**CEO Early Head Start/Head Start 0-5 School Readiness Goals**

**2024-2025**

School Readiness Goals are the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals. Within these goals, early childhood staff provide positive experiences for dual language learners by holding appropriate expectations and emphasizing their abilities, including cultural and linguistic strengths. Staff also provide children and their families with individualized learning support that is necessary to succeed in school. All CEO Head Start and Early Head Start staff will support the program’s School Readiness goals. CEO’s School Readiness Goals are developed in accordance with the Head Start Early Learning Outcomes Framework, NYS Early Learning Guidelines, which receiving school districts utilize, staff input, family input, and child assessment outcomes from Teaching Strategies GOLD. School Readiness Goals are reviewed and updated by CEO staff on an annual basis. *On 8/27/2024 Policy Council approved these goals.*

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| **School Readiness Domain** | **Goal** | **ELOF Sub-Domain Alignment** | **Measurement Tool**  **Teaching Strategies Gold** |
| **Social & Emotional Development**  **Social & Emotional Development** | **1. Children will be able to show an increasing ability to manage their own emotions and behaviors.**  0 months-1 year:   * Expresses feelings and emotions through facial expressions, sounds, and gestures   1 year- 2 years:   * Begins to manage own behavior and demonstrate self-regulation * Demonstrates ability to cope with stress * Shows increasing independence   2 years-3 years:   * Develop awareness of self as separate from others * Show confidence in increasing abilities * Understands simple routines, rules, or limitations * Begins to understand unsafe behavior   3 years – 4 years:   * Shows an increasing ability to manage their own emotions and behaviors. * Manage less intense emotions, such as mild frustration, independently   4 years- 5 years   * Has an expanding range of strategies for managing emotions * Sometimes looks to adults for support in managing the most intense emotions   **2. Children will form positive relationships with familiar adults.**  0 months-1 year:   * Engages in behaviors that build relationships with familiar adults * Shows preference for familiar adults * Responds to unfamiliar adults cautiously * Seeks ways to find comfort in new situations * Shows interest in and awareness of other children * Responds when physical needs are met   1 year- 2 years:   * Shows emotional connection and attachment to others * Responds to and interacts with other children * Begins to recognize and respond to other children’s feelings and emotions   2 years- 3 years   * Begins to show concern for others * Learns social skills, and eventually words for expressing feelings, needs and wants * Uses imitation or pretend play to learn new roles and relationships   3 years-4 years   * Shows an ability to form positive relationships with adults and peers   4 years-5 years:   * Engages in prosocial behaviors with adults, such as using respectful language or greetings * Attends to an adult when asked * Follows adult guidelines and expectations for appropriate behavior | **Goal IT-ALT 1 and 2 – Emotional and Behavioral Self-Regulation**  (1) Child manages feelings and emotions with support of familiar adults  (2) Child manages actions and behavior with support of familiar adults  **Goal P-ALT 1 and 4 – Emotional and Behavioral Self-Regulation**  (1) Child manages emotions with increasing independence  (4) Child manages actions, words, and behavior with increasing independence  **Goal IT-SE 1 and 3-Relationships with Adults**  (1) Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.  (3) Child learns to use adults as a resource to meet needs.  **Goal IT-SE 2 and 4-**  (2) Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.  (4) Child shows interest in, interacts with, and develops personal relationships with other children. | **Regulates own emotions and behaviors:**  1a: Manages feelings  1b: Follows limits and expectations  1c: Takes care of own needs appropriately  **Participates cooperatively and constructively:**  3a: Balances the needs and rights of self and others  3b Solves social problems  **Establishes and sustains positive relationships**:  2a: Forms relationships with adults |
