

Early Head Start School Readiness Goals 2023-2024

Approaches to Learning	
Assessment Alignment: DRDP	ATL-REG 5: Self-Control of Feelings & Behavior
Goal	IT-ATL 1. Child manages feelings and emotions with the support of familiar adults to improve by the end of the school year.
Classroom support for goal	Teachers will respond timely when infants and toddlers seek help.
Approaches to Learning	
Assessment Alignment: DRDP	ATL-REG 1: Attention Maintenance
Goal	IT-ATL 4-5 Child develops the ability to show persistence and flexibility in actions and behaviors to improve by the end of the school year.
Classroom Support for Goal	Teachers will <ul style="list-style-type: none"> • Set up the classroom with meaningful materials to encourage explorations and gather information. • Encourage approaching problem solving from a variety of perspectives.
Social Emotional Development	
Assessment Alignment: DRDP	SED 3: Relationships and Social Interactions
Goal	IT-SE 1. Child will develop expectations of consistent, positive interactions through secure relationships with familiar adults by the end of the school year.
Classroom Support for Goal	Teachers will label and model all actions, items, and ideas, even when children are not yet able to verbally respond.
Social Emotional Development	
Assessment Alignment: DRDP	SED 1: Identity to Self in Relation to Others
Goal	IT-SE 6. Child will learn to express a range of emotions by the end of the school year.
Classroom Support for Goal	Teachers will constantly model emotions and how to problem solve to work through feelings.
Language and Literacy	
Assessment Alignment: DRDP	LLD1: Understanding of Language (Receptive)

Goal	IT-LC 1. Child attends to, understands, learns from, and responds to communication and language from others by the end of the school year.
Classroom Support for goal	Teachers will: <ul style="list-style-type: none"> • Engage in frequent, positive conversations and interactions with children in their home language, using self and parallel talk, even when children cannot yet speak back. • Look for signs of a child following the following voice and action and engage in active play.
Language and Literacy	
Assessment Alignment: DRDP	LLD 2: Responsiveness to Language
Goal	IT-LC 7. Child will understand an increasing number of words used in communication with others by the end of the school year.
Classroom Support for Goal	Teachers will: <ul style="list-style-type: none"> • read 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.
Cognition	
Assessment Alignment: DRDP	COG 8: Cause and Effect
Goal	IT-C 1. Child will actively explores people and objects to understand self, others, and objects by the end of the school year.
Classroom Support for Goal	Teachers will provide interesting, safe toys, and pictures for children to explore.
Cognition	
Assessment Alignment: DRDP	COG 2: Classification
Goal	IT- C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics by the end of the school year.
Classroom Support for Goal	Teachers will individualize learning through use of small and large group activities using assessment data to drive lesson plans.
Perceptual, Motor, and Physical Development	
Assessment Alignment: DRDP	PD-HLTH 3: Gross Motor Manipulative Skills
Goal	IT-PMP 4. Child will demonstrate effective and efficient use of large muscles to explore the environment by the end of the school year.
Classroom Support for Goal	Teachers will provide various times throughout the day that include gross motor activities both indoor and outdoors.
Perceptual, Motor, and Physical Development	

Assessment Alignment: DRDP	PD-HLTH 4: Fine Motor Manipulative Skills
Goal	IT-PMP 7. Child will use hands for exploration, play, and daily routines by the end of the school year.
Classroom Support for Goal	Teachers will provide various materials, activities, and individualization that promote fine motor growth

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