

CAI Head Start (Zero-to-Five) School Readiness Goals Plan (reviewed 2015, First Quarter: August- November)

<u>Core Domains</u>	<u>Domain</u>	<u>Domain Element</u>	<u>Goal</u>	<u>Prenatal Goals</u>	<u>Infant Goals</u>	<u>Toddler Goals</u>	<u>3 Year Old Goals</u>	<u>4 Year Old Goals</u>	<u>Parent, Family, and Community Engagement Goals</u>	<u>Measure</u>
1. Social Emotional	Social and Emotional Development	a. Social relationships b. Self concept and self efficacy c. Self regulation d. Emotional and behavioral health	The child will: (a) show progress in learning to interact with adults(family and caregivers) and peers to form positive social relationships		The infant will develop: (a) a strong attachment to her/his caregiver in the classroom (b) Seeks attention from parents and other adults for basic needs and comfort	The toddler will : (a) develop a strong attachment to a caregiver in the class and start to develop and engage in personal relationships with peers (b)develop and demonstrate control over some feelings and behaviors	The three year old will: (a) engage in and maintain positive adult/child relationships and interactions (b) begin to demonstrate cooperative behaviors and empathy for others including sharing and taking turns	The four year old will: (a) relate to and accept guidance from adults (b) display level of attention, emotional regulation, and behavior in the classroom that are appropriate to the situation and support available (c)develop and display a sense of self, confidence in their abilities, and a strong identity that is rooted in their family and culture	Positive Parent/Child Relationships/Families as Lifelong Educators: Parents will: (a) use positive parenting practices such as attachment and nurturing relationships that compliment the stages of their child's development (b) will gain knowledge about their children's	Preschool First 2.0, ASQ-3, ASQ-SE, IEP, IFSP, Private Therapy Goals, Individualization, Parent Teacher Conferences, Ongoing Parent Teacher Communication, Parent Goals, Physicals, Dentals, Parent Interest Surveys, Family Partnership Plan, Life Skills Progression Needs Assessment, Child Plus,
				The parent will develop: (a) a strong attachment to their growing fetus (b) the parent will work with the Family Advocate on mental wellness (c) a positive and working relationship with their health care providers (dental, obgyn, etc.) (d)the knowledge and skills of health and nutrition (such as maintaining healthy weight, substance	The infant will: (a) recognize an adults voice and begin to anticipate familiar routines (b) reach for an object and purposefully grasp it (c) search for a toy that has been hidden or dropped out of sight (d)discovers simple	The toddler will: (a) begin to categorize objects and their similarity (b) show emerging knowledge of behavior and consequences	The three year old will: (a) demonstrate a more complex level of object permanence (b)understand and use multiple steps to achieve goals (c)ask why questions to develop a greater understanding of the world	The four year old will: (a) analyze similarities among objects and categorize them into subsets (b) actively engage in a variety of experiences in his/her environment		
2. Cognition and General Knowledge	Logic and Reasoning	a. Reasoning and Problem solving b. Symbolic Representation	Child will: (a) use all of his/her senses to investigate the environment, develop hypotheses, and develop an ability to remember and connect experiences (b) demonstrates their abilities, skills , and knowledge in any language, including his/her home language							

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				abuse knowledge, healthy relationships, breast feeding, reproductive life planning, and managing chronic disease)	movements to solve problems through trial and error				social, emotional, and cognitive development in the context of community and culture
	Mathematics, Knowledge, and Skills	a. Number Concepts and Quantities b. Number relationships and operations c. Geometry and Spatial Sense d. Patterns e. Measurements and comparison	The child will: (a) develop and use math concepts in everyday routines and experiences	(e)The knowledge and skills of fetal and infant brain development and the benefits of literacy activities such as reading, singing, talking, etc. to the fetus in their home language	The infant will: (a)recognize the number of small sets of objects (b)recognizing shapes and sizes	The toddler will: (a) begin to demonstrate an ability to sort basic shapes and colors (b) begin to understand spatial relationships to solve problems	The tree year old will: (a)count verbally to ten (b)count all sorts of object and events (c)think about quantity and number from the perspective of various cultures and languages	The four year old will: (a) count ten to twenty objects accurately using one to one correspondence (b) show multiple ways to solve problems, problem solving skills and symbolic thinking (c) have an interest in counting and knowing different cultures and languages represent numerals and quantities	(c) learn new ways to ensure the health and safety of their developing child (d)learn new ways to understand and respond to their child's behavior
	Science, Knowledge, and Skills	a. Scientific Skills and Method b. Conceptual knowledge of the natural and physical world	The child will: (a) use their senses to explore and develop a better understanding of the world around and organize that information into knowledge and theories in any language including their home language		The infant will: (a)will use their senses to discover what objects and people do (b)show curiosity and investigate their environment (c)begin to understand how they can make things happen	The toddler will: (a) begin to ask questions and incorporate information learned from daily activities and his/her surrounding environment	The three year old will: (a)ask questions, make predictions, and develop hypothesis to gain a better understanding of information and activities in their surroundings	The four year old will: (a)participate in simple investigations to form hypothesis, gather observations, draw conclusions, and form generalizations	Family Well Being: Families will: (a) develop knowledge and skills in financial literacy to address their families specific needs (such as safety, housing, health, budget and finances, and overall well being)
		a. Family and Community b. History and	The child will: (a) acquire knowledge about		The infant will: (a)will develop a sense of self	The toddler will: (a) become more aware of their	The three year old will: (a) respect	The four year old will: (a) will being to use	Families As Learners: Parents and Families will: (a) advance their own learning interests thru education, training, and

