

**Pocono Services for Families and Children
Monroe County Head Start**

**2014-2015
School Readiness Goals**

The following School Readiness Goals include the essential areas of development and learning that are necessary for success in Kindergarten. The goals were developed from the Head Start Child Development and Early Learning Framework; the Pennsylvania Learning Standards for Early Childhood; and in collaboration with local school districts who participated in aligning the preschool and kindergarten Pa Early Learning Standards through a local School Readiness Task Force. It is upon these goals that the program's screenings, assessments, curriculum, and individualized child planning processes were chosen and/or developed.

Goal 1: Approaches to Learning

Through their engagement in social interactions and learning experiences children will develop the ability to think through problems and apply strategies for solving them by utilizing a range of activities that allow for creative and imaginative expression.

Children will demonstrate that they have reached this goal by:

- showing an interest in varied topics and activities, a desire to learn, creativity, and an independence in learning (initiative and curiosity)
- demonstrating the ability to begin and finish activities with persistence and attention (persistence and attentiveness)
- showing an interest and engagement in group experiences (cooperation)
- being able to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem (reasoning and problem solving)
- using symbols or objects to represent something else (symbolic representation)
- demonstrating the use of voice and instruments to create sounds (music)
- using the body to move to music and express oneself (creative movement and dance)
- using a range of media and materials to create drawings, pictures, or other objects (art)
- portray events, characters, or stories through acting and using props and language (drama)

Families will assist their children in reaching this goal by:

- giving input into the child's individual plan and sharing how their child learns best
- providing opportunities in the home for children to problem solve in a variety of ways and situations
- encouraging children to express themselves in their own way through art media, words, music, dance, and pretend play at home

Goal 2: Cognition and General Knowledge

Children will demonstrate skills in scientific, mathematical, and social studies thinking and technology.

Children will demonstrate that they have reached this goal by:

- understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular to size, or position in a list (number concepts and quantities)
- using numbers to describe relationships and solve problems (number relationships and operations)
- having an understanding of shapes, their properties, and how objects are related to one another (geometry and spatial sense)
- recognizing patterns and sequencing, and demonstrating critical thinking skills necessary to predict and classify objects in a pattern (patterns)
- understanding attributes and relative properties of objects as related to size, capacity, and area (measurement and comparison)
- demonstrating skills in observing and collecting information and using it to ask questions, predict, explain, and draw conclusions (scientific skills and methods)
- acquiring concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships (conceptual knowledge of the natural and physical world)
- recognizing, understanding, and analyzing a problem and drawing on knowledge or experience to seek solutions to a problem (reasoning and problem solving)
- demonstrating an understanding of how technology impacts daily life, the use of simple tools, and the appropriate technology to complete a task (technology)
- understanding one's relationship to the family and community, roles in the family and community, and respect for diversity (self, family, and community)
- understanding the relationship between people and the environment in which they live (people and environment)
- understanding that events happened in the past and how these events relate to one's self, family, and community (history and events)

Families will assist their children in reaching this goal by:

- learning how math, science, social studies and technology can be learned during everyday routines and family activities
- providing play experiences in the home that include science, math, social studies and technology learning

Goal 3: Physical Development and Health

Children will demonstrate physical well-being through the use of their body, muscle control, appropriate nutrition, exercise, hygiene, and safety practices.

Children will demonstrate that they have reached this goal by:

- maintaining health and age appropriate physical well being (physical health status)
- understanding healthy and safe habits and practicing healthy habits (health knowledge and practice)
- having control of large muscles for movement, navigation, and balance (gross motor skills)
- having control of small muscles for such purposes as using utensils, self-care, building, and exploring (fine motor skills)

Families will assist their children in reaching this goal by:

- providing their child(ren) with activities at home to enhance physical development
- receiving information about health prevention and the promotion of healthy living and family well being

Goal 4: Language and Literacy

Children will display emerging abilities in receptive and expressive language and apply early emerging literacy foundations to reading, writing, and listening.

Children will demonstrate that they have reached this goal by:

- comprehending or understanding language (receptive language)
- using language (expressive language)
- showing an interest in books and their characteristics, and understanding and get meaning from stories and information from books and other texts (book appreciation and knowledge)
- being aware that language can be broken into words, syllables, and smaller pieces of sound (phonological awareness)
- recognizing names and sounds associated with letters (alphabet knowledge and skills)
- knowing concepts about print and early decoding (identifying letter-sound relationships) (print concepts and conventions)
- becoming familiar with writing implements, conventions, and emerging literacy skills in order to communicate through written representations, symbols, and letters (early writing)

Families will assist their children in reaching this goal by:

- learning about the importance of literacy in school success and life long learning
- participating in ongoing home literacy activities provided by PSFC staff

Goal 5: Social and Emotional Development

Children will develop the skills necessary to foster secure attachments with adults, maintain healthy relationships with peers and adults, regulate one's behavior and emotions, and develop a healthy concept of self identity.

Children will demonstrate that they have reached this goal by:

- maintaining healthy relationships and interactions with adults and peers (Social Relationships)
- demonstrating the ability to successfully make decisions, accomplish tasks, and meet goals (self concept and self efficacy)
- being able to recognize and regulate their own emotions, attention, impulses, and behavior (self regulation)
- having a healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors (self regulation)

Families will assist their children in reaching this goal by:

- participating in home visits and parent/teacher conferences and discussing ways children can complete independent routine tasks at home and learning why fostering independence is important
- talking with staff about child rearing practices that support the child and discuss ways to bridge the home and school environments to provide consistency for the child.

Goal 6: Children who speak a home language other than English (dual language learners) will develop receptive and expressive English language skills.

Children who are dual language learners will demonstrate they have reached this goal by:

- participating with movement and gestures while other children and teachers dance and sing in English
- responding nonverbally to common words or phrases.
- pointing to body parts when asked to do so in English
- responding to increasingly complex and varied English vocabulary
- following multi – step directions in English with minimal cues or assistance
- repeating one word or phrase to self while group sings a song
- requesting common items in English
- using one or two English words to represent a bigger idea such as “throw ball”
- using increasingly complex and varied English vocabulary
- constructing simple sentences
- demonstrating eagerness to participate in songs, rhymes, and stories in English
- learning part of a song or poem in English and repeating it
- talking with peers or adults about a story read in English
- telling a story in English with a beginning, middle, and end from a book or about a personal experience

Families will assist their children in reaching this goal by:

- learning how children acquire a second language
- providing teaching and support staff with common words used by the family at home

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A successful school experience is much more than the academic content that teachers provide; it is also dependent on the connections between school, community and families that support the child to learn in a way that supports his or her own learning style, needs and home experience.

Goal 7: Parent, Family, and Community Engagement

Children will be ready for school success through partnerships developed between schools, community, and family.

The program will demonstrate that they have reached this goal by:

- developing family and school relationships that include a shared understanding of values and attitudes towards learning and philosophies, and incorporating family preferences and interests into the life of the classroom. (families as life long educators)
- promoting family engagement through family support and involvement (family well being)
- supporting children’s learning by partnering to identify children strengths, interests, and by providing home learning connections to the classroom experience (parent-child relationships)
- offering community support by identifying community services and fostering collaborative communication between agencies and parents to support parent’s decisions about their child (family connections to peers and community)
- assuring a seamless transition of learning experiences through the coordination of information exchange from one setting to another (family engagement in transitions)
- providing opportunities for parents to participate on a Curriculum Committee that makes decisions about school/home curriculum and assessment (families as advocates and leaders)
- providing parenting classes and opportunities for parents to learn about child development and learning in both formal and informal settings (families as learners)