

## **College of Southern Idaho Head Start School Readiness Goals**

The College of Southern Idaho Head Start/Early Head Start has maintained a focus on school readiness by ensuring that children are healthy and are developing physically, socially, emotionally, and cognitively. The program works on meaningful partnerships with families and communities. CSI HS/EHS knows that this approach is the best way for ANY child to be ready for school. School readiness doesn't happen only in the classrooms, it's what happens on the school bus ride home, during a dental visit and through the work of the parents with the children. School readiness is also about the systems that are put into place to ensure that consistent quality services are provided to children and families. The programs professional development system and data management systems are examples of what needs to be working well to support success for children and families. The program believes in building relationships with families and providing consistent care giving. CSI HS/EHS works on collaborating with school districts to meet the needs of children entering kindergarten. The collaborative goals are consistent with the State of Idaho's Early Learning Guidelines. These goals will help children have the skills and knowledge to be successful in the learning environment to which they are transitioning.

### **CSI Head Start Goals for Preschoolers to Be Ready for Kindergarten**

- A. Children will make a plan with three or more details.
- B. Children will try three or more ways to solve a problem with materials.
- C. Children will join with other children in playing a game with rules.
- D. Children will help another child in a self-care activity or program routine.
- E. Children will involve an adult in an activity and sustain the involvement.
- F. Children will show loyalty to another child.
- G. Children will negotiate the resolution of a conflict with another child.
- H. Children will identify an emotion and give a reason for it.
- I. Children will make a model with details on one or more of the basic parts.
- J. Children will draw or paint a picture with detail on one or more of the basic parts.
- K. Children will step out of a role-play situation to clarify it or give directions, then returns to the play.
- L. Children will hop, skip, or twirl around and stop without falling.
- M. Children will strike a moving object with a bat or paddle.
- N. Children will chant or sing while maintaining movement to a steady beat.
- O. Children will create (or copies) and repeats a pattern of four or more movements to music.
- P. Children will sing a song with five or more pitches.

- Q. Children to sustain a dialogue by taking three or more conversational turns.
- R. Children will ask about the meaning of a word.
- S. Children will use a clause that starts with “when,” “if,” “because,” or “since” in a sentence.
- T. Children will create a pair or series of words that start with the same sound.
- U. Children will point to the words in a book or follow a line of text while telling or reading the story.
- V. Children will say a word and identify the beginning letter or letter sound.
- W. Children will read aloud a simple phrase or sentence.
- X. Children will write a phrase or sentence of two or more words.
- Y. Children will identify two or more similarities between objects or groups.
- Z. Children will add additional objects to extend a repeating or graduated series.
- AA. Children will use a conventional or an unconventional measuring tool and states the result.
- BB. Children will count two groups of objects and says which one has more/less/equal.
- CC. Children will read a map, child uses a position, direction, or distance word.
- DD. Children will explain that an event or change happens because of something else.
- EE. Children will number the parts or features of an object.
- FF. Children will identify where a natural object or material comes from.
- GG. Children will participate in conversations in English.
- HH. Children will respond in spoken English to English.
- II. Children will follow simple rules, routines, and directions.
- JJ. Children will use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.
- KK. Possess good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.
- LL. Children will cut with scissors correctly.
- MM. Children will detect rhyme. Rhyming shows an awareness of sounds within words and is an example of phonological awareness.
- NN. Children will detect syllables. Breaking words into syllables is important for word recognition and is part of phonological awareness.
- OO. Children will identify uppercase letters
- PP. Children will copy, trace, or independently write letters or words.
- QQ. Children will write their name.
- RR. Children will recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
- SS. Children will recognize numbers and quantities in the everyday environment.
- TT. Children will recite numbers in the correct order and understand that numbers come “before” or “after” one another.
- UU. Children will identify primary colors and shapes.
- VV. Children will have resilience, “the ability to recover from or adjust easily to misfortune or change.” This will be accomplished by children having secure attachment, self-control and initiative.
- WW. Children will use one-to-one counting and subitizing (identifying the number of

objects without counting) to determine quantity.

XX. Children will attend at least 85% of the required classroom days.

\*The goals are taken from the Preschool COR observation items, 2011 Head Start Child Development and Early Learning Framework, and the Idaho Reading Indicator for (Fall) Kindergarten. Information was gathered through the community assessment survey from school officials and teachers. Parent and community input was also gathered from the Education Advisory Board, center parent committee's and policy council.

**\*\*The Preschool COR observation items are aligned with the 2011 Head Start Child Development and Early Learning Framework and the State of Idaho's Early Learning Guidelines.**