



Child Development School Readiness Goals for 2017-2018

The Gulf Coast Community Services Association, Inc. (GCCSA) Head Start/Early Head Start Program will promote school readiness by enhancing the physical, social, emotional, linguistic, and cognitive development of children through the provision of educational, health, nutritional, social, and other services. Parents will be engaged in their children's learning and encouraged to support their children's progress toward their school readiness goals. Based on teacher's observations and ongoing student assessment on LAP-3, children (regular and special needs) will show individual growth in each of the following School Readiness Goals:

Physical Development and Health

- The child will practice good habits of personal safety, personal health and hygiene, and will be able to identify good habits of nutrition and exercise.
- The child will practice appropriate self-care skills, including feeding, dressing and toileting.*
- The child shows control of tasks that require small-muscle strength and control, as well as eye-hand coordination.*
- *Parents will ensure all health requirements will be provided and at least 85% up-to-date and on file at the Center, including Dental exam, Physical exam, Immunizations, and Health Statement.*

Social and Emotional Development

- The child will follow classroom rules and routines with occasional reminders from the teacher.*
- The child regulates his or her own behavior with occasional reminders or assistance from the teacher.*
- The child uses effective communication skills to interact with teachers and peers.
- The child demonstrates the ability to assume various roles and responsibilities as part of a classroom community.

Approaches to Learning

- The child will demonstrate an interest in various topics and activities, exploration, problem solving, creativity, and learning.*
- The child will sustain attention to tasks until completed.*
- The child will sustain attention to engaging group activities for up to 20 minutes.

Language and Literacy

- The child will be able to ask and answer questions for different purposes, such as meeting physical needs.*
- The child uses a wide variety of words to label and describe people, places, things, and actions.
- The child will engage in reading and reading-related activities.*
- The child is able to name at least 20 upper and lower case letters and produce at least 20 letter sounds.
- The child will recognize rhyming words.
- The child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- The child uses letters to write words or parts of words, including her or his first name.
- The child who is a Dual Language Learner will demonstrate increasing competency in his or her home language while developing proficiency in English.*

Cognitive and General Knowledge

- The child uses words to rote count from 1 to 30.
- The child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.
- The child observes, investigates, describes, and discusses properties and characteristics of common objects and organisms.
- The child identifies similarities and differences in characteristics of people and families.*
- The child connects her or his life to events, time, and routines.

**Includes Infant and Toddler Goals*

School Readiness Goals (SRGs) Alignment

The curriculum used in every classroom to support children’s school readiness is aligned with the Texas Pre-K Guidelines and the Head Start Child Development and Early Learning Framework.

Physical Development and Health

Children explore their physical space and understand how their bodies function in space through active movement experiences. Loco-motor skills are developed first, followed by stability (turning, twisting, balancing, dodging) and manipulative (throwing, catching, kicking, striking) motor skills. Gross motor development requires thought and deliberate movement. Four-year-old children develop greater control of gross-motor manipulative movements that involve giving force to objects and receiving force from objects. Pre-kindergarten children demonstrate an understanding of health and safety issues as it relates to their daily routines and activities. Children learn to make healthy choices in nutrition and understand the importance of well-being through exercise and rest.

Social and Emotional Development

Central to understanding emotional development is the idea of “self-concept”, which is an increasing level of conscious awareness of one’s feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one’s body in space. Preschool children’s emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question, “Who am I?” which is an essential aspect of becoming competent in related areas, such as self control and social/friendship skills. Preschool children feel safer and function more successfully in the classroom when rules and routines are consistently followed. A well-organized classroom with well prepared activities helps children extend their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when playing with peers, guidance from teachers will enable them to learn acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement.

Approaches to Learning

Pre-kindergarten children come from a variety of cultural and linguistic settings; therefore, their understanding of the world around them can be unique and very diverse. It is important to realize that children bring different background knowledge to the classroom, and this will undoubtedly influence their understanding of some concepts. Therefore, it is important to incorporate and honor the child’s home, community, and diversity in their understanding and world view.

