demonstrates emergent writing skills 19a: Writes name 19b: Writes to convey meaning</p>
<p>Approaches to Learning</p>	<p>1. Children will be able to express themselves through engaging with others.</p> <p><u>Young Infants:</u> Observes and imitates sounds, gestures or behavior</p> <p><u>Older Infants:</u> Uses objects in new ways or in pretend play</p> <p><u>Toddlers:</u> Uses imitation or pretend play to express creativity and imagination</p> <p><u>Preschoolers:</u> Expresses themselves through engaging with others through creative role play.</p>	<p>Teaching Strategies Gold: Demonstrates positive approaches to learning 11e: Shows flexibility and inventiveness in thinking</p> <p>Uses symbols and images to represent something not present 14b: Engages in socio-dramatic play</p>

	<p>2. Children will be able to show a positive approach to learning through engagement, attentiveness, persistence, and curiosity.</p> <p><u>Young Infants:</u> Shows ability to acquire and process new information Recognizes familiar people, places and things</p> <p><u>Older Infants:</u> Recalls and uses information in new situations</p> <p><u>Toddlers:</u> Searches for missing or hidden objects</p> <p><u>Preschoolers:</u> Shows a positive approach to learning through engagement, attentiveness, persistence, and curiosity.</p>	<p>Teaching Strategies Gold: Demonstrates positive approaches to learning 11a: Attends and engages 11b: Persists 11c: Solves problems 11d: Shows curiosity and motivation</p>
<p>Parent Engagement</p>	<p>1. Parents will participate in the program through involvement in various opportunities.</p> <p><u>EHS:</u> Policy Council, Socialization Days twice a month, Weekly Home Visits and working on School Readiness through all of these activities.</p> <p><u>HS:</u> Policy Council, Parent Child Activity Days, Parent Meetings, Conferences and Education Home Visits while working on School Readiness through all of these activities.</p> <p>2. Parents will be involved in their child's education by providing educational activities at home around the school readiness goals as their child's first teacher.</p>	<p>Sign-in Sheets at Policy Council Parent Child Activity Days Parent Meetings Goals set on Home Visit Forms Goals set on Conferences</p> <p>Monthly Activity Calendars</p>

**Children who qualify for special education services will work on meeting the objectives outlined in their IEPs, in addition the program's school readiness goals.