



Lower Columbia College Head Start/EHS/ECEAP

School Readiness Goals

The goals follow the Head Start Early Learning Outcomes Framework, Teaching Strategies Gold and WA Early Learning Guidelines. This plan helps guide the way to support school readiness for all children and support each child in making progress across all of the TS Gold areas of development and learning. Three times a year we analyze the data in TS Gold to be able to adjust teaching practices to best meet the needs of the children we serve and to plan program trainings.



Our goal is that 90% of all Pre-K children will meet typical development in all 6 domains when they leave the program.

Social Emotional /Approaches to Learning Goal	TS GOLD Objectives**	WA Early Learning & Development Guidelines	H.S. Early Learning Outcomes Framework
Infants/Toddlers 1. Children will demonstrate healthy and positive interactions to develop secure relationships with familiar adults and peers. 2. Children will learn to use an adult as a resource to meet needs and develop sense of self.	Infants/Toddlers/Preschoolers Objectives: 1. Regulates emotions and behaviors 2. Establishes and sustains positive relationships 3. Participates cooperatively and constructively	Infants/Toddlers/Preschoolers 2. Building relationships: Interactions with adults, problem solving and conflict resolution	Social Emotional Development/Approaches to Learning: <ul style="list-style-type: none"> • Relationships with adults/children • Sense of Identity and belonging • Emotional and Behavioral Self-Regulation • Executive Functioning
Preschoolers 1. Children will demonstrate healthy and positive interactions with adults and peers. 2. They will increase skills to function individually and in a group. 3. They will display levels of attention, emotion, and self-regulation in the classroom and at home that are appropriate to the situation.	<i>** (In Teaching Strategies Gold each objective is a statement of skills and behaviors that have a progression of development and learning with specific levels ranging from birth-3rd grade. Please refer to Objectives for Development and Learning for the levels)</i>		
Strategies			
<p>Infants & Toddlers: Staff will provide opportunities for infants and toddlers to play and interact with other children, staying nearby to offer redirection as needed and coach toddlers with simple words when they are in conflict. Use Conscious Discipline techniques to guide practice.</p> <p>Parent Activities:</p> <ul style="list-style-type: none"> • Hold and talk with baby while feeding. • Name feelings and begin to recognize how others are feeling. • Be the “safe place” for your child when they are upset. • Show child how to be gentle and kind with others. • Help child play with others by talking about and showing how to share and take turns. 			
<p>Preschool: Teachers will support children with positive strategies to guide children’s behavior and coach children to cooperate with others using the Conscious Discipline Strategies.</p> <p>Parent Activities:</p> <ul style="list-style-type: none"> • Create rituals when leaving children to ease separation anxiety. • Assist children in sharing and taking turns while they play with others. • Name feelings and begin to recognize how others are feeling. • Teach children how to breathe when upset and other techniques for calming from Conscious Discipline. • Create a “safe place” for children when they are upset. 			

Physical Development & Health Goals	TS GOLD Objectives**	WA Early Learning & Development Guidelines	H.S. Early Learning Outcomes Framework
<p>Infants/Toddler</p> <ol style="list-style-type: none"> Children will develop fine motor skills for manipulation and exploration of materials. Children will develop large motor skills for movement and balance in natural and authentic ways. Children will develop adaptive motor skills to demonstrate healthy and safe habits (brushing teeth, washing & drying hands, getting dressed, etc.). 	<p>Infants/Toddler/Preschoolers Objectives:</p> <ol style="list-style-type: none"> 1c Takes care of own needs appropriately. 4. Demonstrates Traveling Skills. 5. Demonstrates balancing skills 	<p>Infants /Toddlers/Preschool:</p> <ol style="list-style-type: none"> 4. Growing up healthy 	<p>Perceptual, Motor, and Physical Development</p> <ul style="list-style-type: none"> • Perception • Gross Motor • Fine Motor • Health, Safety and Nutrition
<p>Preschoolers</p> <ol style="list-style-type: none"> Children will learn and demonstrate healthy behaviors and take care of personal needs as appropriate for their age. Children will demonstrate control of large muscles for movement, navigation and balance, including walking, running, hopping, climbing, balancing, and throwing, catching, hitting and kicking a ball. Children will demonstrate control of small muscles for such purposes as using utensil, self-care, building, writing and exploring. 	<ol style="list-style-type: none"> 6. Demonstrates gross motor manipulative skills 7. Demonstrates fine-motor strength and coordination 		
Strategies			
<p><u>Infants/Toddlers/ Preschool:</u></p> <p>Staff will:</p> <ul style="list-style-type: none"> • Give children opportunities and instruction to support their large and small muscle development and skills. Accommodations and individualization will be made to support the inclusion of all children. • Support children as they demonstrate confidence in meeting their own needs and take responsibility for own well-being. Staff will support children in practices that will help them learn about how to stay healthy. <p><u>Parent Activities:</u></p> <ul style="list-style-type: none"> • Support child’s interest in toileting; teach toilet skills. • Guide child in use of fork, spoon, tooth-brushing, hand-washing. • Guide children in learning how to dress self, cleaning up after themselves or other daily tasks. • Make sure children get adequate sleep. • Take walks outdoors and give children opportunities to exercise. • Give children opportunities to use playdough, small building toys or materials such as Legos, squirt bottles, crayons, markers, paintbrushes, and scissors to exercise small muscles in children’s hands. 			

