



**Monroe
County Head
Start & Early
Head Start**

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SCHOOL READINESS GOALS

Revised February, 2016

School Readiness Goals:

Domain/Readiness goal:	Extended Goals:	Process:	Assessment
<p>Physical Well-Being and Motor Development:</p> <p>Children and families will recognize and implement healthy and safe habits. This includes eating healthy foods, washing hands with soap, brushing teeth with toothpaste, appropriately dressing, appropriately and safely using objects, providing verbal reason for why these practices are safe and important; and knowledge and practice related to nutrition and food that is healthy.</p>	<p>Community-</p> <ol style="list-style-type: none"> 1. Provide resources of information 2. Provide accessible health care 3. TEAMING FOR LEARNING WITH THE COMMUNITY HEALTH ADVISORY will meet on a regular basis to discuss health issues and services for young children and families. 	<ul style="list-style-type: none"> • Teachers, Assistants, and Home Visitors will continue to monitor physical well-being on regular basis. • Teachers, Assistants, and Home Visitors will provide opportunities for children/families to learn and make healthy choices. The Choosy Program is utilized with Creative Curriculum. • Community members will participate in TEAMING FOR LEARNING WITH THE COMMUNITY HEALTH Advisory on a regular basis. • Families will receive training on healthy habits. • Staff will monitor student records & WVEIS to ensure children receive proper medical care and will assist families with proper follow-up as needed. 	<p>Community-</p> <ol style="list-style-type: none"> 1. Availability 2. Resource Book 3. TEAMING FOR LEARNING WITH THE COMMUNITY HEALTH ADVISORY 4. Wellness Center
	<p>Family-</p> <ol style="list-style-type: none"> 1. Take children to scheduled well child visits 2. Take children to regular dental visits 3. Promote healthy and safe practices 		<p>Family-</p> <ol style="list-style-type: none"> 1. Data tracking system 2. Parent Training
	<p>Preschool/EHS/PAT</p> <ol style="list-style-type: none"> 1. Teacher/ Home Visitor will monitor child's physical well-being ongoing basis. 2. Teacher/Home visitors will provide opportunities for the children to utilize small and large muscle groups through play and physical activities 3. Teachers/Home Visitor will enable children and families by promoting health and safe practices/choices. 		<p>Preschool/EHS/PAT</p> <ol style="list-style-type: none"> 1. Data tracking system 2. Observations 3. Lessons plans
	<p>Children-</p> <ol style="list-style-type: none"> 1. Participate in gross motor activities 2. Demonstrate age appropriate self-help skills (toileting, dressing, etc.) 3. Make healthy choice when given the opportunity 		<p>Children-</p> <ol style="list-style-type: none"> 1. Lesson Plans 2. Observation 3. ELRS 4. Data Tracking System

Domain/Readiness Goal:	Extended Goals	Process	Assessment
<p>Social and Emotional Development:</p> <p>Children will display developmentally appropriate levels of responsiveness, emotion, and behavior that are appropriate to the situation and the supports available. This includes persisting with challenging tasks when the activity is appropriate and an adult is present and provides support; showing a range of positive and negative emotions under circumstances in which those reactions are appropriate; and showing physical activity and behavior that fit with the activity and demonstrate awareness of limits and others' experiences. Children's levels and range of expression of attention, emotion, and behavior in the classroom also show connections and responsiveness to adult's feedback and support</p>	<p>Community-</p> <ol style="list-style-type: none"> 1. Provide mental health services for children as needed 	<ul style="list-style-type: none"> • Teachers, Assistants, & Home visitors will receive information regarding emotional wellness for children and families. • Families are ready to support emotional health by using Pyramid Resources • The community will continue to contract with our program to provide mental health resources for families. • Teachers/Assistant will use Creative Curriculum to implement social problems social. • Monroe County Head Start/Early Head Start will partner with Community member with offering assistance and resources to families regarding Social/Emotional Health 	<p>Community-</p> <ol style="list-style-type: none"> 1. Resource Book
	<p>Family-</p> <ol style="list-style-type: none"> 1. Receive information & trainings on social & emotional support for young children 		<p>Family-</p> <ol style="list-style-type: none"> 1. Parent Trainings 2. Backpack Series from the Center for Social and Emotional Foundations for Early Learning and Technical Assistance Center for Social Emotional Interventions.
	<p>Preschool/EHS/PAT</p> <ol style="list-style-type: none"> 1. Teacher/ Home Visitor will monitor child's emotional well-being ongoing basis. 2. Teacher/Home visitors will provide opportunities for the children to utilize age appropriate coping mechanisms through play and group activities 3. Teachers will make SAT referrals when concerns arise 		<p>Preschool/EHS/PAT-</p> <ol style="list-style-type: none"> 1. Data Tracking Systems 2. ELRS 3. Classroom Professional Services Sign-In Sheets 4. CLASS Observation
	<p>Children-</p> <ol style="list-style-type: none"> 1. Get along with peers and adults appropriately 2. Follow adult given directions & routines 3. Will display confidence in their abilities 		<p>Children-</p> <ol style="list-style-type: none"> 1. ELRS 2. Data Tracking System

