

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 Committee. The Education Advisory Committee 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 has selected Teaching Strategies GOLDFinch as its ongoing assessment system to track the progress and development of children ages 3 to 5. GOLDFinch is fully aligned with and designed to support the systematic implementation of the Head Start Early Learning Outcomes Framework (ELOF). GOLDFinch is a research-based, observation-driven, online educational management system used by agency staff to support a collaborative, data-driven, and goal-directed approach to promoting positive child outcomes.

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

One of the fundamental goals of Teaching Strategies is to assist programs in meeting the school readiness needs of children. GOLDFinch provides a comprehensive, ongoing assessment system that integrates seamlessly with The Creative Curriculum and aligns with widely accepted early learning standards.

What is Teaching Strategies GOLDFinch?

Teaching Strategies GOLDFinch is an authentic, ongoing, observation-based assessment tool that supports educators in documenting children's growth across multiple developmental areas. It aligns with the ELOF, Tennessee Early Learning Developmental Standards, and Common Core Kindergarten Standards, providing a shared set of school readiness goals for preschool-age children transitioning into kindergarten.

How are the school readiness goals determined?

The school readiness goals used within GOLDFinch are derived from the Head Start Early Learning Outcomes Framework, state early learning standards, and Common Core Kindergarten Standards.

These goals are embedded in The Creative Curriculum's objectives for development and learning, ensuring a consistent, evidence-based approach to preparing children for school success.

Alignment to the ELOF

GOLDFinch is fully aligned with the ELOF. It organizes objectives into the following domains:

- Social–Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics
- Science & Technology
- Social Studies
- The Arts
- English Language Acquisition (as applicable)

These objectives are embedded within the Creative Curriculum daily plans and routines, ensuring that assessment and instruction are intentionally connected.

School Readiness and Assessment Practices

The Creative Curriculum and Teaching Strategies GOLDFinch are used to promote school readiness by:

- Providing assessment information that is reliable, valid, developmentally appropriate, linguistically and culturally responsive, and aligned with the ELOF.
- Assessing children's progress on an ongoing basis and aggregating/analyzing data three times a year (fall, winter, spring) to make instructional adjustments that positively impact school readiness for currently enrolled children.
- Aggregating and analyzing child assessment data at the agency, center, classroom, and individual levels to monitor progress using developmental progressions and widely held expectations.
- Using ongoing assessment information to individualize learning experiences for each child across all domains of development and learning.
- Reviewing patterns of progress for groups of children to inform program improvement efforts, which may include adjusting professional development, strengthening family engagement, or enhancing curriculum supports.
- Implementing a fully integrated system that links assessment, curriculum, lesson planning, and progress documentation to the ELOF, Core Kindergarten Standards, and Tennessee Early Learning Developmental Standards.
- Promoting parent and family engagement by providing parents with regular updates on their child's progress and sharing learning activities that can be done at home.
- Providing opportunities for families to extend learning beyond the classroom through family engagement activities connected to Creative Curriculum and GOLD objectives.