Cognition/Approaches to Learning Goals	TS Gold Objectives**	WA Early Learning & Development Guidelines	H.S. Early Learning Outcomes Framework
<p>Infants/Toddlers</p> <ol style="list-style-type: none"> Children will begin to develop and demonstrate skills in the self-regulation of their feelings and behaviors. Children will demonstrate curiosity and interest in exploring the world around them. Children will demonstrate problem-solving skills and persistence in their learning activities and discovery of the world. 	<p>Infants/Toddlers/ Preschool</p> <ol style="list-style-type: none"> Demonstrates positive approaches to learning Remembers and connects experiences Uses classification skills Uses symbols and image to represent something not present 	<p>Infants/Toddlers/Preschool:</p> <ol style="list-style-type: none"> About me and my family and culture/Self-management; Learning to learn 	<ul style="list-style-type: none"> Exploration and Discovery Memory Reasoning and Problem Solving Initiative and Curiosity Creativity
<p>Preschool:</p> <ol style="list-style-type: none"> Children will think, reason, problem-solve, make sense of experiences, and represent ideas and feelings. Children will develop the ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem. Children will demonstrate the ability to stay focused, interested and engaged in activities and materials. 			
Strategies			
<p>Infants/Toddlers/Preschoolers:</p> <p>Staff will:</p> <ul style="list-style-type: none"> Provide children with time, space and a variety of interesting materials for play. Rotate materials regularly to maintain children’s interest. Encourage children to try activities repeatedly until successful, provide appropriately challenging tasks, and plan projects that extend over time. Plan learning activities for transitions. <p>Parent Activities:</p> <ul style="list-style-type: none"> Encourage children to use imagination through pretend play. Provide extended time to play, away from television, computer, etc. Give your child time to figure things out. Stand by with a look or a touch to give support. Conduct simple science experiments with your child. Play memory games. Ask children to explain their thinking while drawing, building or creating. Encourage children to persist at a task that they find difficult while making it fun and engaging. 			

Language Goal	TS GOLD Objectives**	WA Early Learning & Development Guidelines	H.S. Early Learning Outcomes Framework
Infants/Toddlers 1. Children will demonstrate receptive and expressive language skills and communication strategies using oral and/or sign language. 2. Children will increase their communication in their home language to describe their experiences and thinking. (Also under Goals for DLLs)	Infants/Toddlers/ Preschool 8. Listens to and understands increasingly complex language 9. Uses language to express thoughts and needs 10. Uses appropriate conversations and other communications skills.	Infants/Toddlers/ Preschool 5. Communicating/ Speaking and listening;	Language and Communication All Children <ul style="list-style-type: none"> • Attending and Understanding • Communicating and Speaking
Preschool 1. Children will use and comprehend oral language for conversation and communication of needs, wants and ideas.			

Strategies

Infants/Toddlers/ Preschool

Staff will:

- Promote children’s oral language by using self and parallel talk when working with children.
- Encourage conversations with individual and groups of children.
- Repeat and reinforce new words.
- Introduce children to language through use of vocabulary words.
- Use open-ended questions and prompts.
- Point to picture and words in books and have children repeat words.
- Share information that relates to children’s interests.
- Use dialogic reading/repeated read alouds to increase language skills and vocabulary.

Parent Activities:

- Explain what you are doing during caregiving and routine activities (Ex.-describe handwashing as you assist them in this process)
- Describe what your child is doing while they are playing or doing an activity.
- Expand on children’s language by repeating what they say and adding more words. *(If child says “ball” then parent would respond with “red ball”).*
- Ask questions about pictures in books.
- Play games and finger-plays that involve turn taking.
- Ask children questions that are not a yes and no answer. Wait long enough for them to answer. *(Ex.-What do you think will happen next? Why do)*
- Help your child take turns listening and talking in conversations.
- Use mealtime as a regular time to talk.
- Talk about daily events with your child. (Ex.-What was your favorite thing you did today? Or tell me one thing that made you smile today.)
- Introduce new words and explain their meaning.

Literacy Goal	TS Gold Objectives**	WA Early Learning Guidelines	H.S. Early Learning Outcomes Framework
Infants/Toddlers 1. Children will engage with stories, books, finger plays and songs.	Infants/Toddlers/ Preschool 15. Demonstrates phonological awareness. 16. Demonstrates knowledge of the alphabet	5. Reading	All Children <ul style="list-style-type: none"> • Vocabulary • Emergent Literacy
Preschool 1. Children will use and understand print as a meaningful system of communication. 2. Children will identify and discriminate the sounds of language, such as words in sentences, syllables in words, rhyming words, beginning and ending sounds.	17. Demonstrates knowledge of print and its uses 18. Comprehends and responds to books and other texts 19. Demonstrates emergent writing skills		Preschool <ul style="list-style-type: none"> • Phonological Awareness • Print and Alphabet Knowledge • Comprehension and Text Structure • Writing

Strategies

Infants/Toddlers/ Preschool

Staff will:

- Read to children daily.
- Make story time fun and interactive.
- Create an attractive and inviting library area and offer books in other interest areas.
- Give children the opportunity and instruction to support the development of strong literacy skill by offering to read books at learning center time, reading at small groups and large groups, and encouraging families to read to their children.
- Promote skills through books and stories that reflect children’s interest, culture and language.
- Ensure that there are opportunities to experiment with noticing letter sounds and names, rhyming and noticing smaller units of sound.
- Use children’s names to introduce names of letters.
- Create classroom books.