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| **Physical Development and Health**  **Physical Development and Health** | **1. Children will be able to show control of large muscles for movement, coordination, and balance.**  0 month- 1 years:   * Moves body and legs with coordination * Demonstrates large muscle balance, stability, control, and coordination * Develops increasing ability to change positions and move body from place to place   1 year-2 years:   * Moves body with purpose to achieve a goal   2 years-3 years:   * Moves body with purpose to achieve goal   3- 4 years:   * Shows control of large muscles for movement, coordination, and balance   4-5 years:   * Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg * Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music   **2. Children will develop control of small muscles for manipulation and exploration.**  0 month- 1 years:   * Uses hands or feet to contact objects or people   1 year- 2 years:   * develops small muscle control and coordination * Coordinates eye and hand movement   2 years- 3 years:   * Controls small muscles in hands when doing simple tasks   3 years- 4 years:   * Strings large beads * Turns knobs to open doors.   4 years-5 years:   * Snips with scissors * Sews lacing cards | **Goal IT-PMP 2**  **Gross Motor**  (2) Child uses perceptual information in directing own actions, experiences, and interactions  **Goal P-PMP 1 and 2**  (1) a child demonstrates control, strength, and coordination of large muscles  (2) Child uses perceptual information to guide motions and interactions with objects and other people  **Goal IT-PMP 6, 7, and 8.**  **Fine Motor**  (6) Child coordinates hand and eye movements to perform actions  (7) Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines  (8) Goal IT-PMP 8. Child adjusts reach and grasp to use tools.  **Goal P-PMP 3.**  (3) Child demonstrates increasing control, strength, and coordination of small muscles. | **Physical**  4a. Demonstrates traveling Skills  5: Demonstrates balancing skills  6: Demonstrates gross motor manipulative skills    **Fine motor strength and coordination**  **Physical**  7a: Use fingers and hands 7b: Use writing and drawing tools |
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| **Mathematics and Scientific Reasoning** | **1. Children will be able to count, quantify and identify numerals correctly.**  0 months-1 year:   * Shakes head yes or no when asked, “do you want more of something? * Brings an object to adult when asked by adult to bring one object to them   1 year -2 years:   * Says or signs more to indicate he or she wants more of something   2 Years -3 Years:   * Counts, “one, two, ten while pretending to count * Counts to 10 * Counts out four objects and places them on a table   3 Years-4 Years:   * Points to the correct number on a page when a teacher asks where it is * Notices numbers around the room and correctly identifies them verbally   4 years-5 years   * Counts verbally * Correctly identifies the number and quantity of an object. For example, a child says five as they place five coins in a cash register | **Goal IT-C 8**  (8) Child develops sense of number and quantity  **Goal P-Math 1, 2, and 5**  (1) Child knows number and the count sequence  (2) Child recognizes the number of objects in a small set  (3) Child associates a quantity with written numerals up to 5 and begins to write numbers | **Uses Number Concepts and Operations**  20b: Quantifies  20a: Counts  20c: Connects numerals with their quantities |
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| **Cognitive Development** | **1. Children will engage in sociodramatic play.**  0 months- 1 year:   * Child will engage with materials that relate to each other, such as a bowl and spoon   1 year-2 years   * Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone   2 years- 3 years:   * Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks   3 years- 4 years:   * Uses familiar objects to represent something else. * Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough   4 years-5 years:   * Seeks to involve others in pretend play or make-believe play * Looks for props to use when telling or making up a story * Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations | **Goal IT-C 11**  (1) Child observes and imitates sounds words and gestures, actions, and behaviors  **Goal IT-C 12**  (1) Child uses objects or symbols to represent something else  **Goal IT-C 13**  (1) Child uses pretend play to increase understanding of culture, environment, and experiences. | **Cognitive**  14b. Engages in Socio-dramatic play |
