

## **L.B.J. & C. Head Start School Readiness Goals**

L.B.J. & C. Head Start developed the following school readiness goals and goal examples to ensure school readiness for the children we serve; to assist them in developing the skills, knowledge and attitudes necessary for success in school; and for later learning in life. These goals were developed using The Head Start Early Learning Outcomes Framework, Tennessee Early Learning Standards, and local school districts expectations, and input from the Policy Council, Board of Directors, and Education Advisory. The Advisory has a broad representation that includes Education staff, parents, local elementary school representatives, community representatives, mentor coaches, Assistant Head Start Director and Head Start Director. Our mission is to partner with the family and community to help children and families prepare for school.

### **Approaches to Learning Goals:**

1. Children will increase their listening, sharing, and turn taking skills with their peers and adults.
2. Children will display their creativity through art, music, and movement.
3. Children will utilize dramatic roles to portray stories.
4. Children will make discoveries and initiate learning on their own.
5. Children will develop a sense of wonder, a willingness to participate, persistence in their efforts, and the ability to connect past learning to new situations.

### **Social and Emotional Development Goals:**

1. Children will recognize their feelings and manage them appropriately.
2. Children will follow classroom rules, directions, and routines.
3. Children will be able to adjust to new situations.
4. Children will exhibit appropriate emotional behaviors.
5. Children will demonstrate self-awareness, direction, and independence.
6. Children will establish and demonstrate a positive relationship with peers and adults.

### **Language and Literacy Goals:**

1. Children will have knowledge of the alphabet.
2. Children will explore the world of reading.
3. Children will acquire new words to enhance their conversational vocabulary.
4. Children will understand following directions.
5. Children will inquire as well as respond to questions.
6. Children will have an understanding of story composition (beginning, middle, end, cover, publisher, author, etc.).
7. Children will write letters and words.
8. DLL children will have opportunities to comprehend English as a spoken language, as well as their home language.
9. DLL children will have opportunities to express themselves in their home language as well as in English.

### **Cognition Goals:**

1. Children will demonstrate the use of math in everyday routines to count, compare, identify, add/subtract, sort, pattern, and measure.
2. Children will demonstrate the ability to recognize, understand, analyze a problem, and draw on knowledge or experience to seek solutions to a problem.
3. Children will demonstrate the ability to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.
4. Children will demonstrate the understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.
5. Children will develop knowledge while talking about and using technology.

### **Perceptual, Motor, and Physical Development Goals:**

1. Children will become self-sufficient in their personal needs.
2. Children will develop early health habits to support physical wellbeing, use of their bodies, muscle control, and appropriate nutrition, exercise, hygiene, and safety practices.
3. Children will demonstrate large motor control, balance, and coordination.
4. Children will demonstrate fine motor dexterity and control with hand-eye coordination.

## **School Readiness and On-Going Assessment**

L.B.J.& C. Head Start selected Galileo G3 assessment as its ongoing assessment system to track the progress and development for children 3 to 5 years old. Galileo Online is fully aligned with and designed to support systematic implementation of *The Head Start Early Learning Outcomes Framework*. Galileo is a researched-based online educational management system currently used by agency staff to support a collaborative, data driven and goal-directed approach to promoting positive child outcomes for children 3 to 5 years old.

Research shows that the social, physical, and cognitive environments that a child is exposed to in the first years of life have a lasting impact on how a child develops. The capabilities that children acquire during their formative preschool years have a profound effect on their successful transition to school, as well as on maintaining success while attending school.

One of the fundamental goals of Assessment Technology Incorporated (ATI) is to assist programs in meeting the school readiness needs of children. To help programs target these valued educational goals, ATI has created the *Galileo School Readiness Scales*.

### **What are the Galileo School Readiness Scales?**

The *Galileo School Readiness Scales* are a set of reporting tools that consist of capabilities from the essential areas of learning and development reflected in the Galileo G3 assessment scales. The capabilities on these scales reflect valued school readiness goals the program uses to report the progress that children are making in getting ready for successful entry into kindergarten.

### **How were the goals on the Galileo School Readiness Scales selected?**

In choosing which capabilities to include on the *Galileo School Readiness Scale* for 3- through 5-year-olds, ATI analyzed the specific goals in *The Head Start Early Learning Outcomes Framework* (ages Birth to 5), various state early learning standards, and Common Core Kindergarten Standards. Those capabilities that were common among the Framework and standards were identified as the agreed-upon essential performance objectives for preschool-age children transitioning into kindergarten.

**Are the Galileo School Readiness Scales aligned to The Head Start Early Learning Outcomes Framework (ages Birth to 5) and if so, what domains are included in the Galileo School Readiness Scales?**

Yes. The *Galileo School Readiness Scales* are made up of capabilities that are automatically linked to the skills articulated in the Galileo G3 assessment scales. The Galileo G3 assessment scales align to the domains and domain elements outlined in *The Head Start Early Learning Outcomes Framework* (ages Birth to 5). The *Galileo School Readiness Scales* are organized into five knowledge areas: *Cognition and General Knowledge*, *Language and Literacy*, *Approaches to Learning*, *Social and Emotional Development*, and *Physical Development and Health*. Following are statements show how the school readiness knowledge areas align with the Galileo G3 assessment scales and the essential domains outlined in *The Head Start Early Learning Outcomes Framework*.

Galileo G3 Assessment, Galileo Curriculum, and the Galileo Parent Corner are used to promote school readiness by:

- Providing assessment information that is “reliable and valid; developmentally, linguistically, and culturally appropriate for the populations served; and aligned with the Framework.”
- Assessing children’s progress on an ongoing basis and aggregating and analyzing data three times a year to make changes that can make meaningful school readiness differences for currently enrolled children.
- Aggregating and analyzing child assessment data three times a year to demonstrate agency, center, class, and individual child progress using norms and criterion references.
- Using ongoing assessment information to individualize each child’s continuing development and learning, and in accessing each child’s progress on an ongoing basis across the thirteen domains of learning.
- Examining the data for patterns of progress for groups of children to revise or develop and implement plans for program improvement. Program improvements may include professional development adjustments, including specificity, intensity, frequency, and type of training; improving communication and engagement with families; intensifying curriculum supports or implementation; or other similarly responsive efforts based on the analysis of program data.
- Examining various patterns of progress and outcomes (achieved goals) for groups of children served by the program to revise or develop and implement plans for program improvement.
- Implementing a fully integrated assessment, curriculum, and reporting system that links assessment, planning, individualization and the documentation of progress to *The Head Start*

*Early Learning Outcomes Framework, Core Kindergarten Standards and Tennessee Early Learning Developmental Standards.*

- Promoting parent family engagement by providing parents access to up-to-date information about their child's learning and classroom experiences.
- Providing opportunities to increase parent family engagement with their child by using the Times for Learning Library. This library houses numerous activities that parents can use with their children at home.