

Head Start School Readiness Goals 2023-2024

Approaches to Learning	
Assessment Alignment: CIRCLE	Emotional and Behavioral Self-Regulation
Goal	P-ATL 2. Child will follow classroom rules and routines with increasing independence by the end of the school year.
Classroom support for goal	Teachers will set clear and brief behavior expectations and rules for all children and provide frequently verbal and visual cues and reminders
Family Support for Goal	Parents will learn new ways to understand and respond to their child's behavior
Approaches to Learning	
Assessment Alignment: CIRCLE	Emotional, Behavioral Self-Regulation, Cognitive, and Curiosity
Goal	P-ATL 5. Child demonstrates an increasing ability to control impulses by the end of the school year.
Classroom Support for Goal	Teachers will <ul style="list-style-type: none"> • Teach and model independent problems solving and negotiation, sharing, turn-taking, saying what you are feeling, and being flexible when needed. • Provide self-and parallel talk to help students understand the thought process behind these action • Support children's pick-up and drop-off with familiar adults
Social Emotional Development	
Assessment Alignment: CIRCLE	Social & Emotional Positive Social Behaviors, Classroom Community, Emotional & Behavioral Regulation, and Self-Care
Goal	P-SE 1/3. Child will engage in and maintain positive relationships with adults/children by the end of the school year.
Classroom Support for Goal	Teachers will: <ul style="list-style-type: none"> • Support children's pick-up and drop-off with familiar adults • Consistently engage in meaningful, open-ended, positive conversations (how?; why?; I wonder?; tell me about ...) and active play with all children.
Social Emotional Development	
Assessment Alignment: CIRCLE	Social & Emotional Positive Social Behaviors, Classroom Community, Emotional & Behavioral Regulation, and Self-Care



Goal	P-SE 5. Child will use basic problem solving skills to resolve conflicts with other children by the end of the school year.
Classroom Support for Goal	Teachers will model appropriate responses to everyday challenges and frustrations as well as things that bring joy.
Language and Literacy	
Assessment Alignment: CIRCLE	Vocabulary Naming, Sound Correspondence, and PA Syllabication
Goal	P-LC 7. Child shows understanding of word categories and relationships among words.(By the end of the school year)
Classroom Support for goal	Teachers will <ul style="list-style-type: none"> • Read, write, and use a variety of vocabulary in context to provide information to children. • Provide hints and picture cues to help children understand new words. • Use new words often.
Language and Literacy	
Assessment Alignment: CIRCLE	Rapid Letter Naming and Sound Correspondence
Goal	P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters by the end of the school year.
Classroom Support for Goal	Teachers will <ul style="list-style-type: none"> • Persist in asking follow-up conversations and involving many children in the interaction. • Repeat and extend children’s responses, supporting all attempts at language
Cognition	
Assessment Alignment: CIRCLE	Rote Counting and Number Naming
Goal	P-MATH 1. Child will know number names and the count sequence by the end of the school year.
Classroom Support for Goal	Teachers will <ul style="list-style-type: none"> • Display number symbols and number words throughout the classroom, referencing them frequently. • Provide in-depth number study of individual numbers (number of day or week, number hunt, counting objects in environment, etc.).
Cognition	
Assessment Alignment: CIRCLE	Early Science Skills
Goal	P-SCI 2. Child engages in scientific talk by the end of the school year.
Classroom Support for Goal	Teachers will <ul style="list-style-type: none"> • Begins to use scientific vocabulary words with modeling and support from an adult



	<ul style="list-style-type: none"> Sometimes repeats new words offered by adults.
Perceptual, Motor, and Physical Development	
Assessment Alignment: CIRCLE	Gross Motor
Goal	P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.
Classroom Support for Goal	Teachers will provide frequent structured gross motor activities in indoor and outdoor play and in transitions, with adult support
Perceptual, Motor, and Physical Development	
Assessment Alignment: CIRCLE	Fine & Visual Checklist
Goal	P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles by the end of the school year.
Classroom Support for Goal	Teachers will offer daily opportunities to cut, write, draw, paint, built, and thread, and is available to model and support

Family Support of School Readiness Goals

Families as Educators	Positive Parent-Child Relationship	Family Well-Being
<ul style="list-style-type: none"> Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities Families will learn about the value of their primary language for children's development and long-term academic success Parents will share their knowledge of their child with program and teaching staff to inform teaching and learning 	<ul style="list-style-type: none"> Parents will learn new ways to understand and respond to their child's behavior Parents will gain knowledge about their children's social, emotional and cognitive development in the context of community and culture. 	<ul style="list-style-type: none"> Parents will gain confidence to address family specific needs related to environment, personal safety, and food security