

**CHEAHA REGIONAL HEAD START  
BIRTH to FIVE SCHOOL READINESS GOALS  
2024-2025**

<b>HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: APPROACHES to LEARNING (ATL)</b>	
<b>SCHOOL READINESS GOAL:</b> <ul style="list-style-type: none"> <li>• Children follow simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.</li> <li>• Children manage their own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.</li> </ul>	
<b>Aim Observational Child Outcomes Indicators:</b>	<i>C/SS.A.1 Rules at Home and School:</i> Responds to adult requests/expectations and expands ability to understand the reason for them. <i>SF.B.1 Self-Control Strategies:</i> Develops strategies to manage the expansion of feelings and thoughts by regulating behavior with decreasing reliance on adult support.
<b>Head Start Early Learning Outcomes Framework (ELOF) Indicators:</b>	<b>SUB DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION</b> <b>GOAL P-ATL 2:</b> Child follows classroom rules and routines with increasing independence. <b>SUB DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION</b> <b>GOAL P-ATL 4:</b> Child manages actions, words, and behavior with increasing independence.
<b>Examples of Activities that support this goal:</b> <ul style="list-style-type: none"> <li>• Teachers will create classroom agreements to set the tone for positive and acceptable behaviors, so children understand what to do, how to do it, and when to do it with clear expectations.</li> <li>• Teachers will use visual support that enables children to take in information and fill in the gaps of comprehension as they master spoken language. Children will receive a message in a variety of ways (audibly and visually) and different contexts (reviewing them during circle time and reinforcing in the playground) to help them understand the information and apply it.</li> <li>• Teachers will implement social and emotional activities to strengthen children to identify their feelings instead of using aggressive touches and words.</li> </ul>	
<b>Progress/Outcomes:</b> <ul style="list-style-type: none"> <li>• 75% of children will meet the appropriate age range by the Winter assessment period.</li> <li>• 85% of children will meet the appropriate age range by the Spring assessment period.</li> </ul> <p>Expected Outcome: Children will manage their actions, words, and behavior with increasing independence during play.</p> <p>Fall 2023/2024 baseline: % of total # of enrolled students</p> <ul style="list-style-type: none"> <li>• 1C/SS.A.1: 61%</li> <li>• SF.B.: 55%</li> </ul>	
Challenges: Children experiencing social and emotional delays or trauma due to other mental health concerns may show delay in this area.	
<b>HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:</b>	

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<b>SOCIAL and EMOTIONAL DEVELOPMENT (SE)</b>	
<p><b>SCHOOL READINESS GOAL:</b></p> <ul style="list-style-type: none"> <li>• Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</li> <li>• Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.</li> </ul>	
<b>Aim Observational Child Outcomes Indicators:</b>	<p><b>SF.B.1 <i>Self-Control Strategies</i>:</b> Develops strategies to manage the expansion of feelings and thoughts by regulating behavior with decreasing reliance on adult support.</p> <p><b>SF.A.7 <i>Self-Confidence</i>:</b> Demonstrates increasing self-confidence in one's own abilities.</p>
<b>Head Start Early Learning Outcomes Framework (ELOF) Indicators:</b>	<p><b>SUB DOMAIN: EMOTIONAL FUNCTIONING</b>  <b>GOAL P-SE 8:</b> Child manages emotions with increasing independence.</p> <p><b>SUB DOMAIN: SENSE OF IDENTITY AND BELONGING</b>  <b>GOAL P-SE 10:</b> Child expresses confidence in own skills and positive feelings about self.</p>
<p><b>Examples of Activities that support this goal:</b></p> <ul style="list-style-type: none"> <li>• Teachers will demonstrate through modeling how to handle emotions by verbalizing their own thought processes during mild frustration (e.g., “I feel upset that I dropped my book, but I will pick it up and continue to read.”).</li> <li>• Teachers will teach and practice calm down techniques such as deep breathing, counting to ten, or squeezing a stress ball and develop an emotion vocabulary to describe their emotions.</li> <li>• Teachers will prompt the child to share their successes and ideas by asking open-ended questions about their day or their work.</li> </ul>	
<p>Progress/Outcomes:</p> <ul style="list-style-type: none"> <li>• 75% of children will meet the appropriate age range by the Winter assessment period.</li> <li>• 85% of children will meet the appropriate age range by the Spring assessment period.</li> </ul> <p>Expected Outcome: Children will handle mild frustrations or disappointments without needing adult intervention and use basic problem-solving skills to resolve conflicts with other children.</p> <p>Fall 2023/2024 baseline: % of total # of enrolled students</p> <ul style="list-style-type: none"> <li>• SF.B.1: 61%</li> <li>• SF.A.7: 55%</li> </ul>	
<p>Challenges: Children experiencing social and emotional delays or trauma due to other mental health concerns may show delay in this area.</p>	
<b>HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: Language and Communication (LC)/Literacy (LIT)</b>	

