

School Readiness Goals 0-5

The School Readiness Goals were developed with consideration of previous child outcome data from SmartTeach, CLASS, PBIS assessments, and input from families, higher education and elementary school partners.

The goals are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF), and Oregon Early Learning Foundations (ECF). Staff will continue to communicate with school districts in their area to understand the expectations for children entering kindergarten.

Families engage in plans to improve their children's school readiness via parent participation in the Early Childhood Advisory Committee, parent meetings, home visits, and parent-teacher conferences.

Goals are identified for program-wide focus; however, we start with where children are, then individualize and support their growth toward these benchmarks. Ninety percent of children who have been in a Head Start Program for an entire year (three checkpoints) will perform within the Widely Held Expectations in six SmartTeach domains.

In addition, children transitioning from EHS to HS and children entering kindergarten will meet the following school readiness benchmarks as identified in the essential domains of the Head Start Learning Outcomes Framework/Oregon Early Foundations and related Common Core State Standards (CCSS).

Central Domain: Approaches to Learning
The Approaches to Learning domain incorporates emotional, behavioral, and cognitive self-regulation under a single umbrella to guide teaching practices that support the development of these skills. The domain also includes initiative, curiosity, and creativity. Supporting children's skills in this domain helps children acquire knowledge, learn new skills, and set and achieve goals. They learn to successfully navigate learning experiences that are challenging, frustrating, or simply take time to accomplish. How children engage in learning influences development in all domains and directly contributes to success in school.
EHS Goal: Infants and toddlers will demonstrate an increasing capacity to concentrate, to persist, and to become involved in what they are doing, as well as following everyday routines and transitions. They will be supported by responsive, nurturing and engaging adult interactions.
HS Goal: Children will manage emotions, actions, words, and behavior with increasing independence. Children will follow classroom rules, routines, and respond to signals for

transition with occasional reminders from adults. They will maintain focus and sustain attention with minimal adult support.

ELOF Goals	ODE Goals	SmartTeach Objectives	
IT – ATL – 1 IT-ATL-2 IT – ATL – 2 & 5	Emotional and Behavioral Self-Regulation Goal 1 Emotional and Behavioral Self-Regulation Goal 2 Emotional and Behavioral Self-Regulation Goal 3	Regulates own emotions and behaviors	
		1 a. Manages Feelings	Level 4 – Comforts self by seeking out special object or person
		1 b. Follows Limits & Expectations	Level 4 – Accepts redirection from adults
		1 c. Takes Care of Own Needs Appropriately	Level 4 – Seeks to do things for self
IT – ATL – 3-4	Cognitive Self-Regulations Goal 2	Demonstrates positive approaches to learning	
		11 a. Attends and Engages	Level 4 – Sustains interest in working on a task, especially when adults offer suggestions, questions and comments
P – ATL – 1 & 4-5 P-ATL-2 & 3 P – ATL – 2-4	Emotional and Behavioral Self-Regulation Goal 1 Emotional and Behavioral Self-Regulation Goal 2 Emotional and Behavioral Self-Regulation Goal 3	Regulates own emotions and behaviors	
		1 a. Manages Feelings	Level 6 – Is able to look at a situation differently or delay gratification
		1 b. Follows Limits & Expectations	Level 6 – Manages classroom rules, routines, and transitions with occasional reminders
		1 c. Takes Care of Own Needs	Level 6- Demonstrates confidence in meeting own needs appropriately
P – ATL – 6 & 10	Cognitive Self-Regulating Goals 2	Demonstrates positive approaches to learning	

	11 a. Attends and Engages	Level 6 – Sustains work on age appropriate, interesting tasks; can ignore most distractions and interruptions
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Central Domain: Social and Emotional Development			
<p>Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children. Children who develop trusting relationships with adults are able to more fully explore and engage in the world around them because they know that the adults around them will support them in challenging times. Relationships with other children also may develop in the first three years of life. These relationships provide opportunities to practice adult skills learned from adults. These relationships also foster problem-solving skills as young children navigate the difficulties and joys of interacting with another child who has different wants and ideas. These interactions allow children to practice critical social skills such as compromising and sharing. Emotional development refers to a child's ability to express, recognize and manage their own emotions as well as respond appropriately to other's emotions.</p>			
<p>EHS Goal: Infants and toddlers will establish a close, nurturing bond with parents and develop meaningful relationships with teachers and home visitors. They will use different ways to calm or comfort self when upset, and respond positively to emotional support from adults and other children. Infants and toddlers will begin to imitate and engage in play with other children.</p>			
<p>HS Goal: Children will express feelings in ways that are appropriate to the situation, and use a range of coping strategies to manage emotions with increasing independence. Children will engage in and maintain positive interactions, relationships, and cooperative play with other children.</p>			
ELOF Goals	ODE Goals	SmartTeach Objectives	
IT – SE – 1 & 9	Emotional Functioning Goal 3 Relationships with a Trusted Adult Goal 2	Regulates own emotions and behaviors	
		1 a. Manages Feelings	Level 4 – Comforts self by seeking out special object or person
		1 b. Follows Limits & Expectations	Level 4 – Accepts redirection from adults
		1 c. Takes Care of Needs	Level 4 – Seeks to do things for self appropriately
		Establishes and sustains positive relationships	

