



## Region 7 ESC Head Start

1909 N Longview St, Kilgore, TX 75662/903.988.6700/Fax: 903.988.6945



# School Readiness Goal Implementation Strategies 2017-2018

<p><b>Approaches to Learning</b></p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Child manages actions, words, emotions, and behavior with increasing independence.</b></li> <li>• <b>Child will maintain focus and sustain attention with support.</b></li> <li>• <b>Child will express creativity in thinking and communication.</b></li> </ul>		
<p><b>Infants</b></p> <p>Infant will develop some ability to filter out distracting sensory stimuli in order to focus on and attend to important people and objects.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>-Follow the curriculum with fidelity.</li> <li>-Implement I Love You Rituals during routines.</li> <li>-Provide intentional interactions during play times.</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>- attend Developmental Milestones Parent training to learn how to interact intentionally with their child.</li> <li>-Read using provided books and Hello Highlights Magazine.</li> <li>Implement Learning Games.</li> </ul> <p>FSW will encourage parents to attend trainings.</p> <p>Assist parents in creating goals to get child school ready, including specific ways to interact with child at home.</p>	<p><b>Toddlers</b></p> <p>Toddlers will show increasing ability to attend to people, objects, and activities in order to extend or complete an activity.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Follow the curriculum with fidelity.</li> <li>-Provide intentional interactions during play times.</li> <li>-Provide specific praise and encouragement to complete a task and prolong the task using Quality of Feedback.</li> <li>-Improve teaching practices through the Teachstone online professional development classes and coaching.</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>- attend Developmental Milestones Parent training to learn how to interact intentionally with their child.</li> <li>-Read using provided books and Hello Highlights Magazine.</li> <li>Implement Learning Games.</li> </ul> <p>FSW will encourage parents to attend trainings.</p> <p>Assist parents in creating goals to get child school ready, including specific ways to interact with child at home.</p>	<p><b>Three Year Olds</b></p> <p>The teacher/parent will facilitate interactions with children to help them learn self-regulation. The child will view the teacher/parent as a helpful resource for emotional and behavioral support. Ex: social stories, visuals, role playing, books, and social conversations, etc.</p> <p>The FSW will provide positive parent-child relationships training to increase awareness and skills.</p> <p>The teacher/parent will provide children with opportunities to practice new tasks-completing a puzzle, folding towels, sorting silverware, dressing themselves, eating independently with utensils.</p> <p>The teacher will create a classroom environment that will promote imagination and questioning. Ex. Opened- ended materials, displaying children's work.</p>	<p><b>Four Year Olds</b></p> <p>The teacher will facilitate interactions with children to help them learn self-regulation. The child will view the teacher as a helpful resource for emotional and behavioral support. Ex: social stories, visuals, role playing, books, and social conversations, etc.</p> <p>The FSW will provide positive parent-child relationships training to increase awareness and skills.</p> <p>The teacher/parent will provide children with opportunities to practice new tasks-completing a puzzle, zipping, buttoning, choosing and completing an activity.</p> <p>The teacher will create a classroom environment that will promote imagination and questioning. Ex. Opened-ended materials, displaying children's work.</p>