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<b>SCHOOL READINESS GOAL:</b>	
<ul style="list-style-type: none"> <li>Communicates clearly enough to be understood by familiar and unfamiliar adults but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.</li> </ul>	
<b>Aim Observational Child Outcomes Indicators:</b>	<b>LL.A.5 Sentences:</b> Produces words and expands ability to produce word phrases and increasing complex sentences. <b>LL.B.8 Upper and Lower Case Letters:</b> Identifies an increasing number of upper and lower case letters.
<b>Head Start Early Learning Outcomes Framework (ELOF) Indicators:</b>	<b>SUB DOMAIN: COMMUNICATING AND SPEAKING</b> <b>GOAL P-LC 5.</b> Child expresses self in increasingly long, detailed, and sophisticated ways. <b>SUB DOMAIN: PRINT AND ALPHABET KNOWLEDGE</b> <b>GOAL P-LIT 3.</b> Child identifies letters of the alphabet and produces correct sounds associated with letters.
<b>Examples of Activities that support this goal:</b>	
<ul style="list-style-type: none"> <li>Teachers will demonstrate through modeling how to handle emotions by verbalizing their own thought processes during mild frustration (e.g., “I feel upset that I dropped my book, but I will pick it up and continue to read.”).</li> <li>Teachers will teach and practice calm down techniques such as deep breathing, counting to ten, or squeezing a stress ball and develop an emotion vocabulary to describe their emotions.</li> <li>Teachers will prompt the child to share their successes and ideas by asking open-ended questions about their day or their work (e.g., "What did you enjoy the most about building that tower?" or "Can you show me how you solved that puzzle?").</li> </ul>	
<b>Progress/Outcomes:</b> <ul style="list-style-type: none"> <li>75% of children will meet the appropriate age range by the Winter assessment period.</li> <li>85% of children will meet the appropriate age range by the Spring assessment period.</li> </ul> <p>Expected Outcome: Children will be able to offer multiple pieces of information on a topic and answer simple questions with increasing independence.</p> <p>Fall 2023/2024 baseline: % of total # of enrolled students</p> <ul style="list-style-type: none"> <li>LL.A.5: 61%</li> <li>LL.B.8: 55%</li> </ul>	
Challenges: Children with speech or language delays may score lower in this domain than children not experiencing delays or children with language barriers.	
<b>HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: Mathematics Development</b>	
<b>SCHOOL READINESS GOAL:</b>	

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<ul style="list-style-type: none"> <li>Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as “cardinality”).</li> <li>Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”</li> </ul>	
<b>Aim Observational Child Outcomes Indicators:</b>	<p><i>C/M.A.2 Object Counting:</i> Demonstrates ability to count and increasing number of objects using one-to-one correspondence with an understanding that the last number tells how many</p> <p><i>C/M.C.4 Combining Shapes:</i> Combines shapes to form new shapes and uses positional words to describe those transformations.</p>
<b>Head Start Early Learning Outcomes Framework (ELOF) Indicators:</b>	<p><b>SUB DOMAIN:</b> Counting and Cardinality <b>GOAL P-MATH 3.</b> Child understands the relationship between numbers and quantities</p> <p><b>SUB DOMAIN:</b> Geometry and Spatial Sense <b>GOAL P-MATH 10.</b> Child explores the positions of objects in space</p>
<p><b>Examples of Activities that support this goal:</b></p> <ul style="list-style-type: none"> <li>Teachers will engage children in interactive counting games where they count objects out loud while pointing to each one (blocks, crayons, or everyday items.) (e.g. “Can you count the peaches on your plate?”)</li> <li>Teachers will set up simple obstacle courses that require the child to follow directions involving spatial concepts (e.g., "Go under the table, then around the chair, and finally stand next to the door.").</li> <li>During story-time, teachers will use books that involve movement and direction. Ask the child to act out parts of the story that involve spatial concepts.</li> </ul>	
<p>Progress/Outcomes:</p> <ul style="list-style-type: none"> <li>75% of children will meet the appropriate age range by the Winter assessment period.</li> <li>85% of children will meet the appropriate age range by the Spring assessment period.</li> </ul> <p>Expected Outcome: Children will begin to coordinate verbal counting with objects by pointing to or moving them for small groups of objects laid in a line.</p> <p>Fall 2023/2024 baseline: % of total # of enrolled students</p> <ul style="list-style-type: none"> <li>C/M.A.2 61%</li> <li>C/M.C.4 55%</li> </ul>	
<p>Challenges: Children with developmental delays or younger children may be challenged with reaching this goal.</p>	
<p><b>HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: SOCIAL and EMOTIONAL DEVELOPMENT (SE)</b></p>	
<p><b>SCHOOL READINESS GOAL:</b></p> <ul style="list-style-type: none"> <li>Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</li> </ul>	

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<ul style="list-style-type: none"> <li>Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.</li> </ul>	
<b>Aim Observational Child Outcomes Indicators:</b>	<b>SF.B.1 Self-Control Strategies:</b> Develops strategies to manage the expansion of feelings and thoughts by regulating behavior with decreasing reliance on adult support. <b>SF.A.7 Self-Confidence:</b> Demonstrates increasing self-confidence in one's own abilities.
<b>Head Start Early Learning Outcomes Framework (ELOF) Indicators:</b>	<b>SUB DOMAIN: EMOTIONAL FUNCTIONING</b> <b>GOAL P-SE 8:</b> Child manages emotions with increasing independence. <b>SUB DOMAIN: SENSE OF IDENTITY AND BELONGING</b> <b>GOAL P-SE 10:</b> Child expresses confidence in own skills and positive feelings about self.
<b>Examples of Activities that support this goal:</b> <ul style="list-style-type: none"> <li>Teachers will demonstrate through modeling how to handle emotions by verbalizing their own thought processes during mild frustration (e.g., "I feel upset that I dropped my book, but I will pick it up and continue to read.").</li> <li>Teachers will teach and practice calm down techniques such as deep breathing, counting to ten, or squeezing a stress ball and develop an emotion vocabulary to describe their emotions.</li> <li>Teachers will prompt the child to share their successes and ideas by asking open-ended questions about their day or their work (e.g., "What did you enjoy the most about building that tower?" or "Can you show me how you solved that puzzle?").</li> </ul>	
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