IT – SE – 1 & 2 IT – SE – 5 IT – SE – 4	Relationships with A Trusted Adult Goal 1 Relationship with Other Children Goal 1 & 2	2a. Forms Relationships with Adults	level 4 – Uses trusted adult as a secure base from which to explore the world
		2 c. Interacts with Peers	Level 3 – Plays near other children; uses similar materials or actions; emerging use of successful strategies for entering groups
		2 d. Makes Friends	Level 2 – Seeks a preferred playmate; shows pleasure when seeing a friend
IT-SE-7	Relationships with other Children Goal 2	Participates Cooperatively and Constructively in Group Situations	
		3a. Balances needs of rights and others	level 2 – Responds appropriately to others expressions of wants
P – SE – 8 P – SE - 10	Emotional Functioning Goal 3 Relationships with a Trusted Adult Goal 2	Regulates own emotions and behaviors	
		1 a. Manages Feelings	Level 6 – Is able to look at a situation differently or delay gratification
		1 b. Follows Limits & Expectations	Level 6 – Manages classroom rules, routines, and transitions with occasional reminders
		1 c. Takes Care of Needs Appropriately	Level 6 – Demonstrates confidence in meeting own needs appropriately
P – SE – 2 P – SE – 3-4	Relationship with Trusted Adult Goal 1 Relationship with Other Children Goal 1 & 2	Establishes and sustains positive relationships	
		2 a. Forms Relationships with Adults	Level 8 – Engages with trusted adults as resources and to share mutual interests.
		2 c. Interacts with Peers	Level 6 – Initiates, joins in, and sustains positive interactions with a small group of two to three children.
		2 d. Makes Friends	Level 6 – Establishes a special friendship with one other child, but the friendship might only last a short while
P-SE- 4	Relationships with other Children Goal 2	Participates Cooperatively and Constructively in Group Situations	
		3 a. Balances needs of rights of self and Others	Level 6 - Initiates the sharing of materials indoors and outdoors.

Central Domain: Language and Literacy

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). Children move from babbling to understanding many words spoken to them and then uttering or signing their first words. Then they begin to learn to speak new words at an amazing pace and use language to express their needs, ask questions and engage in short conversations. Language skills continue to expand and by the end of the preschool period, children speak in adult-like sentences, tell and re-tell stories, use verbal humor, and engage in group discussions.

Language and literacy skills can develop in any language, and for the most part, they develop in the child's home language. Supporting development of the home language helps prepare young children for learning English.

EHS Goal: Infants and toddlers will attend to, understand, and respond to communication and language from others. Infants and toddlers will attend to, repeat, and use some rhymes, phrases, or refrains from stories or songs. They will have frequent opportunities to explore and recognize pictures and some symbols, signs, or words. Infants and toddlers' home language skill will be intentionally supported through intentional teaching practices in partnership with parents, and their dual language skills will be intentionally supported in the context of a language and literacy rich environment.

HS Goals: Children will understand and respond to increasingly complex communication and language from adults and their peers.

Children will demonstrate awareness that spoken language is composed of smaller segments of sound, and will fill in missing rhyming words, as well as generate their own rhymes. Children will identify letters of the alphabet, especially the letters in their name. Dual language learners (DLLs) will demonstrate an increased competency in their home language while developing proficiency in English. As their vocabulary becomes more varied and complex, they will be able to express a broader content of knowledge.

ELOF Goals	ODE Goals	SmartTeach Objectives	
IT– LC – 1	Attending and Understanding Goal 1	Listens to and understands increasingly complex language	
		8 b. Follows directions	Level 5 – Follow simple requests not accompanied by gestures
		8 b. Sigue instrucciones	Level 5 –Sigue pedidos sencillos que no estan acompanados con gestos

P – LC – 2 & 7	Attending and Understanding Goal 1	Listens to and understands increasingly complex language	
		8 b. Follows directions	Level 7 – Follow directions of two or more steps that relate to familiar objects and experiences
		8 b. Sigue instrucciones	Level 7 - Sigue instrucciones de dos o mas pasos, que se relacionan con objetos y experiencias familiares
		Demonstrates progress in listening to and understanding English	
		37. Demonstrates progress in listening to and understanding accompanied by gestures or visual aids	Level 4 – Responds to common English words and phrases when they are English
		Demonstrates progress in speaking English	
		38. Demonstrates progress in	Level 4 – Develops multiword phrases by speaking English using socially interactive terms in English; adds new words to the phrase

Central Domain: Cognition			
Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning.			
EHS Goal: Infants and toddlers will develop a sense of number and counting concepts through active exploration and discovery.			
HS Goal: Children will use math regularly in everyday routines to learn number names, the count sequence, and the relationship between numbers and quantities.			
ELOF Goals	ODE Goals	SmartTeach Objectives	
IT – ATL – 3-4	Cognitive Self-Regulating Goals 2	Demonstrates Positive Approaches to Learning	
		11 a. Attends and Engages	Level 4 – Sustains interest in working on a task, especially when adults offer suggestions, questions and comments
IT – C - 8	Counting and Cardinality Goal 1	Uses numbers concepts and operations	
		20 a. Counts	Level 4 – Verbally counts to 10; counts up to five objects accurately, using one number for each object
P – ATL – 6 & 10	Cognitive Self-Regulating Goals 2	Demonstrates Positive Approaches to Learning	
		11 a. Attends and Engages	Level 6: Sustains work on age-appropriate interesting tasks; can ignore most distractions on interruptions.
P – Math – 1 & 3	Counting & Cardinality Goal 1	Uses number concepts and operations	
		20 a. Counts	Level 6 – Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting