## CAPITAL AREA HEAD START SCHOOL READINESS GOALS

### Early Head Start and Head Start

**Ages 0 - 5**

*Capital Area Head Start believes* school readiness involves children being ready for life. Children from birth through age five develop secure relationships, knowledge and skills that enable them to successfully transition into preschool or into kindergarten with both family and staff support. CAHS school readiness goals are global goals for all children and parents in our program, and are in addition to developing individual child and family goals in partnership with parents. CAHS has school readiness goals in each of five essential domains: Approaches to Learning, Social and Emotional Development, Physical Development and Health, Language and Literacy, and Cognition and General Knowledge. They are based on child development milestones as reflected in our research based curricula (High Scope and Partners for a Healthy Baby), assessment tool (High Scope Child Observation Record: COR Advantage), screening tool (Ages and Stages), Pennsylvania Early Learning Standards, and the Head Start Child Development and Early Learning Framework. Capital Area Head Start’s school readiness goals were developed with input from staff in all service areas, school districts and parents, and with careful consideration of child outcomes. This document will be refined and revised as needed with additional input for each program year.

### Approaches to Learning

**Being interested and engaged in the learning process**

- Children will choose and intentionally plan to participate in activities that are interesting and meaningful to them. They will engage in these activities with attention and persistence.

- Children will demonstrate simple problem solving approaches. They will begin to seek solutions to a problem using critical thinking skills to recognize and analyze the problem.

- Children will demonstrate increasing ability to form mental pictures and communicate details of their experiences.

**Families** will learn and use new ways to promote learning during naturally occurring events / routines.

### Social Emotional Development

**Developing a healthy self-concept and relationships**

- Children will become increasingly aware of how their actions affect others.

- Children will demonstrate healthy and appropriate attachments and secure relationships with adults.

- Children will be able to recognize and name their emotions, and increase in their ability to regulate emotions, impulses and behavior.

- Children will demonstrate an age appropriate interest in other children and develop their ability to form relationships with other children.

- Children will be able to resolve conflicts with decreasing levels of adult support.

**Families** will build upon positive relationships with their children helping children to develop an understanding of their own and other people’s feelings and to regulate their behaviors. **Families** will help children understand their valued role as a family member (sister, son, daughter, brother, grandchild) and take on age-appropriate responsibilities that contribute to family life with this role.

### Physical Well-being and Motor Development

**Using and controlling the body**

- Children will develop increasing control, coordination and balance in activities and movement involving their large muscles (legs, arms and trunk).

- Children will develop increasing control and of their fine motor movements in performing tasks with fingers/hands.

- Children will demonstrate understanding and age appropriate participation in a range of daily health and safety routines, activities and tasks.

**Families** will demonstrate increased knowledge and understanding of preventative practices and follow-up for special health needs/care plans/treatment that lead to positive health outcomes for children.

### Language and Literacy

**Understanding and using language**

- Children will recognize sounds in their environment. They will increasingly be able to recognize sounds of language and begin to associate them with letter sounds.

- Children will demonstrate ability to make marks on paper, then to make letter-like forms, leading to ability to string letters together to form words.

- Children will use increasingly complex communication/ language/ vocabulary to express needs and ideas.

- Children will exhibit comprehension of spoken and written language and begin to associate them with their valued role as a family member (sister, son, daughter, brother, grandchild) and take on age-appropriate responsibilities that contribute to family life with this role.

**Families** will support the child’s development of their home language as the child progresses in acquiring English.

### Cognitive and General Knowledge

**Gathering information to develop thinking skills and solve problems**

- Children will progress from an understanding of oneness to number words and quantity.

- Children will learn about who they are and how they fit into the diverse worlds of family, school and community.

- Children will explore materials, ask questions, test out their ideas, make predictions and give reasons for the results.

**Families** will work towards identified goals.