Community Services of Northeast Texas
School Readiness Goals
2024 - 2025

Approaches to Learning

Goal: Children will follow classroom rules and routines with increasing independence.
Early Learning Outcomes Framework: Approaches to Learning Domain: Goal Infant/Toddler-ATL-2; Goal Preschool-ATL-2 thru Goal P-ATL-8.
Texas Pre- Kindergarten Guidelines: Social and Emotional Domain: Goal I.A.4.

Objective: 90% of the children will meet or exceed expectations demonstrating following classroom rules and routines with increasing independence.

Implementation Strategies
- Staff will establish classroom rules beginning the first day of classroom instruction.
- Staff will model/ demonstrate classroom rules and routines.
- Staff will give children opportunities to demonstrate knowledge and understanding of rules and routines.

Cognitive Mathematics Development

Goal: Children will develop sense of number and quantity.

Early Learning Outcomes Framework: Mathematics Development Domain: Goal Infant/Toddler- IT-C-8; Goal Preschool-Math-1 thru Goal P- Math-5
Texas Pre- Kindergarten Guidelines: Mathematics Domain: Goal V.A.1. – Goal V.A.8.

Objective: *40% of Infants/Toddlers will meet or exceed expectations in sense of number and quantity.*
    50% of the 3-year-old children will meet or exceed expectations in sense of number and quantity.
    . 60% of the 4-year-old children will meet or exceed expectations in sense of number and quantity.

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Implementation Strategies

- Staff will utilize a variety of materials for children to count.
- Staff model counting out loud by starting with 1 and counting throughout the day.
- Staff will use language to refer to quantity. (number of words, or signs to identify small amounts, or using other words referring to quantity, such as little, too much or a lot).
- Staff will look at individual child data to drive small group instruction and use CIRCLE activities for math concept skills.
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Language and Literacy

Language and Literacy Goal: Children will identify letters and make connections between letters, sounds and print.
Early Learning Outcomes Framework: Language and Communication Domain: Goal Infants/Toddlers-LC-7 thru IT-LC-11; Goal Preschool-LIT 1 thru P-LIT 3.
Texas Pre- Kindergarten Guidelines: Phonological Awareness: Goal II.I. B.1 thru III. B. 8. Alphabet Knowledge: III. C.1 thru III. C. 3.

Objective: 45% of the infants/toddler's children will identify letters and make connections between letters, sounds and print.
45% of the 3-year-old children will identify letters and make connections between letters, sounds and print.
60% of the 4-year-old children will identify letters and make connections between letters, sounds and print.

Implementation Strategies

- Staff will look at individual child data to drive small group instruction and use CIRCLE activities for language and literacy.
- Staff utilizes the letter wall with advanced vocabulary for theme units.
- Staff give children opportunities to play with words and sounds in songs.
- Staff will sing songs and recite nursery rhymes

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Perceptual, Motor, and Physical Development

Goal: Children will demonstrate control of large and small muscles for movement, coordination, and balance.
Early Learning Outcomes Framework: Perceptual, Motor, and Physical Development Domain: Goal Infants/Toddlers-PMP 3; Goal Preschool-PMP 1
Texas Pre- Kindergarten Guidelines: Physical Development Domain: Goal IX.A.2.

Objective: 100% of Infants/Toddlers will coordinate movement and action with a purpose.
100% of the 3-year-old children will meet or exceed expectations demonstrating control, movement, coordination, and balance of large and small muscles.
100% of the 4-year-old children will meet or exceed expectations demonstrating control, movement, coordination, and balance of large and small muscles.

Implementation Strategies

- Staff uses a variety of gross motor activities in the classroom.
- Staff will utilize *I Am Moving, I Am Learning*.
- Staff will spend time engaged in gross motor play in the classroom, gym and outdoors to gain gross motor manipulative skills.
- Staff will guide children on the process of how to open and close hands (e.g., by using clothes pins, stress balls and/or tongs leading to cutting with scissors).