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<p><b>Social &amp; Emotional Development</b></p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Child will engage in positive relationships with adults and peers.</b></li> <li>• <b>Child will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation).</b></li> <li>• <b>Child will learn to take care of their own needs.</b></li> <li>• <b>Child will manage emotions with the support of familiar adults (EHS).</b></li> </ul>		
<p>Infants</p> <p>Infants will quiet when held and gently rocked or talked to by a familiar adult.</p> <p>Teachers and Parents will:</p> <ul style="list-style-type: none"> <li>-Hold, cuddle, sing, and talk in a calm and soothing tone.</li> <li>-Notice and respond sensitively to words, gestures, and sounds.</li> </ul>	<p>Toddlers</p> <p>Toddlers will look to or seek comfort when distressed and accept reassurance from familiar adult. Older toddler will show a developing ability to cope with stress or strong emotions.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-model strategies such as using the safe place or making noticing statements.</li> <li>-implement Baby Doll Circle Time at least two times a week.</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>-Attend Conscious Discipline Parent Training to learn strategies for helping children handle upset and connect with their child.</li> <li>-Utilize resources (Hello Highlight Books, Activity Boxes, Learning Games) to promote opportunities to develop and promote positive parent/child relationships.</li> </ul> <p>FSA will encourage parents to attend parent trainings throughout the year as well as provide parents ongoing information on promoting positive parenting skills through the newsletter and other handouts.</p>	<p>Three Year Olds</p> <p>Children will participate in familiar routines to build a sense of belonging and gain self- confidence as they initiate longer interactions.</p> <p>Teachers will create a positive environment that supports the diversity of all students while modeling appropriate behaviors and engaging in positive interactions that support calming strategies and self-regulation.</p> <p>Teachers will anticipate children’s behavior and engage and redirect when needed to support children’s social-emotional needs.</p> <p>Empower Parents to provide information to the teacher about cultural celebrations and customs within the family. Parents will also provide one on one positive interactions with their child to promote and identity feelings and emotions.</p> <p>Pilot Baby Doll Circle Time for children to form relationships and make connections with their feelings.</p>	<p>Four Year Olds</p> <p>Children will participate in familiar routines to build a sense of belonging and gain self- confidence as they initiate longer interactions.</p> <p>Teachers will create a positive environment that supports the diversity of all students while modeling appropriate behaviors and engaging in positive interactions that support calming strategies and self-regulation.</p> <p>Teachers will anticipate children’s behavior and engage and redirect when needed to support children’s social-emotional needs.</p> <p>Empower Parents to provide information to the teacher about cultural celebrations and customs within the family. Parents will also provide one on one positive interactions with their child to promote and identity feelings and emotions.</p>



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<p><b>Language &amp; Literacy</b></p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Language Goal- Child will develop strong receptive and expressive language skills in order to establish meaningful relationships and connections with others and the world around them.</b></li> <li>• <b>Literacy Goal- Child will increase literacy skills in order to establish a strong foundation for reading and writing.</b></li> </ul>		
<p>Infants</p> <p><b>Language:</b> Infants will explore sounds such as “ma-ma” or “ba-ba” and initiate and participate in conversations by babbling and using gestures.</p> <p><b>Language:</b> The teacher and parents will: -Notice and respond to infants’ gestures and sounds. -Talk about daily actions and routines. (“Now it is time for a bottle”). -Name objects in the environment, especially when they show interest. -Watch and imitate older infant’s attempt at making sounds. -Notice and repeat the words.</p> <p><b>Literacy:</b> The infant will listen and attend to culturally and linguistically familiar words in rhymes or songs.</p> <p>The teacher will: -Sing songs and nursery rhymes to the infants. -Incorporate Mighty Minutes and I Love You Rituals into daily routine.</p> <p>The parents will: -Sing songs to infants.</p>	<p>Toddlers</p> <p><b>Language:</b> Toddlers will engage in conversations with others.</p> <p><b>The teachers will:</b> -Notice and support when toddlers put words together by repeating their words and adding more. -Speak in clear and complete sentences and use eye contact. -Talk about and comment about what you and toddlers do, see, and feel throughout the day. - Improve teaching practices through the Teachstone online professional development classes and coaching.</p> <p><b>Parents will:</b> -Notice and support when toddlers put words together by repeating their words and adding more. -Speak in clear and complete sentences and use eye contact. -Talk about and comment about what you and toddlers do, see, and feel throughout the day.</p> <p><b>FSW will:</b> -Encourage parents to attend trainings.</p>	<p>Three Year Olds</p> <p>The child knows first/last name, age, parents name and sex.</p> <p>Nursery rhymes/I love you rituals will be utilized by parents. The parents will recite with their child and draw child’s attention to language and literacy. Add simple instructions/activity for parents to follow.</p> <p>The teacher will use a large speaking vocabulary and add new words daily through books, songs, and finger plays.</p> <p>Language and Literacy apps handout will be made available to parents.</p> <p>The FSW will promote books from their lending library that are available to the parents that support language and literacy skills. Add simple instructions/activity for parents to follow.</p> <p>Teachers will look at individual child data to drive small group instruction for language and literacy</p> <p>When conferencing with the parent, the teacher will provide CLI Assessment</p>	<p>Four Year Olds</p> <p>The child knows first/last name, age, parents name and sex.</p> <p>Nursery rhymes/I love you rituals will be utilized by parents. The parents will recite with their child and draw child’s attention to language and literacy. Add simple instructions/activity for parents to follow.</p> <p>The child will respond appropriately to complex statements, questions, vocabulary, and stories.</p> <p>Language and Literacy apps handout will be made available to parents.</p> <p>The FSW will promote books from their lending library that are available to the parents that support language and literacy skills. Add simple instructions/activity for parents to follow.</p> <p>Teachers will look at individual child data to drive small group instruction for language and literacy.</p> <p>When conferencing with the parent, the teacher will provide CLI Assessment results and provide parents with CLI</p>