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	<p align="center">Social Studies, Knowledge and Skills</p>	<p>Events c. People and the Environment</p>	<p>themselves, families, communities, and the world around them including history, cultures, and cultural events</p>		<p>and the world around them</p>	<p>home culture and begin to see differences and similarities around them</p>	<p>various cultures and languages (b)learn about and compare others personal characteristics, experiences, and cultures</p>	<p>prior knowledge to compare and contrast cultural difference in the world around them.</p>	<p>other experiences that support their parenting, careers, and life goals</p> <p align="center"><u>Family Engagement and Transitions:</u> Families will: (a) be active participants and advocates in their child’s learning, development, and impact of transitions across early childhood and school settings. Family Connections to Peers and Community: Families will form connections with peers and mentors in formal or informal social networks that are supportive and/or educational. Families will learn to utilize community resources.</p>	
<p>3. Physical Development and Health</p>	<p>Physical Health and Development</p>	<p>a. Physical Health Status b. Health Knowledge and Practice c. Gross Motor Skills d. Fine Motor Skills</p>	<p>The child will: (a) develop and demonstrate healthy and safe habits (b)demonstrate control of large and small muscles</p>		<p>The infant will: (a) develop control of head, neck and back progressing to arms and legs for movement, navigation, and balance (b)will grasp and release small objects (c)will anticipate a routine of healthy hygiene habits (d)will anticipate safe practices with in their daily routine</p>	<p>The toddler will: (a) move with more confidence and coordinate body movements for a purpose (b) will refine his/her grasp to being to use tools for art, writing, and self help activities (c) will develop a routine of healthy eating, personal hygiene habits and safe practices</p>	<p>The three year old will: (a) initiate and engage in active play (b) will begin to explore with different tools for art and writing (c)demonstrate a routine of healthy eating, personal hygiene habits and safe practices with limited guidance from adults</p>	<p>The four year old will: (a) use their gross motor skills to engage in games with rules (b) will refine the use of their hands for drawing, writing, and self help activities (c) independently practice healthy eating, personal hygiene habits and safe practices</p>	<p>Families will: (a) be active participants and advocates in their child’s learning, development, and impact of transitions across early childhood and school settings. Family Connections to Peers and Community: Families will form connections with peers and mentors in formal or informal social networks that are supportive and/or educational. Families will learn to utilize community resources.</p>	
		<p>a. Initiative and curiosity b. Persistence and attentiveness c. Cooperation</p>	<p>The child will: (a) demonstrate curiosity and initiative when learning and exploring his/her environment</p>		<p>The infant will (a) use eyes, hands and mouth as primary means of exploring and learning</p>	<p>The toddler will: (a) use all senses to explore and learn from their environment (b) show interest in what others</p>	<p>The three year old will: (a) ask "why" questions to develop a greater understanding</p>	<p>The four year old will: (a) explore and investigate more complex and non conformed ways of play</p>	<p align="center"><u>Families as Advocates and Leaders:</u></p>	

