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
<table>
<thead>
<tr>
<th>School Readiness Domain</th>
<th>Goals</th>
<th>Measurement Tools</th>
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| **Social & Emotional Development** | 1. Children will be able to show an increasing ability to manage their own emotions and behaviors. | **Teaching Strategies Gold:**  
Regulates own emotions and behaviors-  
1a: Managing feelings  
1b: Follows limits and expectations  
1c: Takes care of own needs appropriately  
Participates cooperatively and constructively in group situations-  
3a: Balances the needs and rights of self and others  
3b: Solves social problems  
**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 |
|                        | 2. Children will be able to show an increasing ability to form positive relationships with adults and peers. |                   |
| **Physical Development & Health** | 1. Children will be able to show control of large muscles for movement, coordination and balance. | **Teaching Strategies Gold:**  
Traveling skills-  
4a: Walks  
4b: Runs  
4c: Gallops and skips  
Balancing skills-  
5a: Sits and stands  
5b: Walks on beam  
5c: Jumps and hops  
Gross-motor manipulative skills-  
6a: Throws  
6b: Catches  
6c: Kicks |
| **Cognition & General Knowledge** | 2. Children will be able to show use of fingers and hands in small movements, as well as using tools for writing and drawing. | **Teaching Strategies Gold:**  
Fine motor strength and coordination-  
7a. Using fingers and hands  
7b. Use writing and drawing tools |
|---|---|---|
|  | 1. Children will be able to show beginning math skills including spatial relationships, creating patterns and using math concepts through every day routines. | **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 |
|  | 2. Children will be able to show beginning math skills including shape recognition, counting and connecting numbers to quantities. | **Teaching Strategies Gold:**  
Uses number concepts and operations  
20a: Counts  
20b: Quantifies  
20c: Connects numerals to their quantities |
|  | 3. Children will be able to show multiple ways to solve problems, problem solving skills, and symbolic thinking. | **Teaching Strategies Gold:**  
Uses symbols and images to represent something not present  
14a: Thinks symbolically |
|  | 4. Children will engage in exploring their environment through observation, manipulation, making predictions, classifying, comparisons and communicating their findings to others. | **Teaching Strategies Gold:**  
Uses classification skills  
24: Uses scientific inquiry skills |
| **Language & Literacy** | 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. | **Teaching Strategies Gold:**  
Listens to and understands increasingly complex language  
8a: Comprehends language  
8b: Follows directions |
2. Children, who are English Language Learners, will show progress in listening to, understanding and speaking English.

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.

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.

<table>
<thead>
<tr>
<th>Uses language to express thoughts and needs</th>
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<tbody>
<tr>
<td>9a: Uses an expanding expressive vocabulary</td>
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<tr>
<td>9b: Speaks clearly</td>
</tr>
<tr>
<td>9c: Uses conventional grammar</td>
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<tr>
<td>9d: Tells about another time or place</td>
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<tr>
<th>Uses appropriate conversational and other communication skills</th>
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<tbody>
<tr>
<td>10a: Engages in conversations</td>
</tr>
<tr>
<td>10b: Uses social rules of language</td>
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**Teaching Strategies Gold:**

37: Demonstrates progress in listening to and understanding English
38: Demonstrates progress in speaking English

**Teaching Strategies Gold:**

16a: Identifies and names letters
16b: Uses letter-sound knowledge
19a: Writes name
19b: Writes to convey meeting

**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
### Approaches to Learning

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.

### Teaching Strategies Gold:
- Uses symbols and images to represent something not present
  - 14b: Engages in sociodramatic play

### Teaching Strategies Gold:
- 11a: Attends and engages
- 11b: Persists
- 11c: Solves problems
- 11d: Shows curiosity and motivation
- 11e: Shows flexibility and inventiveness in thinking

### Parent Engagement

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.

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.

### Measures

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:
   - 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.**