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<p>-Tell nursery rhymes or songs/poems/stories reflective of the family.</p>	<p>-Assist parents in creating goals to get child school ready, including specific ways to interact with child at home.</p> <p><b>Literacy:</b>          Toddlers will attend to, repeat, and use some rhymes, phrases, and refrains from stories and songs.</p> <p>The teachers will:          -Read books daily with children.          -Implement the curriculum with fidelity.          -Use I Love You Rituals and poems/songs with the children.</p> <p>The parents will:          -Read to their child regularly.          -Sing songs with their child.          -Use songs/poems/I Love You Rituals provided by teachers.</p> <p>The FSW will:          -Encourage parents to use the Lending Library.          -Help parents obtain a library card and frequent the local public library.</p>	<p>results and provide parents with CLI Engage Activities to focus on language and literacy skills.</p> <p>The teacher will use language and literacy activities during transition times while ensuring active supervision.</p> <p>The teacher will provide language and literacy, kindergarten transition activities to parents.</p>	<p>Engage Activities to focus on language and literacy skills.</p> <p>The teacher will use language and literacy activities during transition times while ensuring active supervision.</p> <p>The teacher will provide language and literacy, kindergarten transition activities to parents.</p>
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<b>Cognition &amp; General Knowledge</b>	<b>Goals:</b> <ul style="list-style-type: none"> <li>• <b>Child learns to use a variety of strategies in solving real world situations.</b></li> <li>• <b>Child will be able to manipulate numbers by counting and naming.</b></li> </ul>		
<p><b>Infants</b></p> <p>Infants will attend to quantity in play with objects, such as reaching or looking for more than one object. Uses a few basic words to refer to change in the amount of objects, such as asking for more or saying “all gone” when plate is empty.</p> <p>Teachers will :</p> <ul style="list-style-type: none"> <li>-model and make noticing statements related to quantity throughout the daily routines.</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>-model and make noticing statements related to quantity throughout the daily routines.</li> </ul> <p>FSW will encourage parents to attend trainings. Assist parents in creating goals to get child school ready, including specific ways to interact with child at home.</p>	<p><b>Toddlers</b></p> <p>Toddlers will use language to refer to quantity such as using some number words or signs to identify small amounts. Using other words to refer to quantity such as “a little”, “too much”, or “a lot”.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- model and make noticing statements related to quantity throughout the daily routines</li> <li>-provide opportunities for hands on practice with quantifying using the curriculum resources.</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>-model and make noticing statements related to quantity throughout the daily routines.</li> </ul> <p>FSW will encourage parents to attend trainings. Assist parents in creating goals to get child school ready, including specific ways to interact with child at home</p>	<p><b>Three Year Olds</b></p> <p>The teacher will incorporate counting into everyday activities, such as counting songs and physical activities.</p> <p>The teacher will model counting out loud by starting with 1.</p> <p>The teachers will provide opportunities for complex questioning through student experimentation and investigation.</p> <p>The teacher will use technology to provide instruction to meet the needs of all learners. ex: Jack Hartman body movement ( uses visual, auditory, and kinesthetic approaches)</p> <p>The parent will play counting games using real world applications through daily activities such as (using everyday household items, coins, laundry sorting, table setting)</p> <p>The FSW will encourage parents to check out books from the lending library regarding problem solving situations.</p> <p>The FSW will suggest websites/apps parents can use with students.</p>	<p><b>Four Year Olds</b></p> <p>The teacher will incorporate counting into everyday activities, such as counting songs and physical activities.</p> <p>The teacher will model counting out loud by starting with 1.</p> <p>The teacher will model counting out loud by starting with a number other than 1.</p> <p>The teachers will provide opportunities for complex questioning through student experimentation and investigation.</p> <p>The teacher will use technology to provide instruction to meet the needs of all learners. ex: Jack Hartman body movement ( uses visual, auditory, and kinesthetic approaches)</p> <p>The parent will play counting games using real world applications through daily activities such as (using everyday household items, coins, laundry sorting, table setting)</p> <p>The FSW will encourage parents to check out books from the lending library regarding problem solving situations.</p> <p>The FSW will suggest websites/apps parents can use with students.</p>