Parent Activities:

- Sing songs together include rhyming songs or finger-plays.
- Describe everyday objects and activities (such as blue bike, round ball).
- Read or tell stories to your children. Using a variety of types of books such as alphabet books, fairy tales, non-fiction, etc.
 - Point to pictures in the book and have child name it.
 - Ask questions about the story as you are reading it.
 - Have your child retell stories.
- Find letters in your environment and talk about the name of the letter and the sound it makes.
- Write down what your child says to you and read it back.
- Provide opportunities to have children create books and practice scribbling and drawing pictures.

Math Goal	TS GOLD Objectives**	WA Early Learning & Development Guidelines	H.S. Early Learning Outcomes Framework
<p>Infants/Toddlers</p> <p>1. Children will have opportunity to explore math skills such as counting, patterning, shapes and measurement during caregiving and play.</p>	<p>Infants-Toddlers/ Preschool:</p> <p>20. Uses number concepts and operations</p> <p>21. Explores and describes spatial relationships and shapes</p> <p>22. Compares and measures</p> <p>23. Demonstrates knowledge of patterns</p>	<p>Toddlers/ Preschool</p> <p>6. Learning about my world/Math</p>	<p>Infant/Toddler</p> <ul style="list-style-type: none"> • Emergent Mathematical Thinking <p>Preschool</p> <ul style="list-style-type: none"> • Counting and Cardinality • Operations and Algebraic Thinking • Measurement • Geometry and Spatial Sense
<p>Preschool</p> <p>1. Children will use math regularly and in everyday routines and play to count, compare, relate, identify patterns, and problem solve.</p>			
Strategies			
<p>Infants-Toddlers/ Preschool</p> <p>Staff will:</p> <ul style="list-style-type: none"> • Will use math talk while children play with non-math materials, during daily routines and play. • Provide activities for children to count, identify numbers, counting and comparing quantities. • Use math vocabulary to help children understand and use language related to directions, order, positions of objects in space. • Provide activities that help children understand spatial concepts, patterning, measurement and shapes. <p>Parent Activities:</p> <ul style="list-style-type: none"> • Talk about more or less, larger or smaller and sort items into groups. • Count with them in daily activities (Ex. Count how many times they can jump or hold up 2 fingers and say “2”). • Use numerical concepts in everyday routines. “Do you want one or two slices of apple?” “Would you like more water?” • Chart and talk about changes in your child’s height and weight. • Explore the outdoors with your child and look for patterns, size, numbers, and shapes in nature and the community. • Play matching games. • Show your child different objects and pictures, and figure out “Which one is larger or smaller?” or “Which one is more?” • Play games that involve counting and numbers. • Provide a variety of materials to help children develop an understanding of quantity. (Ex.-You have two red and one blue cars) • Model counting strategies. (Using one number name for each object and touching each one as you count) • Help your child apply numbers and counting to daily life. • Use words like “First” “Second” and “Last” etc. This will help your child learn about sequence of events. 			

Dual Language Learners/English Language Acquisition Goal	TS GOLD Objectives**	WA Early Learning & Development Guidelines	Head Start
<p>Preschool:</p> <ol style="list-style-type: none"> Each child will demonstrate progress in listening to and understanding English. Each child will demonstrate progress in speaking English. 	<p>Birth to Five:</p> <p>37. Demonstrates progress in listening to and understanding English.</p> <p>38. Demonstrates progress in speaking English.</p>	<p>Birth to Five:</p> <p>5. Communication/ Speaking and listening;</p>	<p>Planned Language Approach</p> <ul style="list-style-type: none"> The Big “Five” Home Language Support
Strategies			
<p>Birth to Five:</p> <p>Staff will:</p> <ul style="list-style-type: none"> Support the maintenance and growth of the home language for dual language learners. Support dual language learner’s progress in listening and understanding English by using strategies such as repetition, placing important words at the end of sentences and placing emphasis on important words, and by slowing down speech and enunciation. Support progress in speaking English by using strategies such as self and parallel talk, repetition, reinforcement of language attempts, and allowing time to think and say what they want to say. <p>Parent Activities:</p> <ul style="list-style-type: none"> Support the child in speaking and listening in their home language. 			
Supporting Children’s Ongoing School Success through Parent and Family Engagement			
<p>Parents will demonstrate an understanding that school success involves the family as an active partner in the ongoing education of the child as they learn:</p> <ul style="list-style-type: none"> Activities that will foster their role as their child’s first teacher while engaging in their children’s learning and development About the school district and community resources available to support school success 			