Domain/Readiness Goal:	Extended Goals	Process	Assessment
<p>Language & Literacy</p> <p>Children will use and comprehend oral language for conversation and communication. This includes engaging in multiple turn conversations; describing and understanding connections among story and event parts (i.e., sequence, cause-effect relations, etc.); communicating needs, wants, and desires using words, phrases, and sentences; following increasingly complex and multi-step directions; and using increasingly complex and longer sentences.</p>	<p>Community-</p> <ol style="list-style-type: none"> 1. Enhance Literacy in the home by offering free books from the Local Public Library 2. Provide literacy –rich activities 3. Provide free accessible GED Courses 	<ul style="list-style-type: none"> • Teachers, Assistants, & Home visitors will receive information regarding Literacy and Language Initiatives through professional development. 	<p>Community-</p> <ol style="list-style-type: none"> 1. Resource book 2. Partnership with Local Public Library 3. TEAMING FOR LEARNING WITH THE COMMUNITY Sign-In sheets
	<p>Family-</p> <ol style="list-style-type: none"> 1. Participate in GED classes as needed 2. Read to children daily 3. Complete Interactive Literacy Activities/ Read to Me Backpack 	<ul style="list-style-type: none"> • Families will receive information and resources on promoting literacy and language actives in home environment. 	<p>Family-</p> <ol style="list-style-type: none"> 1. Family Trainings 2. Read to Me Backpacks.
	<p>Preschool/3-K/EHS/PAT</p> <ol style="list-style-type: none"> 1. Provide a print rich environment 2. Have books available in classroom/home visit on various topics 3. Provide books to take home monthly 4. Promote extended communication throughout the classroom 	<ul style="list-style-type: none"> • The community will continue to support literacy and language efforts through partnerships with the local public library and the United Way. • Teachers/Assistant will use Creative Curriculum. 	<p>Preschool/EHS/PAT-</p> <ol style="list-style-type: none"> 1. Data Tracking Systems 2. ELRS 3. Professional Development Sign-In Sheets 4. ECERS/ ITERS 5. CC Implementation Checklist 6. CLASS Observations
	<p>Children-</p> <ol style="list-style-type: none"> 1. Infants will engage in sound- making opportunities developmentally appropriate for age 2. Toddlers will use words to engage in conversation and ask questions which are developmentally appropriate. 3. Pre-K/3-K will repeat simple nursery rhymes, listen to stories being read/retell stories, participate in discussions (ask/answer questions), and identify environmental print 	<ul style="list-style-type: none"> • Home Visitor will implement Parents as Teachers Curriculum. 	<p>Children-</p> <ol style="list-style-type: none"> 1. Data Tracking System 2. ELRS 3. Lesson Plans