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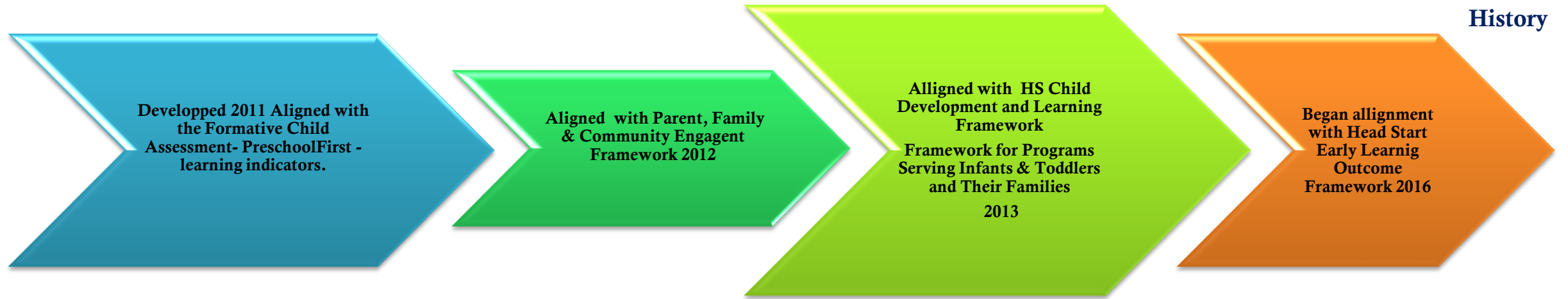
4. Approaches to Learning	Approaches to Learning		(b) demonstrate interest, curiosity, and eagerness in exploring the world around them		from the environment; (b) shows interest in new activities and experiences; (c) explores environment in close proximity of an adult or caregiver	are doing (c) demonstrate preferences and makes independent choices (d) explore the environment independently, but seeks occasional approval from adults	of the world (b) choose to participate in an increasing number of experiences		Families will: (a) develop a strong sense of advocacy and gain leadership skills by actively participating in program governance
	Creative Art Expressions	a. Music b. Creative Movement and dance c. Art d. Drama	The child will: (a) demonstrate various modes of self expression including music, creative movement and dance, art, and drama		The infant will: (a) copy caregiver actions; sticking out tongue or clapping hands together (b) imitate playing with a toy; shaking, banging, or pushing buttons to make a toy work (c) coo, squeal, or laugh when the caregiver talks and plays games	The toddler will: (a) imitate adult actions; waving good-bye, or brushing hair (b) play with toys; pretending to drink tea from a toy tea cup (c) pretend to feed dolls or stuffed animals with a bottle or food (d) imitate adult actions like wiping the table or talking on the phone (e) pretend objects are other things like a book for a car or a banana for a phone (f) pretend that a doll or stuffed animal has feelings such as	The three year old will : (a)express themselves thru music, movement, dance, drama, and acts of pretend play (b)They will sing along with familiar songs, finger plays, and rhymes (c)Saying rhymes with and without adult assistance.	The four year old will: (a)reenact actions that have multiple steps such as pretending to get ready for work by making breakfast or putting on jewelry (b) have pretend play scenarios that include different roles (c) plan what they are going to pretend before play (d) play with imaginary objects	

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						making crying noises				
5. Language and Literacy	Language Development	a. Receptive language b. Expressive language	The child will: (a) be more skilled in speaking and communicating with others to express ideas and needs		The infant will: (a) communicate with gestures, sounds or baby talk	The toddler will: (a) use 1-2 words or gestures to communicate their ideas and or feelings	The three year old will: (a) communicate feelings and ideas using 3-4 word sentences	The four year old will: (a) be able to communicate ideas and feelings using complex sentences and will use a large varied vocabulary of 3000-4000 words		
	English Language Development (DLL)	a. Receptive English Language Skills b. Expressive English Language Skills c. Engagement in English Literacy Activities	The child will (a) demonstrate an understanding of the new language being spoken by English speaking teachers and peers (ELL)		The infant will: (a) show understanding by responding appropriately i.e. turns head to recognize familiar voice, looks for family members when named, responds to name, etc...	The toddler will: (a) understand simple one or two step directions (b) answer simple questions using words and or gestures	The three year old will: (a) respond to English words and phrases when accompanied by gestures or visual aids (b) respond to English words and phrases when not accompanied by gestures or visual aids	The four year old will: (a) respond to English words and phrases when accompanied by gestures or visual aids (b) respond to English words and phrases when not accompanied by gestures and visual aids		
	Literacy Knowledge and Skills	a. Book appreciation b. Phonological awareness c. alphabet knowledge d. Print concepts and conventions e. Early writing	The child will: (a) understand basic concepts about books or other printed materials		The infant will: (a) touch books to develop a positive feeling towards reading	The toddler will: (a) enjoy being read to and exploring books (b) begin to turn pages of sturdy books (c) look at pictures and make sounds or words	The three year old will: (a) begin to read and explore books and reading material on their own (b) pretend to read their favorite books (c) will begin to make circular scribbles, line	The four year old will: (a) enjoy a variety of literacy activities including shared book reading, listening to recorded stories with head phones, or interacting with e-books (b) begin to understand that letters are combined to make		

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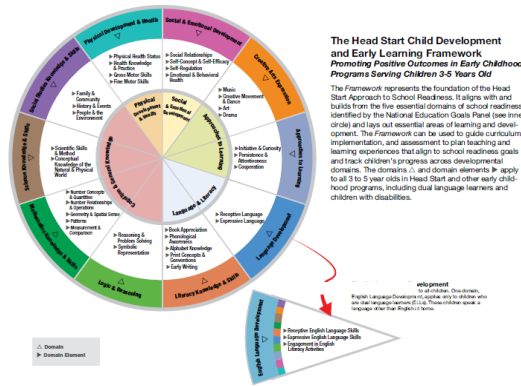
							marks, or letter like forms when asked to write	words (c) use various writing and drawing tools without adult assistance		
	English Language Development	<p>a. Receptive English Language Skills</p> <p>b. Expressive English Language Skills</p> <p>c. Engagement in English Literacy Activities</p>	<p>The child will:</p> <p>(a) combine sounds into English words and is able to use language for different purposes</p>		<p>The infant will:</p> <p>(a) begins to cry in pitch to communicate needs</p> <p>(b) Engage in vocal exchanges squeal, laugh, coo, smiles at familiar faces or objects</p>	<p>The toddler will:</p> <p>(a) babble with long strings of sounds</p> <p>(b) vocalize during play</p> <p>(c) use single words meaningfully to label objects</p> <p>(d) name family members or other familiar people</p> <p>(e) imitate sounds and words after adults speak</p>	<p>The three year old will:</p> <p>(a) carry on a conversation using 3-4 word sentences</p>	<p>The four year old child will:</p> <p>(a) combine syllables into words</p> <p>(b) produce a word that rhymes with a given word</p>		



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Resources used to develop school readiness goals/plan:

The Head Start Child Development and Early Learning Framework



Parent, Family and Community Engagement Framework

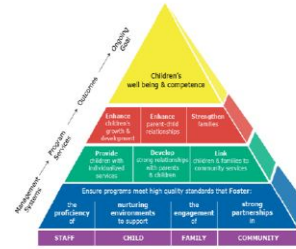


Parent and family engagement in Head Start and Early Head Start is about building relationships with families that support family well-being, supporting strong relationships between parents and their children, and nurturing ongoing learning and development for both parents and children. The **Parent, Family, and Community Engagement (PFCE) Framework** is a roadmap for progress in achieving the types of outcomes that lead to positive and enduring change for children and families.

The PFCE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole—across systems and service areas—to promote parent and family engagement and children's learning and development.

The PFCE Framework graphic demonstrates that when parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved. This results in children who are healthy and ready for school. Parent and family engagement activities succeed when they are grounded in positive, ongoing, and goal-oriented relationships with families.

REVISED Framework for Programs Serving Infants and Toddlers and Their Families*



The text in the Revised Early Head Start Program Performance Measures Conceptual Framework has been modified to represent current Office of Head Start language related to ongoing quality improvement, qualified staff, and family engagement. NOTE: The concepts behind the Framework have not changed.

This Conceptual Framework provides a guide for programs to develop and implement supports for the healthy growth and development of expectant families, babies, and toddlers. Strong management systems provide the foundation for implementing comprehensive child development and family support services that lead to positive outcomes for very young children and their families.

Through the implementation of continuous and comprehensive child development and family support services, program staff builds trusting and respectful relationships with families that integrate their values, beliefs, and ongoing practices. Trust and attachment are the context for learning and development in the five essential domains—physical and health, social and emotional, approaches to learning, language and literacy, and cognition and general knowledge.

Fostering healthy development and secure attachment begins prenatally and continues to influence the developmental competence of very young children throughout their first years. Infants and toddler well-being and competence in the five essential domains are developed in the context of trusting relationships. Ensuring positive relationships through nurturing experiences during the earliest years supports children's developmental competence throughout their preschool and school years.

For more information, go to [Research to Practice: Program Performance Measures for Head Start Programs Serving Infants and Toddlers and the Head Start Parent, Family, and Community Engagement Framework, Promoting Family Engagement and School Readiness](#), from Prenatal to Age 5.

*Source: Research to Practice: The Program Performance Measures for Head Start Programs Serving Infants and Toddlers, 1815-1817-0008, April 2016.

- Curriculum-Scholastic Big Day Alignment Guide to Head Start Child Development & Early Learning Framework
- Curriculum- Opening the World of Learning (Owls) Scope and Sequence and Skills across the Year / OWL: Texas Comprehensive Pre-K System Correlated to the Head Start Child Outcomes Framework
- Little Texans Big Futures: Early Learning Guide for Infants, Toddlers, and 3 year olds
- Texas Prekindergarten Guidelines
- PreschoolFirst – Curriculum and Assessment Resource-Alignment Guide to the Head Start Child Development & Early Learning Framework
- Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers- linked with the Ages & Stages Questionnaires® (ASQ)

Data Collected Monthly/ Review and revision: Quarterly- Annually

- PreschoolFirst Assessment Data
- Teacher Outcome
- Parent Outcome
- Child Outcome

School Readiness Team

- Policy Council/ Program Parents
- Education Advisory Committee
- Health Advisory Committee
- Management / Leadership Teams
- Program staff
- T&TA ECE Specialist
- Board of Directors