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		<p>The FSW will include activities pertaining to math/science in a parent monthly newsletter.</p>	<p>The FSW will include activities pertaining to math/science in a parent monthly newsletter.</p>
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<p><b>Perpetual, Motor, and Physical Development</b></p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Child will demonstrate control using fine motor movements using various materials.</b></li> <li>• <b>Children will demonstrate increasing control, strength and coordination of small muscles (EHS).</b></li> <li>• <b>Child will demonstrate control, strength and coordination using large muscles for movement and position.</b></li> </ul>		
<p>Infants</p> <p>Infants will use increasingly refined grasps matching the grasp to the task, such as using and index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.</p> <p>Teacher and parents will:</p> <ul style="list-style-type: none"> <li>-Provide opportunities for infants to feed themselves.</li> <li>-Provide toys that encourage exploration and allow for using hands to pick up and drop.</li> </ul>	<p>Toddlers</p> <p>Toddlers will use fingers and whole-arm movements to manipulate and explore objects.</p> <p>Teachers will encourage fine motor development by providing activities such as playdoh, tearing papers, cutting with scissors, markers, crayons, and paint, and other sensory experiences.</p> <p>Teachers will provide appropriate fine motor materials such as puzzles, nesting cups, pegs and pegboards, linking toys, and other manipulatives.</p> <p>Parents will:</p> <ul style="list-style-type: none"> <li>-Provide toddlers with opportunities to use playdoh, crayons or other writing materials at home.</li> <li>-Parents will allow toddlers feed themselves using utensils</li> </ul> <p>FSA will provide parents with information on activities for home as well as help parents access needed supplies.</p>	<p>Three Year Olds</p> <p><b>Fine Motor:</b> Child will use hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together, use pincer grip to hold and manipulate tools for writing, drawing, and painting, and use coordinated movements to complete tasks, such as cutting along a line, pouring, or buttoning.</p> <p>Teacher will provide real life opportunities throughout the day for the child to use fine motor skills such as folding paper, tearing paper, opening a fork wrapper, picking up a cheerio during snack time. Child adjusts grasps for different items such spoon, paint brush, marker or toothbrush.</p> <p>Parents can be encouraged to draw a shape and let the child place beans, cheerios etc. on the outline of the shape, as well as encourage the child to draw school/family events.</p> <p><b>Gross Motor:</b> Child will engage in different activities that require hopping, galloping, kicking a ball, walking on a balance beam, and/or tiptoeing.</p>	<p>Four Year Olds</p> <p><b>Fine Motor:</b> Child will use hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together, use pincer grip to hold and manipulate tools for writing, drawing, and painting, and use coordinated movements to complete tasks, such as cutting along a line, pouring, or buttoning.</p> <p>Teacher will provide real life opportunities throughout the day for the child to use fine motor skills such as folding paper, tearing paper, opening a fork wrapper, picking up a cheerio during snack time. Child adjusts grasps for different items such spoon, paint brush, marker or toothbrush.</p> <p>Parents can be encouraged to draw a shape and let the child place beans, cheerios etc. on the outline of the shape, as well as encourage the child to draw school/family events.</p> <p><b>Gross Motor:</b> Child will engage in different activities that require hopping, galloping, kicking a ball, walking on a balance beam, and/or tiptoeing.</p>



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		<p>Teacher will engage children in large gross motor activities that will show them how to coordinate movements and actions for a purpose.</p> <p>Parents will be encouraged to participate and be active in the gross motor development of their child. This would include, but not be limited to: running, hopping, galloping, kicking a ball, walking on a balance beam, and/or tiptoeing.</p> <p>FSW can assist parents in accessing tips and ideas to help young children develop positive active play behaviors from the National Head Start website – Early Childhood Learning &amp; Knowledge Center: <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/healthy-active-living">https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/healthy-active-living</a> This resource is designed to provide families with School Physical educational tools to support the area of gross motor in children.</p>	<p>Teacher will engage children in large gross motor activities that will show them how to coordinate movements and actions for a purpose.</p> <p>Parents will be encouraged to participate and be active in the gross motor development of their child. This would include, but not be limited to: running, hopping, galloping, kicking a ball, walking on a balance beam, and/or tiptoeing.</p> <p>FSW can assist parents in accessing tips and ideas to help young children develop positive active play behaviors from the National Head Start website – Early Childhood Learning &amp; Knowledge Center: <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/healthy-active-living">https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/healthy-active-living</a> This resource is designed to provide families with School Physical educational tools to support the area of gross motor in children.</p>
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