Domain/Readiness Goal:	Extended Goals	Process	Assessment
<p>Cognition & General Development</p> <p>Children will use math regularly and in everyday routines to count, compare, relate, indent patters, and problem solve as developmentally appropriate. This includes counting accurately up to 10 objects; showing 1:1 correspondence in counting; comparing objects and quantities in relation to size, weight, volume, and temperature and using relevant terms for relations (bigger, heavier, hotter) identifying cause and effect in actions; identifying patters and repeats in various forms; and using number or quantity to solve problems (if we take one away...do we need more or less...)</p>	<p>Community-</p> <ol style="list-style-type: none"> 1. Provide opportunities for participation in activities that will enhance cognition and general knowledge. 	<ul style="list-style-type: none"> • Teachers, Assistants, & Home visitors will be given information regarding Cognition, Math, &, Science through professional development. • Families will receive information and resources on promoting use of math in everyday situations • Teachers/Assistant will use Creative Curriculum. • Home Visitors will implement Parents as Teachers Curriculum. 	<p>Community-</p> <ol style="list-style-type: none"> 1. Community Partnership Agreements 2. Field Trips
	<p>Family-</p> <ol style="list-style-type: none"> 1. Work with child on developmentally appropriate activities 		<p>Family-</p> <ol style="list-style-type: none"> 1. 3-K Activity Log 2. Lesson Plans 3. Parents Training 4.
	<p>Preschool/3-K/EHS/PAT-</p> <ol style="list-style-type: none"> 1. Provide open ended questions to guide/facilitate learning 2. Provide a variety of materials and opportunities for children to: Measure, Classify, Compare, and Sort objects, complete patterns, count and use numbers, explore, investigate, predict and experiment to solve problems. 		<p>Preschool/3-K/EHS/PAT-</p> <ol style="list-style-type: none"> 1. CLASS 2. ITERS 3. ECERS 4. CC Implementation Checklist 5. Data Tracking system
	<p>Children-</p> <ol style="list-style-type: none"> 1. Measure, classify, compare, and sort objects 2. Complete patterns 3. Count/use numbers 4. Explore, investigate, predict, and experiment with a variety of materials to solve problems 		<p>Children-</p> <ol style="list-style-type: none"> 1. ELRS 2. Data Tracking System

Domain/Readiness Goal:	Extended Goals	Process	Assessment
<p>Approaches to Learning:</p> <p>Children will demonstrate persistence and sustained attention when working with materials, activities, and information as developmentally appropriate. This includes demonstrating focused effort and engagement at the start of an activity and throughout periods in which the activities, materials, or information are challenging; asking for help when appropriate and using the help to continue engagement in the activities, materials, or information; and demonstrating signs of pride and accomplishment during and after engaging with activities, materials or information.</p>	<p>Community-</p> <ol style="list-style-type: none"> 1. Provide programs for enrichment in the arts and other activities 2. Provide opportunities for participation in field trips 3. Partnership with local Community resources for mental health services for families and children. 	<ul style="list-style-type: none"> • Teachers, Assistants, & Home visitors will receive information regarding Approaches to Learning through professional development. 	<p>Community-</p> <ol style="list-style-type: none"> 1. Community Partnerships 2. Community Field Trips 3. Contract for Mental Health Services
	<p>Family-</p> <ol style="list-style-type: none"> 1. Volunteer in Classroom to enhance the various approaches to attend field trips with child 2. Attend parent meetings/trainings offered 3. Work with child on developmentally appropriate activities 	<ul style="list-style-type: none"> • Families will receive information and resources from the on promoting use of math in everyday situations • Teachers/Assistant will use Creative Curriculum. 	<p>Family-</p> <ol style="list-style-type: none"> 1. 3-K Activity logs 2. Lesson Plans 3. Classroom Volunteer Sheets 4. Parent Sign-in Sheets & Agendas
	<p>Pre-K/3-K/EHS/PAT-</p> <ol style="list-style-type: none"> 1. Provide a developmentally appropriate variety of materials and opportunities for children to: <ul style="list-style-type: none"> -Participate in music activities -Create expressive artwork using a variety of art materials -Participates in dramatic play activities: The child makes independent choices, participates with flexibility, imagination, and inventiveness. -Engage in cooperative play 	<ul style="list-style-type: none"> • Home Visitors will implement Parents as Teachers Curriculum. 	<p>School-</p> <ol style="list-style-type: none"> 1. ECERS 2. ITERS 3. CC Implementation Checklist 4. Lesson Plan
	<p>Children-</p> <ol style="list-style-type: none"> 1. Participate in music activities 2. Create expressive artwork using a variety of art materials 3. Participates in dramatic play activities: The child makes independent choices, participates with flexibility, imagination, and inventiveness. 4. Engage in cooperative play 		<p>Children-</p> <ol style="list-style-type: none"> 1. ELRS 2. Data Tracking System