| **Cognitive Development** | **2. Children will use classification skills.**  0 months- 1 year:   * Points at specific object in a book   1 year-2 years:   * Puts one object with a matching object, for example a pair of socks. * Picks out and only eats one thing, for example all the raisins from trail mix.   2 years- 3 years:   * Puts only blue pegs in a pegboard.   3 years- 4 years:   * Separates objects by similar characteristics, for example places all red beads together and all blue beads together.   4 years- 5 years:   * Pulls similar objects out and piles, for example pulls all trucks out of the vehicle bin. * Groups photos by similar characteristics, for example all baby animals in one pile, and adult animals in another pile. | **Goal P-SCI 3.**  (1) Child compares and categorizes observable phenomena. | **Cognitive**  **13. Uses Classification Skills** |
| **School Readiness Domain** | **Goal** | **ELOF Sub-Domain** | **Measurement Tool**  **Teaching Strategies GOLD** |
| **Language**  **Development** | **1. Children will use appropriate communication skills and speak clearly.**  0 months-1 year:   * Observes adult’s face when talking and imitates expressions like smiles or frowns * Waves arm as adult speaks * Reaches for adult’s face when adult is speaking   1 year- 2 years   * Raises eyebrows or coos when hears a familiar voice   2 years-3 years   * Says a phrase to indicate desired outcome, for example, says, “no-go” to indicate they do not want to go outside   3 years-4 years   * Stays on topic during conversation   4 years-5 years   * Maintains the conversation by repeating what the other person says or by asking questions * Shows acknowledgement of complex comments or questions | **Goal IT -LC 4,5, and 6**  (4) Child uses non-verbal communication and language to engage others in their interaction.  (5) Child uses increasingly complex language in conversation with others.  (6) Child initiates non-verbal communication and language to learn and gain information | **Uses appropriate conversation and communication skills**  10a. Engages in conversation |
| **Literacy Development** | **2. Children will notice and discriminate rhyme.**  0 months-1 year   * Dances as others sing rhyming songs * Listens to Rhyming books, such as *Goodnight Moon*   1 years-2 years   * Joins in rhyming games contributing random words in a rhyme   2 years-3 years   * Sings with group rhyming songs,   3 years-4 years   * Fills in missing rhyming word in song or chant   4 years- 5 years   * Chants rhyming words spontaneously * Decides whether two words rhyme or not | **Goal P-LIT 1.**  (1) Child demonstrates awareness that spoken language is composed of smaller segments of sound | **Demonstrates phonological awareness, phonics skills, and word recognition.**  15a. Notices and discriminates rhyme |
| **School Readiness**  **Domain** | **Goal** | **ELOF Sub Domains** | **Measurement Tool**  **Teaching Strategies GOLD** |
| **Approaches to Learning** | **1. Children will be able to express themselves. through engaging with others.**  0 months-1 years:   * Observes and imitates sounds and gestures   1 year – 2 years:   * Uses objects in a new way or in pretend play   2 years-3 years:   * Uses imitation or pretend play to express creativity and imagination.   3 years- 4 years  Express self through engaging with others through dramatic play  4 years-5 years:  When a there is a problem, offers suggestions to solve | **Goal IT-C 11, 12, and 13**  **Imitation and Symbolic Representation and Play**  (11) Child observes and imitates sounds, words, gestures, actions, and behaviors  (12) Child uses objects or symbols to represent something else  (13) Child uses pretend play to increase understanding of culture, environment, and experiences  **Goal P-ATL 12 and 13**  **Creativity**  (12) Child expresses creativity in thinking and communication.  (13) Child uses imagination in play and interactions with others | **Demonstrates positive approaches to learning.**  11e: Shows flexibility and inventiveness in thinking  **Uses symbols and images to represent something not present.**  14b Engages in socio-dramatic play |
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| **Dual Language Learners** | **1. Children will acquire expressive and receptive English Language Skills**  0-5 Years old   * Participates in movement and gestures while other children and teachers dance and sign in English. * Acknowledges frequently used words or phrases such as “hello,” “snack time,” or “bathroom.” * Points to body parts when asked * Repeats words or phrase to self * Request items in English |  | **English Language Acquisition**  37: Demonstrates progress in listening to and understanding English |