Language and Literacy

From birth, children begin learning by listening to the world around them. As their exposure increases, so does their understanding. Pre-kindergarten-aged children are able to comprehend with increasing accuracy what they hear in conversation and in stories read aloud. Children demonstrate understanding through their questions, comments, and actions. According to state law, Pre-kindergarten children who are English language learners can be in a classroom environment that uses either *English as a Second Language* instruction or *Bilingual*. Children who are English language learners arrive at school with listening comprehension skills in their home language. These skills can be used to support the child’s development in English. Children who are English language learners listen purposefully to both English-speaking and Spanish-speaking teachers and peers to gather information about both their home language and their new language (English). (LEER MAS, 2001) Pre-kindergarten children gain the ability to use language in a variety of settings and for a variety of reasons. They become increasingly able to describe wants and needs, carry on conversation with others, and share information with both peers and adults. Young children must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language. Children’s vocabulary acquisition is largely dependent upon interactions with adults. These may be occurring in one or more languages through talking about experiences, reading familiar stories, singing familiar songs, and playing word games. When introducing vocabulary to children who are English language learners, teachers should use a variety of approaches to teach important new words and use real-life objects or pictures when appropriate. To ensure that all children enter school ready to learn, early education efforts must encourage emergent literacy. When optimal conditions exist in a child’s environment, literacy develops naturally. Pre-kindergarten children benefit from classroom activities and environments that create an association between reading and feelings of pleasure and enjoyment, as well as learning and skill development. Children who are English language learners benefit from repetitive exposure to pictures and other media pertinent to or associated with the content of stories read aloud in English. Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes being able to recognize individual words in a spoken sentence, blending and dividing words into syllables, recognizing and producing rhyming words, identifying words that sound the same at the beginning, and for some children, blending words at the single-sound level.

Cognitive and General Knowledge

Pre-kindergarten children’s mathematical understandings are built on informal knowledge about quantity that they develop even before any instruction. Young children know immediately if someone gets more cookies than they do. They like telling their age; for instance, by holding up four fingers to show an adult how old they are. Pre-kindergarten-aged children show basic counting readiness and counting ability by using nonverbal and verbal means. They use informal and formal strategies to make a collection larger or smaller. This includes the teacher showing (i.e. “modeling”) a mathematical behavior and asking the children to do the same. They can recognize, describe and name attributes of shapes. They are also able to verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight. They have the ability to sort and classify objects using one or more attributes. They begin to use attributes of objects to duplicate and create patterns. Pre-kindergarten children learn to explore properties of materials, positions, and motion of objects through investigations which allow them to notice the attributes of each of these. These explorations continue as children use attributes to classify and sort objects, make observations and predictions, problem-solve, compare, and question. Children learn about sources of energy by investigating and discussing light, heat, electricity, and magnetism. They are naturally curious about the characteristics of organisms and they understand the differences in living and non-living things. They are enthusiastic learners about earth and space. They are intrigued by their local environment. Discovering their place in the world is exciting and fun for them. Pre-kindergarten children are aware of time and begin to organize their lives around it. Children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to present and future activities, demonstrating evidence of their growing understanding of time, change, and continuity. In pre-kindergarten, children learn about the world in their community. They explore the roles and relationships of consumers and producers, and become aware that people produce services as well as goods. Children learn that their community benefits from many different people working in many different ways. The child begins to understand important customs, symbols and celebrations that represent American beliefs and principles that contribute to our national identity.

School Readiness Goals (SRGs) Timeline

Student's assessment data will be disaggregated and shared with the Policy Council and the Board of Directors in November, March and July. These goals were developed with input from staff, parents and community partners.

May 2017

- SRGs will be presented to Center Administrators and Centers for input.
- SRGs will be presented to CD/SS Advisory Committee for input.
- End-of-the year progress was shared with Board and Policy Council.
- SRGs will be presented to Policy Council for approval.

June 2017

- SRGs will be presented to GCCSA Board of Directors for approval.

August 2017

- Teachers and Teacher Assistants will be trained in SRGs.

November 2017

- Beginning-of-the-year progress will be shared with Board and Policy Council.

March 2018

- Mid- year progress will be shared with Board and Policy Council.

May 2018

- SRGs will be updated and shared with Centers and CD/SS Advisory Committee for feedback and input.

June 2018

- End-of-the-year progress will be shared with Board and Policy Council.