Social and Emotional Development

Goal: Children will demonstrate interact with peers, cooperating and solving social problems.
Early Learning Outcomes Framework: Social and Emotional Development Domain: Goal Infants/Toddlers-SE-4
Goal Preschool-SE 3

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Texas Pre- Kindergarten Guidelines: Social and Emotional Development Domain: Goal I.B 1.c

Objective: *70% of Infants/Toddlers will show increasing interest in interacting with other children.*
        80% of the 3-year-old children will meet or exceed expectations in demonstrating self- regulating skills with occasional reminders or assistance from the teacher.
        90% of the 4-year-old children will meet or exceed expectations in demonstrating self- regulating skills with occasional reminders or assistance from the teacher.

Implementation Strategies

- Staff plans activities with the children that promote connection and self-control, including Conscious Discipline Strategies (Example: Feeling buddies, I Love You Rituals, Shubert Books).
- Staff establishes consistent and developmentally appropriate classroom routines and rules with children input.

Parent Goal

Goal: Families will work with child/children to complete weekly Home Activities.
Early Learning Outcomes Framework: Social and Emotional Development Domain: Goal Infants/Toddlers-SE-1; Goal Preschool-SE 1
Texas Pre- Kindergarten Guidelines: Social and Emotional Development Domain: Goal I.C.3.

Objective: 80% of all parents will work with their child/children to complete Home Activities.

Implementation Strategies

- Staff will send Activities home on Tuesday and Thursday of each week.
- Parents will sign how many minutes spent with child.
- Parents will sign Home Activities Form indicating activity has been completed.

*Created 04/24/24 * Denotes Head Start Early Learning Outcomes Framework and Texas Pre-Kindergarten Guidelines Alignment*

Justification Head Start Education Curriculum, Assessments, Coaching/Mentoring Tool, & Developmental Screeners Grant #06CH011282/06	
Date	Description
5/28/2024	CSNT Head Start School Readiness Committee discussed and approved the following curriculums, assessments, and developmental screeners for the new Five-Year Grant Project Period:

Education Curriculum

Frog Street Pre-K - No change from last year. This is a State Adopted Curriculum as well as a Head Start research-based curriculum. When comparing the costs associated with changing curriculums as well as this curriculum being available for infants through Pre-K, this was the best option for the program. The Curriculum Director is also a Trainer-of-Trainers for this curriculum and this assists with the fidelity of the curriculum.

Frog Street Threes - No change from last year. See the statement above.

Frog Street Toddlers - No change from last year. See the statement above.

Frog Street Infants - No change from last year. See the statement above.

Developmental Screeners

Dial 4 – Speed Dial – No change from last year. Staff have been trained on implementing this screener, so there will be not costs associated with training staff on a new implementing a new screener. This screener is electronic and the teachers will now be able to screen their students and get their results immediately. Data can be tracked by program, classroom, and student. This developmental screener will be used for Head Start only.

Ages & Stages (ASQ 3rd Edition) – No change from last year. Staff have been trained on implementing this screener for EHS students, so there will be no costs associated with training staff on a implementing a new screener. This developmental screener will be used for Early Head Start only.

Student Assessments

CLi Engage Pre-K Circle Assessment - No change from last year. Staff have been trained on implementing this screener, so there will be not costs associated with training staff

on a new implementing a new screener. This screener is developed by the State of Texas and covers all of the Head Start Early Learning Outcomes Framework as well as the State guidelines. There is no cost to the program for using this assessment. It is also the assessment that is used by the Partnership School Districts.

CLi Engage Three's Circle Assessment - No change from last year. See statement above.

CLi Engage Developmental Milestones Assessment - No change from last year. See statement above.

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Coaching/Mentoring Tool – Professional Development Suites

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Coaching Companion – The new professional development tool for classroom staff will be the Coaching companion. This Professional Development Tool for classroom staff can be used for mentoring and/or coaching. The videos that are part of the learning suites will be used to strengthen best practices it the classrooms and will be used for CLASS mentoring. This new tool is developed by the Office of Head Start and is provided through ECKLC at no cost to the program. This tool will be used with Head Start and Early Head Start Programs.

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All of the curriculums/screeners/assessments/Coaching-Mentoring Tools listed above were approved by the School Readiness Committee

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