



School Readiness Goals:

This School Readiness Plan and Goals were created by Three Rivers Head Start to align with information collected from all area school districts around their existing School Readiness goals. The categories of development are described by the National Office of Head Start. The school readiness goals were developed to align with the Minnesota Early childhood Indicators of Progress, and the Kindergarten Entry Development Checklist, as well as the National Head Start Child Development and Early Learning Framework (subsequently referred to as "the Framework"). Our program utilizes the five domains represented by the inner wheel of the Framework as required. Teaching Strategies GOLD Assessment areas of development and learning indicators were aligned to the Framework. Three Rivers Head Start's Program School Readiness Goal sets the program's expectation for the children's progress across domains in the Framework. All Three Rivers Head Start staff will support these school readiness goals.

Program School Readiness Goal:

All children will make progress across all of the TS GOLD areas of development and learning, with at least 85% at or above the widely held expectations. Of the 85% of the children meeting the widely held expectations, 75% will meet the target score for their age.

****All objectives that do not have widely held expectation will show that at least 85% of the children are Meeting the Program Expectations or are Progressing.***

This goal encompasses all the areas of the inner and outer wheel of the Child Development and Early Learning Framework.

Language and Literacy

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

Approaches to Learning

- Creative Arts Expression
- Approaches to Learning

Cognition and General Knowledge

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

Social and Emotional Development

Physical Development and Health

School Readiness Domain	Goals	Measurement Tools
Social & Emotional Development	<ol style="list-style-type: none"> Children will be able to show an increasing ability to manage their own emotions and behaviors. Children will be able to show an increasing ability to form positive relationships with adults and peers. 	<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>
Physical Development & Health	<ol style="list-style-type: none"> Children will be able to show control of large muscles for movement, coordination and balance. 	<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>2. Children will be able to show use of fingers and hands in small movements, as well as using tools for writing and drawing.</p>	<p>Teaching Strategies Gold: Fine motor strength and coordination- 7a. Using fingers and hands 7b: Use writing and drawing tools</p>
<p>Cognition & General Knowledge</p>	<p>1. Children will be able to show beginning math skills including spatial relationships, creating patterns and using math concepts through every day routines.</p> <p>2. Children will be able to show beginning math skills including shape recognition, counting and connecting numbers to quantities.</p> <p>3. Children will be able to show multiple ways to solve problems, problem solving skills, and symbolic thinking.</p> <p>4. Children will engage in exploring their environment through observation, manipulation, making predictions, classifying, comparisons and communicating their findings to others.</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>Teaching Strategies Gold: Uses number concepts and operations 20a: Counts 20b: Quantifies 20c: Connects numerals to their quantities</p> <p>Teaching Strategies Gold: Uses symbols and images to represent something not present 14a: Thinks symbolically</p> <p>Teaching Strategies Gold: 13: Uses classification skills 24: Uses scientific inquiry skills</p>
<p>Language & Literacy</p>	<p>1. Children will be able to use 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>Teaching Strategies Gold: Listens to and understands increasingly complex language 8a: Comprehends language 8b: Follows directions</p>

	<p>2. Children, who are English Language Learners, will show progress in listening to, understanding and speaking English.</p> <p>3. Children will be able to show Alphabet Knowledge through upper and lower case letter recognition, letter sounds and early writing skills by writing their first name.</p> <p>4. Children will be able to show 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>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>Teaching Strategies Gold: 37: Demonstrates progress in listening to and understanding English 38: Demonstrates progress in speaking English</p> <p>Teaching Strategies Gold: 16a: Identifies and names letters 16b: Uses letter-sound knowledge 19a: Writes name 19b: Writes to convey meeting</p> <p>Teaching Strategies Gold: 15a: Notices and discriminates rhyme 15b: Notices and discriminates alliteration 15c: Notices and discriminates small and smaller units of sound. 17a: Uses and appreciates books 17b: Uses print concepts 18a: Interacts during read-alouds and book conversations 18b: Uses emergent reading skills 18c: Retells stories</p>
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<p>Approaches to Learning</p>	<ol style="list-style-type: none"> 1. Children will be able to express themselves through engaging with others through creative role play. 2. Children will be able to show a positive approach to learning through engagement, attentiveness, persistence, and curiosity. 	<p>Teaching Strategies Gold: Uses symbols and images to represent something not present 14b: Engages in sociodramatic play</p> <p>Teaching Strategies Gold: 11a: Attends and engages 11b: Persists 11c: Solves problems 11d: Shows curiosity and motivation 11e: Shows flexibility and inventiveness in thinking</p>
<p>Parent Engagement</p>	<p>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> <ol style="list-style-type: none"> 1. Parents spend at least 15 minutes/day, 6 days a week, working with their child on learning activities. 2. Parents practice independence and build self-esteem with their child at home. 3. Parents help their child control his or her feelings and follow a routine. 4. Parents encourage their child to interact with others. 5. Parents participate in the Head Start program as often as they are able. Opportunities include: Parent Child Activity Days, Parent Meetings, Conferences and Education Home Visits, Policy Council, volunteering in the Head Start classroom. 	<p>Measures</p> <ol style="list-style-type: none"> 1. Monthly Activity/In-Kind Calendars 2. Child is a great classroom helper! 3. Child respects others and easily follows the classroom routine – even on a bad day! 4. Child’s learn during free play time is maximized. 5. Parent engagement tracked through: <ul style="list-style-type: none"> • Meeting and activity day sign-in sheets • In-kind sign-in sheets • Goals set on Family Partnership Forms • Goals set on Conference forms

**Children identified as meeting special education qualifications will work on meeting the objectives outlined in their IEP, as well as the HS school readiness goals.